



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOR STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

FACTORS AFFECTING WOMEN TEACHERS' PARTICIPATION IN  
EDUCATIONAL LEADERSHIP IN PRIMARY SCHOOLS OF WOLISO  
TOWN, SOUTH WEST SHWA, OROMIA REGIONAL STATE

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**Factors Affecting Women Teachers' Participation in Educational Leadership in government and private Primary Schools in Woliso Town, Oromia Regional State**

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A Thesis Submitted to the Department of Educational Planning and Management, College of Education and Behavior Studies in Partial Fulfillment of the requirements for Master of Arts Degree in Educational Leadership

## DECLARATION

I, the undersigned, declare that, this thesis entitled “Factors Affecting Women Teachers’ Participation in Educational Leadership in Government and private Primary Schools in Woliso Town, Oromia Regional State” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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APPROVAL

This is to certify that the thesis prepared by Indalu Yero Diriba entitled “Factors Affecting Women Teachers’ Participation in Educational Leadership in Primary Schools in Woliso Town, Oromia Regional State”. In addition, submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## ACRONOYMS

**BDPA**= Beijing Declaration and Platform for Action

**CEDAW**= Convention on the Elimination of all forms of Discrimination against Women

**CFDRE**= Constitution of Federal Democratic Republic of Ethiopia

**EFA** = Education for All

**ESDP** = Education Sector Development Program

**ETP** =Education and Training Policy

**ILO** = International Labor Organization

**MOE** = Ministry of Education

**SPSS**= statistical package for social science

**TEO**=Town Education Office

**UDHR** = Universal Declaration of Human Rights

**UN** = United Nations

**UNICEF**=United Nations Children's Fund

**UNWPP** = United Nation World Population Perspective

## **ABSTRACT**

*The purpose of this study was to assess women participation in educational leadership at level primary schools of Woliso town. The study targeted 13 registered primary schools in Woliso town. Simple random sampling was used to select 57.26% of the registered schools giving a sample of 7 schools. From 123 participants, 112(53.33%) teachers were selected by simple random sampling technique and 11(100%) principals and vice principals were selected by using purposive sampling technique. The descriptive research design was employed. Both types of data, primary and secondary data were gathered by using appropriate data collection tools: questionnaires, semi structured interview questions and document analysis. Quantitative research method was employed for this study and the qualitative approach is incorporated in the study to validate and triangulate the quantitative data. From a total of 112 questionnaires distributed, 112(100%) were properly filled and returned. Descriptive statistics was employed by using SPSS software to analyze close ended quantitative data collected through questionnaires. Descriptive statistics like percentage and frequencies was to see the overall distribution of the study participants with the dependent variable (woman teachers' participation in educational leadership) and independent variables (administrative factors, sociocultural factors, police and practices factors and personal factors) under the study. The findings of this study indicated that participation of women teachers' in primary school leadership was affected by institutional, socio-cultural and policy practice related factors. Key recommendations were: educational institutions need to ensure that all appropriate guide lines were fully implemented in their schools and thoughtful efforts need to be made by concerned bodies to increase societal awareness on the importance of females' participation in educational leadership position of school.*

## CHAPTER ONE

### 1. INTRODUCTION

This section discusses the background of the study, statement of the problem, basic research questions, and objectives of the study, significance of the study, scope of the study and delimitation of the study, limitation of the study, and organization of the study.

#### 1.1. Background of the Study

The right of women to participate in decision making positions at all levels is well indicated in different documents of human rights conventions on the elimination of all forms of discrimination against women (CEDAW). This is evidenced by the principle of equality of men and women which was first recognized in 1945 in the United Nations Charter, and subsequently in the Universal Declaration of Human Rights (1948). This was later followed by 4th World Conference on Women (1995) called for all governments worldwide to create a gender sensitive education system in order to ensure full and equal participation of women in educational administration and policy and decision-making as well as to narrow the gap between men and women. This was clearly stated in the Beijing Declaration and Platform for Action (BPA), 1995, Chap. IV, Article 82.

Women in Ethiopia are mainly limited to shoulder the hard and unpaid household responsibilities such as child rearing and feeding the family, farming and taking care of domestic animals. Unfortunately, both culture and religion played significant roles in limiting the positive roles that women could have played. They have been oppressed in many respects in their capacity as being women and lack of involvement in the male dominated socio-economic infrastructures and as member of oppressed class (MOWA, 2006).

However, very few women may have succeeded in breaking up the male designed socio-economic hurdles, the history of those few who succeeded have become inspiring models.

A certain forum document stated:

*“Women bear almost all responsibility for meeting basic needs of the family, yet are systematically denied the resources, information and freedom of action they need to fulfill these responsibilities. The vast majority of the world's poor are women. Two-thirds of the world's illiterates are female. Of the millions of school age children not*

*in school, the majority are girls.”* (Hunger Project retrieved on November 20/2011 forum).

Women comprise half the world’s population. Their great contribution to the public good as well as for development of a country is of paramount significance. Regardless of their productive, reproductive and managerial contribution, women are marginalized from active participation in public life as officeholders and decision-makers.

Moreover, a number of empirical researches (Pirouznia, 2006; Gregory, 2003; Chisikwa, 2010; Onyango, Simatwa, and Ondigi, 2011; and Coleman, 2003) indicate that women are traditionally not actors in the public sphere and neither men nor women expect women to sit on decision making organs.

Most research evidences for their exclusion from power positions is associated with traditional stereotypes that associate leadership to the masculine gender. To this effect, women are excluded and overlooked in policy reforms and governmental democracy initiatives. Of course, recently women’s issue has become a major theme for intellectual writing, public debates and the mass media both in developed and developing countries.

Recently, the importance of women empowerment in terms of transformation of societies in different aspects has become clearer. Leadership is a much ‘gendered’ concept (Dimmock and Walker, 2000).

Meanwhile the Federal Democratic Republic of Ethiopia (FDRE), Ministry of Education (MoE), in the policy and in the guideline or book emphasizes that females are fifty percent of the development potential so that without participating females in every development issues, improvement or development is unthinkable (MoE, 2002). The guideline also stresses that gender balance is one of the expressions of fairness in education. This shows that the policy encourages the participation of females in all aspects including leadership positions. Kagoda (2008) argue, participating females in leadership positions in schools of developing countries is important to sensitivity with in schools for the wellbeing of adolescent girls, to provide girls bringing to consider career choices with role models of decision makers and leaders, and to address social

justice by providing gender equality between adults in education profession so that females can play their role on their part on development activities.

Many researchers (e.g., Abebayehu, 1995; Speradio, 2010) argue there are various factors for under representation of females in leadership positions including: gender-role, the challenging nature of the job, low self-confidence on part of females' themselves and fewer numbers of females graduated from higher education, family responsibilities at home, lack of training opportunities, and their own lack of aspirations towards leadership positions. Under representation of females in leadership affects development.

According to Speradio (2010), countries where females underrepresented in secondary school leadership need to address it at all levels of educational leadership if they are committed to reform and development. Universally, men had been running the leadership career in any organization. Men have dominated management and leadership positions in education. A recent study by Enomoto (2000) revealed that little has changed in this regard over the past few decades. The study reveals that, despite their large numbers in teaching and in school leadership preparation programs, females remain under-represented at higher levels of administration (Enomoto, 2000).

The Ethiopian Federal civil service commission recent statistics revealed the fact that the overwhelming majority of women servants are concentrated in position such as cleaners and other lower paid jobs. Not only men and women have different jobs, but there are also different in the extent to which they are represented in the hierarchy of positions within jobs. Even in occupations dominated by women such as the health filed. When the doctors and hospital heads are usually men while most nurse and support staff are women. Men usually occupy the more skilled responsible and better paid positions. Similarly, in educational setting while women hold the teaching staff position, men dominate the highest position of educational leadership (MoE, 2008). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making positions. This would retrain many women from facing the challenge and exercise decision making role (Meron, 2003).

In Ethiopia, school administrators has been male dominated to this consequence the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women at leadership position (MoE, 2006). In line with this, some sectors has been seen in increased the proportion of female school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads (MOE,2006). Moreover, promoting gender equality (mainly through the empowerment of women) has been considered in the Millennium Development Goals not only as a strategy to achieve sustainable development but also as a goal in its own right to be achieved.

In this regard, Ethiopia is not only a signatory of the global and regional gender equality conventions; but has also made the provisions of these conventions an integral part of the law of the land in its Federal Constitution (CFDRE, 2005). It further ensures that all fundamental rights granted are to be interpreted in conformity with the principles of the signed conventions and declarations. Therefore, as clearly stated in the Document of the World Bank (Report No. 36434-ET, 2007), Ethiopia's performance in terms of ratifying international conventions and formulating national legal and Policy provisions pertaining to gender equality seems to be phenomenal.

The national Ethiopian policy on women underscores the critical importance of enhancing gender equality in all spheres of life through gender mainstreaming. The policy also urges sector ministries and organizations to consider gender equality in the planning, implementation, monitoring and evaluation of all activities and programs.

Accordingly, the Education and Training Policy of Ethiopia (TGE, 2004) stated that education will be geared towards reorienting society's attitude and value pertaining to the role and contribution of women in development. It has further underscored that special attention to be given to the participation of women in the recruitment, training and placement of teachers, and specified that educational management will be democratic, professional, and will encourage the participation of women. It is in response to these policy pledges that widening the educational opportunities of girls and women has been the central policy agenda in Ethiopia. In general, Ethiopia has made remarkable achievements in promoting gender equality in participation, particularly at the primary education level.

Equality of women with men can be achieved when the status of men and women, their access to goods, services and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities in the society are equal. While there is no guarantee that education will bring about the same outcome to men and women alike, the achievement of equality in education, nevertheless, acts as a catalyst and contributes to the realization of equality for men and women in other spheres of life, including in employment, decision making and leadership. This implies that access to education is not an end by itself. It is rather a means to an end, which is, access to employment, resources, power, promotion etc. In other words, besides provision of access and opportunity to education, policies and strategies that are designed to enhance gender equity should promote women's access to power, decision making and resources. Thus, this study is designed to explore or generate possible ideas based on the status factors affecting women teachers' participation in government and private primary schools of Woliso town.

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

It is believed that women constitute half of the world population. This logic should have let them possess high proportion in different administration level so that they could play significant role in economic, social, cultural and political development of a country.

In many countries, women are participating in areas of public where they were not previously visible. However they have the right to equal participation in all aspects of the education and training system should unanimously include their active involvement in the teaching profession as well as in the management and leadership positions.

Women's scarcity in managerial and decision making is a global phenomenon. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact women account no more than 10 % managers and 3% of company directors and this issue has received the attention of international organization (Onsong,2004).

Research findings showed that women have some desirable qualities or attributes to leadership positions over men. Such qualities include caring, consultative, collaborative, intuitive, collegial, tolerance and communication skill which are among essential elements that help to coordinate activities in leadership (Coleman, 2003 cited in Burton and Smith, 2003). Therefore involving or

representing female in leadership positions is unquestionably important and has great advantage for organizational improvement and countries development. In fact according to the participation of female teachers' in school leadership is increased from previous times but still is not as expected when compared to males (Gelila, 2007). The number of schools increased in more than double however the number of women as principals has not improved at all. In order to understand the extent to which women are excluded from educational leadership in local area, it is imperative to see the proportion of women's share in the teaching force.

In Woliso Town out of 591 male and female government and private primary school teachers, the statistics shows that 321 of the teachers are male and 270 are female. (Educational statistics Annual abstract 2021/2022). However, the proportion of women principals and assistant principals in primary schools is very scant. As indicated in Woliso Town educational office report (2014 E.C), among 16 school principals and deputy principals, there are only 1 female principal and 3 female deputy principals, currently in leadership position the primary schools in woliso town.

International EFA strategy encourages support for women's empowerment in the teaching profession and educational leadership, including initiatives to train, recruit, employ and empower more female teachers, principals and educational leaders. In spite of policy instruments and the commitment in ESDP IV to significantly increase the proportion of female teachers and leaders in the education system, their participation is still considerably low. The Ethiopian government has endorsed a number of legal documents aimed at eliminating discrimination against women. One such document is the Gender Equality which was put into effect in (United Nations, 2007).

The government approved the National Plan of Action on Education for All, which aims at achieving gender equity in education by 2015. The national goal of the Strategy is to: improve women's quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate in and benefit from all aspects of politics, economy, culture and social areas (United Nations, 2007). One of the specific objectives of the strategy of Ethiopian government's commitment is to increase the number of women in leadership positions at all levels and in all sectors.

All the factors estimated to be hindrance to women's educational leadership participation must be researched and deeply investigated to obtain active and effective women's educational leadership participation. As research indicates, women possess a better leadership behavior and style than men. This natural quality must be supported and developed by packages and programs to exploit their natural talent. "Women nurture learners; men run schools" (Aretha, 1993).

Currently, there is a better opportunity for women to participate in school leadership; education has been given priority all over Ethiopia. Many government and private high schools have been established and women's participation in teaching is increasing. But still there is a believe that 'women are reluctant in accepting responsibilities of school leadership, men are better leaders in leading schools, and the school managers should be masculine, self-reliant, ambitious and strong leaders'.

However, the government policy towards women's participation in leadership has been given more emphasis; there is an indication that some challenges towards women's participation are not totally eliminated. So, women's leadership participation in education has been a deep rooted problem, unless the necessary measures are taken. These problems attract my attention in my local area. And also absence of the research done in Woliso town regarding this particular is motivated the researcher. This is the reason why the researcher is initiated to carry out the research. Accordingly, the researcher designs this study to investigate the women teachers' participation in educational leadership and to identify its associated factors. Thus in addressing this problem, the following basic questions were raised.

1. What are the factors that influence women teachers to apply for, and be appointed to leadership positions in primary schools in Woliso Town?
2. What is the level of women's participation in educational leadership in primary schools of Woliso town?

### 1.3. Objective of the Study

The objective of this research is divided in to general and specific objectives as follows.

#### 1.3.1. General Objective

The general objective of the study was to investigate the status of women's teachers' participation in educational leadership and its associated factors in government and private primary schools of Woliso town.

### 1.3.2. Specific Objectives

1. To assess the possible measures taken to overcome the challenges of women teacher's initiatives for participation in educational leadership of the selected school.
2. To be examine the status of women teachers' participation in educational leadership in both private and governmental primary schools of Woliso town.
3. To find out associated factors that affect women teachers' participation of educational leadership in primary schools of Woliso town.

### 1.4. Significance of the Study

The conducted study would benefits different stakeholders.

Assessing the status of factor affecting women teacher's participation in educational leadership in primary schools of Woliso town was important to determine the major barriers (challenges) for under-representation women teachers' participation in educational leadership and also help to provide appropriate solution or possible measures.

The study is assumed to investigate the factors to women teachers applying for and being appointed to leadership position and suggest future possible opportunities for the solution of detected factors. Therefore the study insight to identifying the status and associated factors of women teachers' participation in educational leadership may help the concerned body to design effective strategies to mitigate the problem in order to enhance the current status of gender equality. The local education managers may also utilize the study findings for decision making. Furthermore, the findings of this study will serve as a baseline data for scholars who have interest to conduct further studies on this area.

In general, the researcher hopes that the study has the following significances:-

1. Stakeholders might benefit from the findings and get information for decision making.
2. The study may help by identifying self-limiting beliefs of teachers to participate in school and the ideas that bring attitudinal change in the minds of them.
3. It serves as a feedback for Woliso town education office.
4. The study may help for other researchers as stepping stone for those who want to undergo a research on similar areas.

5. It also helps for policy maker, NGO, and even for me.

Moreover, this study can lay foundation for further related studies conducted in the future and also helps other researcher as reference materials.

### 1.5. **Delimitation of the study**

This study was conducted in Woliso town concerning the issue of investigate the status of women teachers' participation in educational leadership and its associated factors in government and private primary schools of Woliso town. In addition the focus was on collection of data on the women's teachers' participation in educational leadership and its associated factors in government and private primary schools of Woliso town.

Finally the survey was undertaken for short period of time and was obviously limited in the temporal dimension of the study.

### 1.6. **Limitation of the study**

This study is expected to have some limitations. For this study, the researcher encountered certain problems which can be considered as a limitation of the study. Although this resulted in wastage of time to organize fragmented information as the research demands quality work, the researcher solved the problem by designing appropriate strategies.

The researcher appealed for and convinced them for cooperation with officials wherever the environment was conducive for the respondents. In addition to this financial constraint played great role in limiting the scope and depth of the study.

Generally, the above were the main limitation of the study and they didn't have any impact on the result of the study.

### 1.7. **Operational Definition of Key Terms**

- **Leaders:** - the term educational leaders under this paper used to represent the individuals who are in leadership positions of school, school principals, department heads, unit leaders and club heads.
- **Socioeconomic:** - is the study of the relationship between economic activity and social life. The field is often considered multidisciplinary, using theories and methods from sociology, economics, history, psychology and many others.

- **Sex role:** - a set of behaviors or characteristics that are standard for each gender in a society. Sex role stereotypes are widely held beliefs about those behaviors and characteristics.
- **Empowerment:** - refers to accessibility to opportunities for a person to earn a decent and honest living through formal jobs. It is also defined as a group or individual capacity to make effective choices and then transform those choices into desired actions and outcomes (Emery, 2000)
- **Leadership:** - A process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.
- **Stereotype:** - conventional and over simplified conceptions, opinion or images.
- **Socialization:** - process of learning roles and expected behavior in relation to one's family and society and developing satisfactory relationship other people.
- **Self-limitation:-** is the process of assigning oneself to a gender appropriate career due to the impact of socialization.

### 1.8. Structure of the paper

This research paper is organized into five Chapters. Chapter one is about the introduction part which consist background of the study, statement of the problem, basic questions of the study, objective of the study, significance of the study, delimitation, limitation of the study, structure of the study. Chapter two is the literature review that supports the study and justifies its various conceptual foundations and framework. Chapter three presents the research design and methodology which consists research design, sample and sampling technique, data gathering tools, procedures of data collection and data analysis. Chapter four is about the presentation, discussion and analysis of the data. And finally, chapter five is about summary of the findings, conclusions, and recommendation of the findings.

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

This chapter gives emphasis on relevant literature from the major subject fields underlying the study to justify its various theoretical and conceptual foundations. It presents the relevant literature pertaining to the problems that hinders women's participation in primary educational leadership. Also there have been some possible measures to overcome factors that hamper women toward attaining educational leadership.

#### 2.1. Definition of Leadership

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

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

#### 2.2. Concept of basic Leadership

Leadership would mean different things to different people. The concept of leadership is, therefore, difficult to define. One of the rational for such argument is the definitions of leadership are almost as numerous as the approaches to its study. Some concepts about leadership are as follows. Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). To inspire organizational workers into higher levels of teamwork, there are certain things that the leader must be, know, and, do. These do not often come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their past success or laurels.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Some other popular definitions of leadership state that it is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success (Zeitchik, 2012). Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). Note that all the definitions have a couple of processes in common: A person influences others through social influence, not power, to get something as result, Get work accomplished (bosses use power to get things done), Leadership requires others, who are not necessarily directly reporting to you, to get something accomplished and There is a need to accomplish something.

Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership (Jago, 1982). However, we know that we have traits that can influence our actions. This is called Trait Leadership (Jago, 1982). While leadership is learned, a leader's skills and knowledge can be influenced by his or her attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique. For example, a leader might have learned the skills in counseling others, but her traits will often play a great role in determining how she counsels. A person who has empathy will make a better counselor than a person who thinks the employees are simply there does accomplish her/his biddings.

Attributes of Leadership: BE, KNOW, and DO

Respected leaders concentrate on Be, Know, and Do (U.S. Army, 1983): Who they are [**be**] (such as beliefs and character): BE a professional. Example, be loyal to the organization, perform selfless service, take personal responsibility and BE a professional who possess good character traits. Examples: honesty, competence, candor, commitment, integrity, courage, straightforwardness, imagination.

What they know (such as job, tasks, and human nature): Know the four factors of leadership - follower, leader, communication, and situation. Know yourself. Examples: strengths and weakness of your character, knowledge, and skills. Know human nature. Examples: human

needs, emotions, and how people respond to stress. Know your organization. Examples: where to go for help, its climate and culture, who the unofficial leaders.

What they do (such as implementing, motivating, and providing direction): Do provide direction. Examples: goal setting, problem solving, decision making, planning. Do implement. Examples: communicating, coordinating, supervising, evaluating. Do motivate. Examples: develop morale and esprit de corps in the organization, train, coach, counsel.

The central concept of leadership is influence rather than authority. Both are dimensions of power but the latter tends to reside in formal positions, such as the principal or head teacher, while the former could be exercised by anyone in the school or college. Leadership is independent of positional authority while management is linked directly to it. In general, from the above concepts, everybody can understand, there are many definitions of leadership. However, most definitions of leadership imply that intentional influence is exerted by one person or a group, over other people or groups, to structure the activities and relationships in a group or organization.

Philosophers termed leadership to be effected by significant traits, framework and personality factors. Effective leaders tend to be acquiring most of the following traits:

They can be creative, responsible for any situation given, initiator, alert in every single situations while decision making, doing insight research, socially active, aggressive in productive conditions, must be of popular character and being humorous, self-confident and persistent in different situation.

### **2.2.1. Educational Leadership**

An educational leader serves as a guide and influences other educators in an administrative setting. In some cases, it may be a team of educational leaders. Leaders in these executive roles work toward finding ways to improve learning and to improve the process of educating students. They serve in elementary, secondary, and post-secondary institutions as well as early childhood education centers. School site leaders, directors, principals, and assistant administrators are employed to work either as the sole educational leader or in small teams. Typical positions for educational leaders in administrative settings are: Principal, Manager, Academic Dean, Director, Head of school, Department Chair, Provost, and we can say also President.

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership. The term "educational leadership" is also used to describe programs beyond schools. Leaders in community colleges, proprietary colleges, community-based programs, and universities are also educational leaders.

Gunter (2004), in his study states that there are 'labels' used to define this field. They have changed from 'educational administration' to 'educational management, and, more recently, to 'educational leadership'. In England, this shift is exemplified most strongly by the opening of the National College for School Leadership in 2000, described as a 'paradigm shift' by Bolam (2004).

### **2.2.2. Leadership and Management contrasted**

In trying to answer, "What is leadership?" it is natural to look at the relationship between leadership and management. To many, the word management suggests word like efficiency, planning paperwork, procedures, regulations control, and consistency. Leadership is often more associated with words like risk taking, dynamic, change, creativity, and vision. Some say leadership is fundamentally a value choosing, and thus a value laden, activity, whereas management is not. Leaders are thought to do the right thing, whereas managers are thought to do things right. Managers have a short- term view; leaders have a long - term view.

Managers imitate; leaders originate, Managers acceptable the status quo; leaders change it Managers control; leaders inspire. This is not at all to say one is better than the other, only that they are different. Their differences, in fact, can be quite useful, since organizations typically need both functions performed well in order to be successful. They complement each other, and both are vital to organizational success.

### **2.3. The woman in leadership setting**

Educational leadership at the secondary school district and national level continues in most nations to be characterized by an under representation of women. The last three decades have seen a growing understanding of the primary causes of this under presentation. These include the continuation of long held societal attitudes that assume women make poor leaders, direct

harassment and exclusion of women in the work place in male dominated organizational situations, and seemingly gender neutral policies that nevertheless prevent women who must balance work and family commitments from accessing leadership positions. The last three decades have also seen a growing understanding of the problems that the under representation of women creates in any field of public decision-making. This problem includes the replication of existing work and organizational patterns reflecting male life and male employment preferences and expectations. Given the large numbers of women in the lower ranks of education in many nations, their failure to progress into decision-making and leadership role must result in a lot of talent and experience to their communities and countries, in addition to realizing social justice issues. Yet, despite growing awareness of these problems and increased understanding of historical causes, progress towards gender equality in educational leadership, paralleling the movement of women into the governing boards of public and corporate organization's remains slow. Feminine researcher, such as Rosener (1990), argues that female and male leaders differ in accordance with gender stereotypes.

### **2.3.1. Women in Educational Leadership**

Good school administration is more attuned to feminine than masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration.

Yukl (2010) also adds to this fact that discrimination on females is clear evidence in the low number of women in important and high level leadership positions in most organizations of the world. Except in few countries where certain circumstances such as affirmative action have taken place, gender inequality in leadership positions is worldwide phenomena. In many countries such as Wales and England although equal opportunities legislation, bringing females to leadership positions, it is not as expected.

In South Africa and Zimbabwe, for example, there is affirmative action to increase females' participations in leadership activities but the number of females in leadership positions is still very low compared to their male peers (Coleman, 2003 in Burton & Smith, 2003). It seems for this reasons that nowadays gender equality is becoming a question or a concern in every sector. In one case this may be a political agenda that was agreed internationally in 1948 by the United

Nations Declaration of Human Right (UNDHR) Article 21, as women have the right to take part in leadership positions of their country equally as males.

Another reason why the issue of gender equality pronounced is that there is stereotypic Deprivation of females especially in leadership positions. These social justices or perception that inclined away from females' side, males domination that resulted the question of right and the career decisions of females together played for lower participations of females in leadership positions; and became an issue, idea of debate or interest among many scholars.

#### **2.4. Attitude and Perceptions towards Women Leadership**

Attitude is considered as a concept of social psychology. Attitude is a belief about something good or bad. It is a tendency to behave toward the object so as to keep or get rid of it. An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world (Krech and Crutchfield, 1948). Social scientists believe attitude as usually measure doesn't always square with actual behavior. The concept of attitude does not refer to any one specific act or response of an individual, but it is an abstraction from a large number of related act or responses.

The more positive attitude one has, the more positive human behavior will be seen in case of a specific topic. Attitude is the mediator between stimuli and responses.

Attitude towards women is based upon the general gender role perception of the society. Male dominated economy and social structure often prefer male as perceived leader in critical condition whereas-leadership should be attributed in accordance with the capacity of resource and constraint management along with the existence of some task based performance measurement. According to Ah Nee Benham,et.al, cited in AbabayehuAemiro (1995), females at any level of leadership in education usually run a solo act but with many spectators and critics. The origin and source of these critics is the result of socio cultural background that we brought up in, and general process of acquiring culture that refers to socialization.

During socialization, we learn the culture we are born to and learn the gender roles to play in life. In the same way we learn about the occupational roles that society has stored for us since its existence and development. This socialization makes the society to think that boys and girls are supposed to be different; they treat them differently and give them different opportunities of

development and formation of behavior to act within a given social framework. ILO (2000) reiterates a worldwide review of the status of women in leadership and speaks similarly of the barriers created by biased attitudes towards women in leadership. The managerial positions are viewed as male in gender types; the characteristics required for success are seen as more commonly held by men than by women. Attitudes fade slowly from peoples' minds. It requires the effort of all and the willingness by a country's leadership to change peoples' attitudes. It may take long time, but can be overcome. People have first to understand that their attitudes are biased, and then be guided on how to change them. This role can easily be played by such studies as this.

## **2.5. Barriers to Women teachers' participation School Leadership Positions**

The lack of female leaders in leadership positions is the result of both internal and external barriers women encounter which they have to overcome to become educational leaders (Jones 2006). These women's barriers to educational leadership can also said to be intrinsic and extrinsic. The intrinsic barriers deal with personal character traits and health issues while the extrinsic barriers are external factors.

### **2.5.1. Intrinsic or Personal Barriers**

Some of the intrinsic barriers that are attributed uniquely to women are femininity, pregnancy, emotions, menstruation, and motherhood as identified in the "Women as School District Administrators: Past and Present Attitudes of Superintendents and School Board Presidents" study. Approximately 70% of the superintendents and school board presidents still accepted these stereotypes in 1996 (Shepard, 1997).

Even though some of the stereotype barriers had decreased, these leaders still felt that women would allow their emotions to influence their administrative decisions. Board presidents still considered pregnancy and menstruation as factors in employing women. Some believed that women do not possess any of these traits. The possession of self-confidence is the trait least attributed to women by both superintendents and school board presidents (Bjork, Brunner, & Glass, 2000). Another intrinsic barrier referenced in the Canaan (1994) study of educational administration graduates was that of internal aspiration, the vision and determination to become an administrator. In conclusion, she recommends that women should adopt a new vision of self and that the educational community must also change their perceptions of women educational leaders.

### 2.5.2. Extrinsic Barriers

The accepted role that women should assume in society has been a primary external barrier in the ability of women to secure educational leadership positions (Farmer, 1993). As stated in Blount's research (2000), 95% of these women were single, widowed, or divorced. In fact from the time of the Civil War through World War II, school boards and administrators hired mostly single women. During the Great Depression married women were required to resign. Often school boards wrote into the contracts of women that they could not marry while working as an administrator.

However, men were expected to be married as it was considered to be part of having the "right character." After World War II, the marriage bans were not enforced, and the number of married women teaching doubled, which changed teaching from a single to a married woman's profession. During the early 1900's, single women educators had been charged with deviant sexual behavior but during this post-war period, married women were also being attacked for deviant sexual behavior. This was spurred by a 1948 publication on homosexuality which revealed that 50% of all males admitted to having attractions to other men. This opened a public discussion about sexuality which further eroded the already tainted public opinion of teachers. School districts dismissed teachers on rumors of homosexuality. The homosexual menace in schools essentially provoked educators to maintain consciousness of their own and others' gender-appropriate appearance and behaviors. Women who desired to move into school administration found that their ambitions would be viewed as masculine, aggressive, ambitious, and inappropriate.

The stereotype profiles have changed through the decades but are still issues with which women must cope. There seem to be perceptions and expectations associated with women and their roles as wives and mothers. These perceptions also exist internationally (Nivala&Hujala, 2002; Norris &Ingelhart, 2000). Unless the barriers like the following are addressed, the numbers of women and minorities in the candidate pool for principals and superintendents will not increase.

#### **Socio cultural Factors**

Socio-cultural beliefs, attitudes and practices dominant in our society have gender differentiated effects on boys' and girls' education. In most cases, more prejudice is placed on girls while boys are favored in all aspects of life. Traditionally, girls are viewed to be inferior and therefore discriminated right from birth. Studies of the situation of girls' show that their disadvantaged

positions emanate from the parental and societal attitude which stresses the value of sons against daughters. As a result, girls' education is given little or no attention while that of boys' being very important since they are expected to be the breadwinners, heirs, professional persons and leaders of society. As articulated in the (UNICEF report, 2012) Thus, the girl child is socialized to be a self-sacrificing person destined for biological reproduction and service to others, especially her family. By contrast, boys are much valued, wanted and favored. Therefore, girls become helpers to their mothers at an early age and gradually internalize their roles and disadvantages (Deventer, 2000).

According to Abagi (2000) our social image of the differences between women and men is a projection of our cultural environment in which we live. This image is a self-fulfilling prophecy. In addition, formal education of girls is even viewed with suspicion as a threat to their morality. Thus, parents fear losing honor, prestige and bride price due to effects of schooling of their daughters. Some cases incidences of teenage pregnancies make parents become reluctant to support their daughters' education.

Wamahiu (2005) notes that girls' education is curtailed because early marriages are most preferable for their numerous advantages in the sight of some parents. This includes avoidance of premarital pregnancy, preservation of chastity, and acquisition of bride wealth among others. In the same vein, attitudes towards girls' education tend to be negative among most parents. This is due to the low status ascribed to women in society. Girls and women are characterized up to today, in a uniform fixed in a one-side manner, and depicted as the weaker sex, dominated and controlled by males. Among most communities, marriage means that a daughter becomes part of her husband's family. This weakens the parental incentive to educate the girl. For example parents often worry about wasting resources on girl's education because after marriage their husbands' families are the ones to benefit (Abagi, 2000).

In some communities, lack of linkage between formal education and cherished indigenous values and practices lead to persistent resistance to formal education. This problem is confirmed by World Bank Ministry of Education. In a study by Appleton (2005), low valuation of schooling by parents, especially in the case of girls, was out of the belief that women are less capable and their place is in the kitchen. Therefore, women became conditioned to see their future as housewives who would not need much formal education whereas boys knew very well that they were future breadwinners and needed education for formal employment. In this case, the patriarchal structures of power not only place greater role but also discriminate against women in all aspects of social life (Kasente, 2003). In view of the above literature, socio-cultural beliefs and practices dominant amongst the various communities hinder girls' education in diverse ways.

While there have been a number of studies on this subject, there is still need for more in-depth studies in order to understand it fully and reveal the differences among the ethnic groups in the affected areas (Odaga and Heneveld, 2000).

The patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Elective positions like Board of Governors chairman are usually occupied by men (Onyango; Simatwa and Ondigi, 2011). Gender roles are "socially and culturally defined prescriptions and beliefs about the behavior and emotions of men and women. Many theorists believe that perceived gender roles form the bases for the development of gender identity. Prominent psychological theories of gender role and gender identity development include evolutionary theory, object-relations theory, gender schema theory and social role theory. A gender role is a theoretical construct in the humanities that refers to a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific gender (Powell & Graves, 2003).

Traditionally, all societies have given preference to males over females when it comes to educational opportunity, and disparities in educational attainment and literacy rates today reflect patterns which have been shaped by the social and education policies and practices of the past. As a result, virtually all countries face gender disparities of some sort. Given the strong correlations that exist between GDP and educational attainment, all countries have incentives to make the best possible use of all of their human resources (UNESCO 2012). Just as men's gender roles have changed, women's gender roles have changed in the last few years, opening new opportunities in the top educational management position and other management positions in other institutions. However, opportunities have their price, and some things are slower to change than others. Women can no longer be discriminated against in the workplace. The scholars in the literature review give a concrete account of the social cultural effects on the girl child education which has enormously affected the number of women in management positions in the school management.

### **Economic Factors**

It is commonly assumed that education has an important positive effect on economic growth, but to date the evidence for this assumption has been surprisingly weak. Evidence shows that, at the individual level, more years of schooling lead to higher income. But, at the macroeconomic

level, empirical evidence relating changes in education measures to economic growth has so far been ambiguous (Kowani, 2010). Gender equality is important for both intrinsic and instrumental reasons. It affects social harmony and society's wellbeing in various dimensions. Gender inequality on the other hand undermines economic growth and social development. This is particularly true among less developed economies where women are often constrained from having equal access to social and economic capital such as employment, political, financial and social services. Consequently, empowering women and enabling them to actively participate and contribute to social, economic and political activities is important for sustainable development (Deventer, 2000).

Men and women tend to have different socio-economic profiles within an economy in terms of the positions they occupy, the activities they engage in and their overall economic status. In this regard, economic growth and development will not obviously benefit men and women equally. In this context, gender inequality acts as a constraint to growth and poverty reduction as evidenced by emerging macroeconomic analysis on Africa (Latigo, 2009). This inequality is especially in access to a wide range of economic, human and social capital assets that comprises key poverty dimensions in Africa. Specific issues of concern relate to the unequal or disadvantaged position of women as compared to men and by extension girls as compared to boys in education and economic activities including employment and access to financial assets.

Education for All (EFA) and Millennium Development Goals (MDGs) goals, underscore importance of achieving gender equality in education by 2015, with specific focus on ensuring girls' full and equal access to, and achievement in basic education of good quality (United Nations Educational, Scientific and Cultural Organization-UNESCO, 2003). To achieve these targets, countries have to develop feasible and informed strategies to improve participation of both male and female citizens in various socio-economic activities including education Wamahiu, (2005).

### **Administrative Factors**

An academic administration is a branch of school employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are

also involved in academic or scholarly work (Powell & Graves, 2007). Changes taking place in today's schools open a window of opportunity for more women to move into educational administration. Education reform brings a new governance structure, modifies leadership practices, and emphasizes accountability for results. In the midst of this school evolution, vacancies for principal and superintendent positions are increasing at a time when more women than men are enrolled in preparation programs for educational administration.

A number of conditions that currently exist affect educational administration and have potential for redirecting hiring practices for these positions. A convergence of school reform, supply and demand for administrators, and societal changes enhances opportunities for more women to become school administrators (Logan, 2010). Comparing the representation of women in school administration “20 years later” is not as easy as looking up the numbers. As was true in the mid-1980s, documenting women’s representation in formal leadership positions in schools continues to be difficult because of the absence of reliable and comparable data either nationally or within and across states.

### **Organizational barriers**

The reasons why women do not move into the advanced levels of leadership may be related to pressures inherent in the job situation (Celikten, 2005; Osumbah, 2011). Existing work structures and organizational routines are predominantly male-oriented, which tend to impede women’s participation in decision-making roles in organizations (Eagly, Carli & Sampson, 2009; Syed & Murray, 2008). The study by Kelly et al. (2010) found that employees believed that long working hours were an indicator of dedication and productivity. It further reinforced the perception of the ideal worker, most often a male, who does not have or attend to other pressing commitments outside of work or at home. The findings of the study of Osumbah (2011) that although there are various barriers to women aspiring top educational management and leadership positions, organizational factors are the strongest barrier.

### **The lack of self-efficacy**

Women’s self-determination to progress and succeed is fundamental to their career progression (Priola & Brannan, 2009), but as Sherman (2005) and Normore and Gaetane’s (2008) noted, few women perceived themselves as capable of holding leadership positions in schools. Oplatka

(2006) identified a variety of reasons that caused women not apply for promotion, such as the lack of the necessary aspiration, a lack of confidence that they will succeed, fear of failure, and a lack of competitiveness.

### **Women's reluctance to apply for promotion**

Women's under-representation in school leadership positions may be attributed to their own decisions not to apply for promotion (Oplatka, 2006; Chisikwa&Indoshi, 2010). Forty percent of the female teachers interviewed in Adams and Hambright's survey (2004) said that nothing would encourage them to become school principals.

### **Home-work conflict:**

Women's productive activities are often hampered by private domestic responsibilities that compete for women's labor in terms of time and energy (Chege&Sifuna, 2006; Cornwall &Legerski, 2010; Knowles et al., 2009). The study of Osumbah (2011) indicated that the dual responsibility of employment and family care and employment were too demanding. As such the issue of children and/or family is one that deters many women when they have to make the decision to take up a leadership position. Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families (Eagly et al., 2009).

Derrington and Sharratt (2009) observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children. Some women have, however, achieved harmony in the home-work conflict. Derrington and Sharratt (2009) identified them as those who have an unwavering resolve to stick to their career goals; have a network of family support, including spouse, mother and siblings; negotiate flexi-time; and set clear boundaries for personal time, and make part of the weekend off-limits to outside commitments.

### **Fear of geographical mobility:**

Since schools are found everywhere in a country, teaching is seen to "...provide many opportunities for women to be employed without it adversely affecting the family situation" (Mitroussi&Mitroussi, 2009, p.511). Conversely, Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family.

**Stereotypes associated with gender:**

Women were historically encouraged to develop personality traits and behavior that prevented them from participating in leadership (Osumbah, 2011). Moreover, traditional roles and societal values combine to have a detrimental effect on how women are valued as leaders (Vali, 2010; Chisikwa, 2010). Women are also often perceived as lacking confidence, as having low aspirations, and a negative self-image. These attributes are viewed as contradictory to the role of headship, and thus may hinder women from being considered as potential school heads.

**Lack of role-models and mentors:**

Eddy (2008) observed that mentors have a critical role to play in the advancement of women in leadership. Support by means of advice, opportunities to acquire diverse experiences and access to leadership development, all provide critical career skills. Sperandio and Kagonda (2010) asserted that women in leadership positions may be breaking new ground, and are unable to offer the mentoring and encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem. When women work in isolated environments (dominated by men), they need those “who look like them” to reinforce their feelings of self-worth and excellence (Nealy, 2009, p.9). In an attempt to understand the plight of women leaders in primary schools, it was deemed necessary to take a look at the status of women leadership in Ethiopia, specifically in the wider education sector. This insight will expose us to the general picture of women’s educational leadership in Ethiopia

**2.6. Strategies to Overcome Barriers to Women’s Participation in Educational Leadership**

Various strategies have been formulated to increase the participation of women in education, decision-making and development activities in general. The educational reform of the 1990’s presented an opportunity to minimize or eliminate the barriers to women and minorities as school principals and administrators. Such innovative changes as site-based management, school councils, parent and community involvement, and teacher empowerment, plus changing school demographics and an emphasis on student achievement, have created new concepts in leadership and policy-making. Also their additional classroom experience and child-centered approach to education are strengths in this new environment of emphasis on student achievement (Archer, 2003). While the intrinsic variables may still limit the aspirations and potential of certain individuals within these underrepresented groups, gender and race discrimination, both personal

and institutional, are extrinsic conditions inhibiting the access to educational leadership.

Accordingly, viable interventions must address the external barriers or discrimination (Fauth, 1984; Lovelady-Dawson, 1980) and focus on the skill and attitudes of intrinsic variables of female (and minority) aspirants. Efforts to expand opportunities for the entry of women and minorities into the administrative hierarchy should focus primarily on altering the attitudes and selection behaviors of gatekeepers; increasing rather than diminishing enforcement of Title IX mandates by district, state, and federal officials; and including both groups within informal networks that provide women and minorities with indispensable information, models, and sponsors along with opportunities to erode stereotypes (Leonard & Papa-Lewis, 1987, p. 204). Where a country, such as Ethiopia finds itself with gender disparities, efforts should be made to ensure that all citizens are represented in employment. Empowering women starts with empowering the girl child, so that she may grow up with self-confidence and with the belief that she will have the opportunity to work anywhere, including in the highest leadership positions.

### **Empowering the girl child**

The realization of the empowerment of girls and women through education has previously been impeded by a number of factors, such as cultural and religious attitudes, infra-structural and geographical limitations, inadequate policy guidelines, poverty and HIV/AIDS, a lack of community awareness, as well as a lack of female role models, especially in the rural areas. Education is essential for improving women's living standards, and it enables them to have a louder voice in decision-making. Being educated, indeed, grants women great autonomy when it comes to decision-making processes that involve choices (Mareng, 2010).

The existence of equal educational opportunities in Ethiopia promoted both men and women to acquire the necessary skills required for employment. By making free primary and secondary education compulsory the Government attempted to eradicate women's previous inadequate access to education. Women develop their vision of leadership from the experiences they may have had as young girls. Empowering women therefore begins with empowering the girl child at each step of the education ladder. Improving the representation of women in educational leadership positions therefore begins with girls and women gaining access to education.

The Government of Ethiopia has taken some measures to promote the education of girls and women through appropriate policies and programmers, which include affirmative action, where

girls are allowed to enter with less point than boys, the review of the curriculum and teaching materials to ensure gender sensitivity, the re-entry to school of adolescent mothers, enhanced bursary funds for girls' education, the presence of a ministerial task force on girls, and the Domestication of Education For All document.

### **Empowering women**

The struggle for gender equality continues in almost all sectors (Sang et al., 2012). Even though women form more than half the population, they are grossly under-represented in leadership and decision-making positions (African Development Bank, 2007). The legislation on women's participation on decision-making bodies on equal terms with men is guaranteed in the Constitution of Ethiopia).

Nevertheless, the absence of women in decision-making positions defeats the implied equality in the Constitution and little achievement has been recorded with regard to the involvement of women in positions of decision-making. The government is signatory to international protocols relating to education and the human rights of women and girls. The fact that the government recognizes such national and international documents indicates a willingness to have a nation that involves all its citizens in a democratic culture that offers opportunities for both men and women to participate in development. It however implies that government should focus on providing leadership training of women in all levels of management to equip them with the necessary in skills that are required for educational leadership and management positions. Furthermore, training the government needs to provide gender sensitive training for the sake of enhancing non-discriminatory working relationships and respect for diversity in work and management styles to both males and females.

### **Affirmative action quotas and Targets**

Affirmative action (AA) is a change intervention promoted in equity driven political agendas. Programs include organizational goals for increasing the representation of historically excluded groups, timetables for their achievement and the introduction of strategies and practices or support targets (Konrad and Haetmann, 2001). Quotas and targets can be perceived as discriminatory (In this case against men) or as risking causing backlash and accusations of tokenism (Baez, 2006; Lihamba et al, 2006; Morley et al, 2006). Conversely, they can be seen as necessary and suitable, particularly in areas where gender segregation is entrenched, and can

compensate for and tackle gender bias in recruitment and selection (OECD, 2008). They were a contentious topic in Lord Davies' (2011) UK report on women on boards. However, Norway introduced quotas in 2008 mandating at least 40% of each sex on publicly listed boards. Since then other European countries have, or are considering, legislation in the form of quotas (e.g. Spain, Iceland, Finland, France, Netherlands, Belgium and Italy).

In Ethiopian context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position. This end several documents have been issued by the federal government. Very important strategy documents the National female strategy, 2010, focuses on the enhancement female educational participation. First, it has its sole inspiring statement that has a direct response to the policy by providing a strategies intervention provide continuous building training to female leaders assigned as supervisors or school leaders, etc., for enriching their educational leadership and enabling them to be effective in their duties (NFS.P55). On these instances, the ESDP I-V has emerged with clearly pronounced expressions of the current status and farther trends of female leadership in Ethiopia Education system.

However, as a researcher having such all privileges, females' advancement to school leadership position was not realized. The policies and guide line with its implementation procedures could practically stand for inclusive leadership that participate female teachers educational leadership this study puts more female to leadership position.

## **2.7. Theoretical Framework**

This study is guided by the following perspectives. The first perspective is personal factors which affect women in leadership positions. These factors are psychosocial attributes; personal characteristics, attitudes and behavioral skills. Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges, women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond, 1996).

On the other hand, personal factors such as; assertiveness, confidence, resourcefulness creativeness, loyalty and trustworthy help women to ascend to senior leadership positions (Singh & Shahabudin, 2000). The structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure which shapes and defines

the behavior and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed to assuming positions of leadership. The problem is vested in the structure. The remedy is a fundamental change to eliminate discrimination in institutional policies and practices.

The gender - based roles, irrelevant to the work place, are carried into the work place and kept in place because the actors involved, both dominant and subordinate, subscribe to social and organization reality (Smulders, 1998). The cultural factors lead to stereotypical views about women's abilities within the cultural context. The physiological difference theory further affirms the feminist theory by suggesting that women are less inclined to compete for senior leadership positions than their male colleagues.

The second concept is that of barriers to effective promotions. These include; a lonely and a non-supportive working environment treating difference as weaknesses. Based on cultural beliefs about masculinity and feminism, girls are encouraged to develop their relationship abilities while boys are systematically discouraged from doing so.

Consequently, females acquire a sense of themselves in relation to others and empathize as being part of relationships, as well as being able to maintain them (Schneider, 1993). From this perspective women development can be seen as a process with positive attribute. The view that top leadership positions are only suitable for men relegates women to primary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers.

## **2.8. Conceptual Framework**

Socio cultural factors are the factors that relate to the societal set up and the beliefs and norms related to the society. It is believed that the social cultural factors greatly affect the women involvement the educational management. Many cultures have very little opportunity for women and have little consideration to a woman the fact that has made many women not to access the basic education and stirred the poor development of women in the society and giving a negative attitude towards women management positions in the educational setups.

The economic environment is influenced by the macro-economic policies a particular government chooses to implement. Government policies in respect of the levels of Employment, Inflation, Taxation, Interest rates, Exchange rates have a direct effect on employee relations.

When economic policies are directed towards the creation of full employment and the maximizing of economic growth, the relative bargaining power of the employer is weakened but that of the employee is strengthened. Government economic policies give the highest priority to reducing inflation by lowering household and corporate spending and reducing public expenditure, and then the demand (spending power) in the economy will fall, and as a consequence so will the demand for labor. Successful operation of an educational institution requires competent administrators.

Education administrators provide instructional leadership and manage the day-to-day activities in schools, pre-schools, day care centers, and colleges and universities. They also direct the educational programs of businesses, correctional institutions, museums, and job training and community service organizations. Education administrators set educational standards and goals and establish the policies and procedures required to achieve them. They also supervise managers, support staff, teachers, counselors, librarians, coaches, and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff, manage career counseling and other student services, administer recordkeeping, prepare budgets, and perform many other duties. They also handle relations with parents, prospective and current students, employers, and the community. A gender role is a theoretical construct that refers to a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific gender.

The conceptualization that certain gender of people should or should not do a certain type of job is a major factor that has affected the women involvement in the educational management. Traditions and beliefs have been observing women as having the duty in the house only, a perception that has reduced the visibility of the fact that women can hold bigger responsibilities in the society.



## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

The purpose of this chapter is to discuss the methods adopted throughout the study to accomplish the research objectives. The chapter is organized as follows: The first section presents the research design adopted to examine while next sections deal with research methodology, study population, sample size and sampling, data gathering tools by checking validity and reliability, data collection procedures taking care of ethical considerations. Then how data is analyzed and interpreted.

#### **3.1. Research Design**

A design is a general strategy or plan for conducting a research study. According to Gay and Airasian (2000), it is a logical and systematic plan prepared for directing a research study. It also provides a framework for the collection and analysis of data.

Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current condition. This is so because it helps to describe what exists at the moment (conditions, practices, processes, etc.) It also comprises of collecting data to determine whether, and to what extent, a relationship exists between two or more quantifiable variables. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on effects that are evident, or trends that are developing. In this study, quantitative approaches are used.

The reason for more focusing on quantitative approach is that assessing the status and associated factors of women's participation of educational leadership demands the collection of quantitative data, which can be put rigorous quantitative data in a formal and structured manner. The qualitative approach is incorporated in the study to validate and triangulate the quantitative data.

#### **3.2. Study Population**

The target population of this study was thirteen schools of government and private primary schools, teachers, principals, supervisors, and educational administration office experts of Woliso town. In this study, quantitative approaches were used. The reason for more focusing on quantitative approach is that assessing the status and associated factors of women's participation of educational leadership demands the collection of quantitative data, which can be put rigorous quantitative data in a formal and structured manner. The qualitative approach is incorporated in the study to validate and triangulate the quantitative data.

### 3.3. Sample Size and Sampling Techniques

Sampling is the selection by systematic procedure of research subjects out of larger population relevant to the research project (Kerlinger, 1983). With this in mind, and considering the true representativeness, this research determined to take seven primary schools from thirteen primary schools of Woliso town on duty this 2023 academic year.

As stated by (Mugenda and Mugenda, 2003) who have recommended at least 30% of a small target population to be representative sample size for a study and according to the general rules in which 50 % would be sampled, the researcher used simple random sampling to select 50% of schools for the sample of this study from 13 government and private primary schools in the Woliso town.

Thus, the sample size  $50/100 \times 13 = 6.5$ ; which was about 7 schools.

Therefore, 7 schools (Ayetu, Woliso Liben, DabelBe,dasa, Biftu Beri, KidaneMihrat, Adventst and Abenu) were determined as the sample size of the study by using simple random sampling technique. Accordingly:

For quantitative study: - Out of 210 teachers in the sampled 7 schools, 112(53.3%) of teachers were taken by simple random sampling technique based on computer generated random number in Excel spread sheet of 2014. 11(100%) of principals and vice principals of sampled schools were purposely selected by using purposive sampling method.

For qualitative study: - Because of their experts directly working on the issues and were expected to have rich knowledge than others, 2 supervisors and 4 educational officials were purposely selected by using purposive sampling method. The distribution of the samples is shown in table 3.1 below.

Table 1: Sample Size and Sampling Techniques

<i>No</i>	<i>Name of School/Office</i>	<i>Type of Respondents</i>	<i>Population</i>			<i>Sample size</i>			<i>%</i>	<i>Sampling Techniques</i>	<i>Remark</i>
			<i>M</i>	<i>F</i>	<i>T</i>	<i>M</i>	<i>F</i>	<i>T</i>			
1	Ayetu	<i>Teachers</i>	7	20	27	4	11	15	55.5	Simple random	Government
		<i>Principal / vice p.</i>	2	-	2	2	-	2	100	Purposive	
2	WolisoLiben	<i>Teachers</i>	22	54	76	11	27	38	50	Simple random	Government
		<i>Principal / vice p.</i>	3	1	4	3	1	4	100	Purposive	
3	DabelBedasa	<i>Teachers</i>	14	26	40	7	14	21	51.4	Simple random	Government
		<i>Principal / vice p.</i>	2	-	2	2	-	2	100	Purposive	
4	BiftuBeri	<i>Teachers</i>	6	19	25	3	10	13	52	Simple random	Government
		<i>Principal / vice p.</i>		-		1	-	1	100	Purposive	
5	KidaneMihrat	<i>Teachers</i>	10	10	20	6	6	12	60	Simple random	Private
		<i>Principal / vice p.</i>	1	-	1	1	-	1	100	Purposive	
6	Adventist	<i>Teachers</i>	3	6	9	2	4	6	66.6	Simple random	Private
		<i>Principal / vice p.</i>	1	-	1	1	-	1	100	Purposive	
7	Abenu	<i>Teachers</i>	6	7	13	3	4	7	53.8	Simple random	Private
		<i>Principal / vice p.</i>	1	-	1	1	-	1	100	Purposive	
8	CRC	<i>Supervisors</i>	2	-	2	2	-	2	100	Purposive	-
9	Education Office	<i>Educational officials</i>	2	2	4	2	2	4	100	Purposive	-
<b>Total</b>			<b>82</b>	<b>145</b>	<b>227</b>	<b>51</b>	<b>79</b>	<b>130</b>	<b>57</b>	<b>-</b>	<b>-</b>

### **3.4. Data collection methods**

In order to obtain ample information from respondents, both types of data, primary and secondary data are gathered by using appropriate data collection tools. These appropriate data gathering tools include questionnaires, semi structured interview questions and document analysis.

#### **I- Questionnaire**

According to Best and Khan (2005:301) questionnaire is advantageous to gather data from a number of respondents at one place which makes possible an economy of time and expense, and provides high proportion of usable responses. Thus, to gather primary data for the study, questionnaires were developed by reviewing different literature to include socio-demographic variables such as age, gender, marital status, educational status, profession, service year. The questionnaire also contained administrative, social cultural and economic related factors affecting women participation in educational leadership with open-ended response questions in five-point of Likert scale agreement (Strongly disagree = 1; Disagree = 2; Neutral/undecided = 3; Agree = 4 and strongly agree = 5). The questionnaire were constructed in English and translated in to 'Afaan Oromo' to the three groups of respondents (teachers, school principals and vice principals, and supervisors) working in Woliso town schools.

#### **II- Interview**

In-depth interview guides were develop for qualitative data with the aim of obtaining detailed and deep information so as to triangulate with the data collected using questionnaire. This interview was used to acquire qualitative data. The interview was conducted based on face to face interaction with the participants. The responses of the participants were record and fulfilled by extensive note taking. Sherman and Webb (1988) said that in-depth interviews of the participants led meaning to their observed experiences. According to them interview permit researchers to verify, clarify or alter what they thought happened and the meanings participants attribute to a given situation to achieve a full understanding.

#### **III- Document Analysis**

In addition to primary sources, relevant information were included from secondary sources. This technique helped the researcher to cross check the data that were obtained through primary

sources. Documents related strategic plan of women recruitment, promotion and empowerment in their participation to educational leadership, data concerning the current level of women teachers' involvement in educational leadership position and the trend of women leadership for the past four years were obtained from town education office and primary schools through direct contact.

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

Permission from Town Education Office was secured to access the informants so that the study can be carried out in their institutions. Questionnaires with an introductory letter explaining the study's goals and guaranteeing confidentiality were self-administered to the informants. To ensure that the questionnaire validity and language consistency, the questionnaire was commented by the advisor of the researcher and volunteer education experts. Interview dates, time and location were agreed upon by each interviewee and the researcher has initial contacts with the interviewees to make them clear about the purpose of the study.

### **3.6. Data Analysis and Interpretation**

The collected data were organized through the interrelated tasks of editing, classifying and tabulating and categorize by theme according to their conceptual similarity. Accordingly, frequency and percentage distribution were used to analyze various characteristics of the sample population like socio-demographic variables. Descriptive statistics were employed by using SPSS 20 version software to analyze close ended quantitative data collected through questionnaires. Qualitative data was analyzed using content analysis method by using transcribing, coding, grouping, categorizing and abstracting data and triangulated with quantitative findings.

### **3.7. Validity and Reliability Checks**

Checking the validity and reliability of data collecting instruments before providing to the actual study subject would be the core to assure the quality of the data. To ensure the validity, instruments was developed under close guidance of the advisor, intensive consultation of relevant literature and experienced experts. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined. Additionally, the reliability of the instrument was measured by using Cronbach alpha method with help of Statistical Package for Social Science (SPSS) version 20. Based on,

reliability coefficient (alpha) the average of the reliability result was found to be (0.782) and hence, was reliable. That is the instrument was found to be reliable as statistical literature recommended a test result of 0.70-0.90 is reliable (Tavakol, 2011).

### 3.8. **Ethical Consideration**

Prior to administering the questionnaires, the aims and objectives of the study needed to clearly explain to the participants. Verbal consent at spot of data collection was obtained from the study participants. Ethical clearances were secured from EDPM department of Addis Ababa University, an official letter written to town education office and also town education office for seeking collaboration letter to the sample schools. Every effort was made to keep participants anonymous and their response confidential. Very importantly, every source that will use in this study was dully acknowledged.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data collected from different groups of respondents through questionnaires, interviews and observations. A total of 112 questionnaires were distributed to the selected primary school teachers to be filled. Moreover, 7 principals, 4 vice principals 2 supervisors and 4 education officials were interviewed. Based on the responses obtained from the respondents, the analysis and interpretation of data was made. Thus, the respective quantitative data was analyzed quantitatively using percentage, mean score, standard deviation. On the other hand, the collected data through interview and open- ended questions were analyzed qualitatively. Triangulation was made to check the consistencies and variations of the result obtained. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions.

#### 4.1. Demographic Characteristics of Respondents

Table 2: population characteristics of respondents and their x-square test

Variables	Category	Respondents				Total n=112	
		Teachers n=108		Department Heads n=4		Freq.	%
		Freq.	%	Freq.	%		
Sex	Male	32	28.5	4	3.6	36	32.1
	Female	76	67.9	0	0	76	67.9
Marital status	Married	85	75.8	4	4.7	89	83
	Single	21	18.8			21	18.8
	Divorced	2	1.8			2	1.8
Age of respondents	20-30	22	19.6	0	18.18	22	23.2
	31-40	54	48.2			54	48.2
	41-50	19	17.0			19	16.9
	Above 50	17	15.2			17	15.1

Educational qualification	Certificate	2	1.8			2	1.8
	Diploma	44	39.3			44	39.2
	BA/Bsc.	59	56.3	4	6.3	63	56.25
	MA/MSc.	1	0.9			1	1
	Others	2	1.8			2	1.8
Experience	1-5	8	7.1			8	7.1
	6-10	22	19.6			22	19.6
	11-15	15	13.4			15	13.3
	16-20	20	17.9			20	17.8
	21-24	16	14.3			16	14.2
	Above 25	30	26.8	4	13.3	30	26.7

As it is has shown in the above table 2 majorities of the respondents (67.9%) were females. Accordingly, all the 76(67.9) of them were female teachers. Of the 36 male respondents, only four of them were head departments. From the total population of respondents, 89(75.8%) of them were married and 21(18.8) of them were single and 2(1.8%) of them were divorced.

Concerning the age of respondents,54(48.2%)of them were in between 31-40 age group and followed by 20-30 age group interval which comprises of 19.6%. above age 50 were only 17 (15.2%).Concerning the educational qualifications of the respondents, majority of them were BA 59(56.3%) and Diploma 44(39.3%) holders while only two (1.8%) of them were at certificate level.

Regarding the work experience of respondents, majority 30(26.8%) of them has served for over 25 years. As shown in the above, the number of female was much higher than that of male but their role in primary education leadership level is still insignificant. In the schools observed females participation in leadership positions was almost none.

#### 4.2. Administrative Related Factors

The major points presented to the respondents were given in the following table to assess the administrative related factors that hinders females from participating in primary school leadership of the study area'

Table 3: Administrative Related Factors That Affect Female Teachers' Participation.

S, n	Items	SD		DA		N		A		SA		M	SD
		N	%	N	%	N	%	N	%	N	%		
1.	Educational institutions have no official efforts to make females active participants in leadership	32	28.5	31	27.6	5	4.46	40	35.7	13	11.6	2.82	1.41
2.	Officials make gender bias while selecting school leaders	27	24.1	32	28.5	8	7.1	25	22.3	19	16.9	2.83	1.43
3.	Implementers are less committed to apply affirmative action in practice	21	18.75	19	16.9	15	13.39	32	28.5	23	20.5	3.18	1.43
4.	Lack of women role models in educational institutions affects participation of other women aspiring for leader	41	36.6	14	12.5	5	4.46	40	35.7	21	18.75	2.77	1.61
5.	Lack of special support to females to win competition for leadership position in education system	29	25.89	21	18.75	4	3.57	32	28.75	28	25	3.14	1.56
6.	Assigning tasks and delegation of authority in school do not encourage female teachers to come to leadership position	34	30.35	18	16	12	10.7	23	20.5	25	22.3	2.88	1.56
7.	Inadequate leadership and management style	30	26.7	25	22.3	17	15.17	17	15.1	21	18.75	2.77	1.48
8.	School leadership style attract females to participate in primary school leadership	12	10.7	22	19.6	8	7.1	45	40.17	25	22.3	3.45	1.31
9.	Educational institutions have sex segregation that favors men while selecting and promoting	23	20.5	20	17.85	12	10.7	34	30.35	17	15.17	3.04	1.42

Even though significant numbers of respondents replied that they are strongly disagree with item 1 ,majority of the respondents replied that they agree with the alternative given; educational institutions has no official effort to make female candidates to be active participants in educational leaderships. But, the mean value of the item reveals that educational institutions has no official effort to make females active participants in educational leadership moderately affects females engagement in leadership.

According to the information gathered through interviewee respondents, the factors contributing to the low participation of females in educational leadership consists of: the attitudes given to females by the society, educational qualifications, pressures from family and relatives, and the bearing up of children. In item 2 of the table above, respondents were requested to reply to the question that officials make gender bias while selecting educational (school) leaders. In this regard, the majority 32 (28.5%) of respondents replied that officials do not make gender bias while selecting school leaders while 27(24.1%) of them strongly disagreed with the given factor. Only 8 (7.1%) of the respondents were neutral to the presented factor but 19(16.9%) of them strongly agree that there was a selection gender bias regarding school leadership. The mean score and standard deviation are (M=2.83) and (SD=1.43) respectively.

The finding Contrasts with the respondents of interview responses which claims that there was gender bias while selecting educational leaders in educational institutions. As item 3 of the table above reveals, 32(28.5%) of respondents agree to the idea that implementers are less committed to apply affirmative action in practice. While 23(20.5%) of respondents were strongly disagreed to the factor, and 21(18.5%) of respondents were strongly agree that implementers are less committed to apply affirmative action in practice. The mean score is 3.18 with standard deviation of 1.56, which is in the range of average level. As the response given to item 4 of the table above , the majority 41(36.6%) of respondents replied that there was no lack of women role models in educational institutions which affects Participation of other women aspiring for leader. And 40(35.7%) of respondents were agree and 21(18.75) strongly agree that lack of women role models in educational institutions affects Participation of other women aspiring for leader.

The mean score and standard deviation of this item were ( $M= 2.72$ ) and ( $SD=1.61$ ). Regarding item 5 of the above table, as the response given to item 5 of the table 3, 32(28.75%) of respondents agreed that in the education system of the town, there was lack of special support to females to win competition for leadership position. While significant number of respondents 29(25.89%) of respondents responded that there was no lack of special support to females to win competition for leadership positions in the education system of the town. As indicated in the table, the average level of (3.14) respondents agreed that lack of special support to females was cause for female teachers' participation of the school. The standard deviation was 1.56.

Moreover, this finding is supported by move upwards and this could be minimized by getting more women in educational leadership positions. In item 6 respondents were requested to reply to the question that the assigning of tasks and delegating authority in school do not encourages female teachers to come to school leadership. Accordingly, 34(30.5%) of respondents strongly disagree that assigning tasks and delegation authority in school do not encourages female teachers to come to school leadership. Which implies it encourages female teachers. And 36(32.8%) of respondents replied that assigning of tasks and delegating authority in school do not encourages female teachers to come to school leadership. The mean score and standard deviation are ( $M=2.88$ ) and ( $SD=1.56$ ) respectively. This shows that assigning of tasks and delegating authority in school encourages female teachers to come to school leadership.

In item7 respondents were requested to reply to the question that inadequate leadership and management style was factors that affect female teachers' participation in the primary school of the town. Thus, 30(26.7%) of respondents strongly disagree that inadequate leadership and management style was factors that affect female teachers participation. While 25(22.3%) of respondents were disagreed with the item. The mean score and standard deviation are ( $M=2.77$ ) and ( $SD=1.48$ ) respectively. This implies that inadequate leadership and management style is not the contributing factor for female's participation in primary school leadership positions of Woliso town.

The result of the item 8 in the above table shows that about average 45(40.17%) of respondents were agree that schools leadership style attract females to participate in primary school leadership whereas 25(20.3%) of them were strongly agree with the idea that schools

leadership style attract females to participate in primary school leadership. Thus, for more than average of respondents, school leadership styles do not attract females to participate in primary school leadership. The mean value of this item is (M=3.45) and its standard deviation is (SD=1.31). The respondents were requested to reply to the question that educational institutions have sex segregation that favor men while selecting and promoting in item 9 of the table above. Accordingly, the majority, 34(30.35%) of respondents agree that educational institutions have sex segregation that favor men while selecting and promoting. And 23(20.5%) of respondents strongly disagree with the idea that educational institutions have sex segregation that favor men while selecting and promoting. The majority of respondents approved that educational institutions have sex isolation that favors men. The mean score and standard deviation were (M=3.04) & (SD=1.42).

Besides, regarding administrative factors, the interviewee school supervisor said:“...educational institutions have sex separation men while selecting and promoting and they have no official efforts to make females active participants in leadership at school level.” And one of educational supervisors described that there was no special support to females to win competition for leadership positions in the education system and women are not motivated to be represented in school principal ship aspiring for leader. As a result of these factors, the female’s participation in educational leadership of the town was almost none. Moreover, the administrative factors that hinders females participation in leadership position is supported by literatures. Historically and more recently too, different cultures have been practicing job segregation by gender and leadership positions are associated with masculine gender. Leadership is a much ‘gendered’ concept (Dimmock and Walker, 2000).

#### **4.3. Socio-cultural factors**

The following table presented the major socio-cultural related factors that affect female teacher’s participation in primary school leadership. Since the scale consists 5 points, (1.8= strongly disagree, 1.9-2.6=disagree, 2.7-3.6=moderate, 3.7-4.4=agree, and 4.5-5.2= strongly agree)

Table 4: Socio-cultural Related and personal Factors That Affect Female Teachers' Participation in Primary School Leadership

S,n	Items	SD		DA		N		A		SA		M	SD
		N	%	N	%	N	%	N	%	N	%		
1	Men feel more competent, capable and efficient in leadership than women	28	25.45	23	20.9	6	5.46	31	28	22	20	2.94	1.51
2	The patriarchal society we are living in discourages women school leadership	25	22.3	17	15.7	8	7.1	38	33.9	23	20.5	3.15	1.49
3	Social responsibilities impede women from fully realizing their primary school principal ship	22	19.6	19	16.9	8	7.1	47	41.9	15	13.3	3.14	1.39
4	Women are not capable as men	63	56.25	25	22.3	6	4.46	6	5.3	8	18.75	1.88	1.29
5	Girls and boys are socialized differently to assume different roles (gender role socialization)	31	27.6	17	15.7	9	3.57	34	30.35	14	12.5	2.74	1.49
6	People think women do not have ability and skills to be leaders	30	30.35	17	16	9	8	38	33.9	14	22.3	2.90	1.47
7	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership	31	27.6	20	22.3	7	6.25	36	32.14	9	18.75	2.81	1.46
8	Females are dependent on male ,passive emotional, uncertain of themselves, sensitive and weak leaders	49	43.75	24	21.4	5	4.46	17	40.17	10	22.3	2.25	1.42

As indicated in the above table of item 1, the researcher wanted to know how people thought that men feel more competent, capable and efficient in leadership than women. Accordingly the majority 31(28%) of respondents were agreed while, 28(25.45%) of respondents were strongly disagreed to this idea and 6(5.46%) of respondents were undecided. The mean value of this item is (M=2.94) and its standard deviation is (SD=1.51). This implies that the

responses to the item 1 above was moderate or the attitude that men feel competent, capable and efficient do not holds true. In item 2 of the above table , respondents were asked to reply to the question that the patriarchal society we are living in discourages women to be school leaders. With respect to this, more than average 38(33.9%) of respondents replied that the patriarchal society in which we are living in discourages females to lead school and 25(20.5%)of them were strongly agree with the question of item 2 above.

While 17(15.7%) of the respondents were disagree to the item, insignificant numbers of the respondents, 8 (7.12%) of them were undecided. This implied that the patriarchal society we are living in discourages females to be school leaders. The mean value of this item is (M=3.15) and its standard deviation is (SD=1.49). Therefore, from the above finding it can be concluded that patriarchal society we are living in discourages females to be school leaders. Supporting this, in a study by Appleton (2005), low valuation of schooling by parents, especially in the case of girls, was out of the belief that women are less capable and their place is in the kitchen. The patriarchal structures of power not only place greater role but also discriminate against women in all aspects of social life Kasente, (2003).

The responses given to item 3 of table the above table, reveals that the majority of respondents 47(41.9%) were strongly agree, 8(7.1.9%) of respondents were undecided and 22(19.6%) of respondents were strongly disagree about the perception that social responsibilities impede females from fully realizing their primary school principal ship. This implies the more than averages of respondents were reply that social responsibilities impede women from fully realizing their primary school principal ship. The mean score is 3.14 with standard deviation of 1.39, which is in the range of moderate level. As the response given to item 4 of table in the table above, the majority 63(56.25%) of respondents were strongly disagree the idea that females are not as capable as men and Only 6(5.3%) of the respondents were undecided. This implies that women are capable as men.

The mean score and standard deviation were (M= 1.88) and (1.2) which showed that average number of respondents strongly disagreed with the idea women are not capable as men. Item 5 of the above table reveals that 31(27.63%) of respondents were strongly disagree and 17(15.7%) of them disagreed to the idea that girls and boys are socialized differently to assume different

roles. And 34(30.35%) of respondents responded that girls and boys are socialized differently to assume different roles. While 14(12.5%) were agreed about the idea. The mean score is 2.74 with standard deviation of 1.49, which is in the range of moderate level. Regarding item 6 of table above, 30(30.35%) of respondents were strongly disagree and with the perception that women do not have the ability and skills to be leaders. 9(8%) of respondents were undecided. Majority 38(33.9.2%) of respondents were agree to the idea that women do not have the ability and skills to be leaders. Hence, this social perception discourages female's participation in educational leadership. The mean value of this item is (M=2.90) and its standard deviation is (SD=1.47).Item 7 of table above shows 31(27.6.5%) of respondents were strongly disagree about the idea that women underestimate their abilities and perceive themselves as less skillful and passive in leadership. While 7(6.25%) of respondents were undecided, and 36(32.14%) of them were agree and strongly agree with the idea that women underestimate their abilities and perceive themselves as less skillful and passive in leadership.

Therefore about average respondents were recognize that women perceived themselves as they underestimate their abilities and as less skillful and passive in leadership. The mean value of this item is (M=2.81) and its standard deviation is (SD=1.46).this implies that majority of the respondents were responded moderately to the item.

In item 9 of the above table respondents were requested to reply to the question that females are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leader. Accordingly, 49 (43.75%) of respondents strongly disagree to the idea that females are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader. And 4(4.46%) of respondents were undecided. 24(21.4%) of respondents were agree with the idea that females are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader. Then the majority of respondents approve that females are not dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leader. The mean score and standard deviation are (M=2.25) and (SD=1.42) respectively.

#### **4.4. Policies and Its Practices Related Factors for Female Teachers' Participation in Primary School Leadership Areas**

The following table presents the how policies and its practices affect female Teachers' participation in primary school leadership areas. Since the scale consists 5 points, 2.5 was

taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

**Table 5: Policies and Practices Related Factors That Affect Female Teachers' Participation in Primary School Leadership**

S n	Items	SD		DA		N		A		SA		M	SD
		N	%	N	%	N	%	N	%	N	%		
1	Policies, guidelines, rules and other working documents are very helpful to empower women in primary school	9	8	18	16.07	5	4.4	53	47.3	27	24.1	3.63	1.23
2	Giving a chance of separate quota to compete among for female themselves and with additional chance to compete with the male counterpart competitors	11	9.8	13	11.6	12	10.7	52	46.4	24	21.4	3.58	1.22
3	Educational institutions do not have transparent selection and promotion policies and practices to enhance women's school leadership	22	19.6	31	27.6	9	8	38	33.9	12	10.7	2.88	1.38
4	Affirmative measures are taken in the schools to encourage women representation in principal ship	17	15.1	20	17.8	8	7.1	42	37.5	22	19.6	3.30	1.38
5	The school provides capacity building training to promote female teacher's participation in primary school leadership	33	29.4	24	21.4	2	1.7	7	6.25	19	17	2.79	1.53

As the response given to item 1 of table 5, 9(8%) and 18(16%) of respondents were strongly disagree and disagree respectively about the idea that policies, guidelines, rules and other working documents are very helpful to empower women in primary schools. While 5(4.4%) and 53(47.3%), 27(24.1%) of respondents were undecided, agree and strongly agree respectively.

Majority of respondents replied that policies, guidelines, rules and other working documents are very helpful to empower women in primary schools. The mean score and standard deviation of this item were (M= 3.63) and (1.23). Supporting this idea, the response from interview showed that even though there are policies, guidelines and rules that support women to come to leadership position, practices still lags behind. In item 2 of table above, 5(4.4%) ,11(9.8%) of respondents were strongly disagree and disagree to the idea giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors. And 44(40%) of respondents responded that there was giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors. While 12(10.7%) were undecided about the idea. And 52(46.4%) of the respondents were replied that chances were given for females to compute among female themselves with additional chance of separate quota. The mean score is 2.98 with standard deviation of 1.38.

As item 3 of table above, 22(19.6%) of respondents were strongly disagree and 31(27.6%) disagree that educational institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation. 9(8%) of respondents were undecided. And 38(33.9%) of respondents were agree and 12(10.7) strongly agree to the idea that educational institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation. The mean value of this item is (M=2.88) and its standard deviation is (SD= 1.38). Item 4 of table above shows 17(15.1%) of respondents were strongly disagree and 20(17.8%) disagree about the idea affirmative measures are taken in the schools to encourage women representation in principal ship. While 8(7.1%) of respondents were undecided, and 42(37.5%) of them were agree and strongly agree with the idea that affirmative measures are taken in the schools to encourage women representation in principal ship. Therefore about average respondents were recognizing that affirmative measures are taken in the schools to encourage women representation in principal ship. The mean value of this item is (M=3.35) and its standard deviation is (SD= 1.38). The result of the item 5 in the above table shows that 33(29.4%) of respondents were strongly disagree to the idea that school provides capacity building training to promote female teachers` participation in primary school leadership. Whereas 24(21.4%) of respondents were disagreed to the idea that the school provides capacity building training to promote female

teachers' participation in primary school leadership. Thus, majority of respondents, replied that school does not provide capacity building training to promote female teachers' participation in primary school leadership. The mean value of this item is (M=2.74) and its standard deviation is (SD=1.39). Moreover, the interview response from supervisors indicated that even though there are gender policy documents in education offices and other government sectors, there is a great gap in implementing the policies and guidelines that helps females in school principal ship.

#### 4.5. Possible measures to be undertaken to enhance female participation in primary school principal ship position

The opinion of respondents regarding the measures or actions that should be taken to improve female teacher's participation in primary school leaderships are presented as follows.

The open-ended questions were presented to respondents about the strategies and actions to be undertaken to promote female teachers to participate in school leadership. Thus, according to respondents opinion, the school institutions should provide capacity building training to promote female teachers participation in primary school leadership. In addition to this, females should be accepted as they can do everything that their male counterparts. Moreover, separate quota has to be given to compute among for female themselves and with an additional chance to compute with the male counterpart competitors was advisable. Finally the respondents put that the educational institutions had to allocate financial resources for incentives to capacitate females so that they become participants for primary school leadership posts.

#### 4.6. Women Teachers' Involvement in School Leadership for the Past Four Years

Table 6: The past four year's quantitative data on women teacher's involvement in school leadership by document analysis

Academic year in E.C.	School vice principal and principal ship of government primary school of the town from 2009-2012E.C.												Total in %	
	Vice Principal			%			Principal			%				
	M	F	T	M	F	T	M	F	T	M	F	T	M	F
2009	5	2	7	71.4	28.6	100	5	1	6	83.3	16.7	100	77.4	22.6
2010	5	1	6	83.3	16.7	100	5	1	6	83.3	16.7	100	83.3	16.7
2011	6	1	7	85.7	14.3	100	6	-	6	100	-	100	85.7	14.3
2012	6	1	7	85.7	14.3	100	6	-	6	100	-	100	92.85	7.15

Source: Educational Office of the Town

The above table 6 was presented women's school principal ship for the past four years. Thus, in 2009 E.C 77.4% of principals were male and 22.6% of principals were female. At 2010 E.C. 83.3% of principals were male and 16.7% of principals were female. Also at 2011 E.C. there were 85.7% male principals and 14.3% female.

Finally at 2012 E.C the numbers of male principals were increased at 92.85% and the number female principals decreased to 7.15%. This study shows that women in primary schools of the town were over-represented at the classroom level but under-represented in more senior positions, including principal ships, which had to do with the exercise of authority (WTDO Statistical Service, 2019). As to ESDP-IV, the number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and in schools in particular (ESDP-IV 2010).

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with summary of research findings, conclusions drawn, and recommendations forwarded.

#### 5.1. Summary

The main purpose of this study was to factors affecting women teachers' participation in education leadership in Primary Schools of Woliso Town Administration. Woliso Town Primary school principals, teachers, supervisors and educational office experts were the selected target populations of the study. The total population of the study was 123 of which 112 of them were teachers and the remaining was composed of supervisors and principals. The sample as selected through simple random sampling techniques.

The study was aimed to assess the status of women participation in primary school leadership positions. To attain the objective, the following basic research questions were stated and answered. The study was conducted in seven primary schools of Woliso Town Administration. The schools were selected using simple random sampling techniques. Among the respondents, majority of them were female teachers. Regarding the work experience of respondents, majority of them has served for over 25 years. With respect to their qualifications, majority of them were qualified with diploma in teaching.

And the numbers of respondents were qualified in MA/MSc. Based on the analysis and interpretation of the collected data; the following major findings were obtained and summarized as follows in relations to the basic research questions above. To address the purpose, the study was raised basic questions the issues related to the factors that influence women to apply for, and be appointed to leadership positions in primary schools of Woliso Town, the level of women teachers' participation in educational leadership in private and governmental primary schools of Woliso town. In order to obtain sufficient information, both types of data, primary and secondary data were gathered by using appropriate data collection tools, namely questionnaires, interview questions and document analysis.

Based on the analysis of the data, the study came up with the following major findings.

- As analysis in the background information disclosed, however the number of females was greater than males in teaching staff; it was not proportionate with the leadership position of females.
- The finding indicated that both private and governmental primary school principal ship were male dominated. Accordingly, all the 76(67.9%) of them were female teachers. Of the 36 male respondents, only four of them were head of departments. From the total population of respondents, 89(75.8%) of them were married and 21(18.8) of them were single and 2(1.8%) of them were divorced. Similarly, in educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MOE, 2008).
- With regard to organizational factors, the major finding of the study revealed that educational institutions have sex segregation that favor men while selecting and promoting which influences participation of women in educational leadership.
- Besides, regarding administrative factors, the interviewee school supervisor said: "...educational institutions have sex separation men while selecting and promoting and they have no official efforts to make females active participants in leadership at school level."
- And one of educational supervisors described that there was no special support to females to win competition for leadership positions in the education system and women are not motivated to be represented in school principal ship aspiring for leader. As a result of these factors, the female's participation in educational leadership of the town was almost none.
- As analysis indicated in socio-cultural factors the key finding discovered that the patriarchal society we are living in discourages women school leadership. The mean value of this item is (M=3.15) and its standard deviation is (SD=1.49).
- Therefore, from the above finding it can be concluded that patriarchal society we are living in discourages females to be school leaders. Supporting this, in a study by Appleton (2005), low valuation of schooling by parents, especially in the case of girls, was out of the belief that women are less capable and their place is in the kitchen. The patriarchal structures of power not only place greater role but also discriminate against women in all aspects of social life Kasente, (2003).

- Concerning the policies and other documents related factors, finding from data gathered identified, Majority of respondents replied that policies, guidelines, rules and other working documents are very helpful to empower women in primary schools. And 52(46.4%) of the respondents were replied that chances were given for females to compute among female themselves with additional chance of separate quota. Moreover, the interview response from supervisors indicated that even though there are gender policy documents in education offices and other government sectors, there is a great gap in implementing the policies and guidelines that helps females in school principal ship.
- The findings from open ended questions revealed about strategies and actions to be taken to increase female teachers' participation in school leadership. Thus result was stated as follows: the school institutions should provide capacity building training to promote female teachers participation in primary school leadership, educational institutions have to involve the gender unit or women's office representatives in the committee established for the recruitment, training and development of individual.
- Likewise giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors was necessary. To end respondents explained that the educational institutions had to allocate financial resources for female capacity building training to promote their participation towards primary school leadership.
- According to the document analysis the findings show that female teachers' participation in principal ship of primary school of the town from 2009-2012 E.C. was decreased.

## 5.2. Conclusions

Depending on the finding of the study, it is possible to draw the following conclusions:

Throughout the educational system for the last four years (2017-2020) female's involvement in educational leadership positions at primary schools of the town was negligible; it seems to show an increment each year in the last five years, one can conclude that the increase is insignificant.

In the same way the study concluded that although the government has been conducting campaigns for gender equality and in spite of policy instruments and the commitment in ESDP I-V to significantly increase the proportion of female teachers and leaders in the education system, their participation was still considerably low. Similarly, since the school society considers females as incompetent to meet educational leadership positions women tend to underestimate their own values, this low self-concept may result in de motivating them from aspiring to school leadership positions. Patriarchal system and cultural attitudes towards women were established

as barriers that limit women potential to aspire to positions of leadership. To see broadly, there was lack of female role models in educational leadership positions that would encourage female teachers to aspire for the posts.

### 5.3. **Recommendations**

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded so as to increase women's participation in primary school leadership.

1. Because of low representation of female teachers' leadership in the town, different educational officials (School Principals, Town Education Officials and Women and Children affairs) need to give greater recognition for female teachers and place them in functional areas or job assignment that leads to accomplishment of critical school tasks and strengthen them to hold school level position by facilitating and working with stakeholders.
2. As understood from the findings patriarchal system and cultural attitudes towards women were established as barriers that limit women potential to aspire to positions of leadership. Therefore thoughtful efforts need to be made by concerned bodies (Town Education Officials and Women and Children affairs) to increase societal awareness on the importance of females' participation in educational leadership position.
3. However, the number of females was greater than males in the teaching staff; it was not proportionate with the leadership position of females. Thus, at school level, there was need to assign female teachers as unit leaders, department heads and co-curricular coordinators. So as to get opportunity to develop managerial and decision making skills in order to climb a ladder of better position in the school.
4. Since 49 (43.75%) of respondents strongly disagree to the idea that females are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader. So the mentioned concerned bodies would like to empower female teachers in order to increase their commitment.
5. Since 41(36.6%) of respondents stated as agree and strongly agree that lack of women role models in educational institutions affects participation of other women aspiring for leader, they are needed to realize their innate abilities and be role models in educational institutions to affect participation of other women aspiring for leader .
6. Finally, the researcher recommends further researches in the area with broader scope.

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**Appendix A**

Questionnaire to Be Filled by Teachers

Dear participant:

The purpose of this study is to investigate the status of women's participation in educational leadership and its significance in government and private primary schools of Woliso town. The information you provide will only be used for the purpose of this research and will be kept confidential you are not therefore required to write your names. The result and success of the study depends on the quality of your responses you are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give your responses.

**Thank You for your cooperation!**

**PART I: - Socio - demographic data of respondents**

**Direction:** Please, put a mark (√) in your choice among the following alternatives with respect to background information on the space provided in the brackets ( ) for each item below.

1. Sex:                      1. Male ( )                      2. Female ( )
2. Marital Status:      Single ( )      Married ( )      Divorced ( )
3. Age (in years):      20-30 ( )      31-40 ( )      41-50 ( )      above 50 ( )
4. Qualification:      Certificate ( )      Diploma ( )      BA/BSc ( )  
                                 MA/MSc ( )      Other (specify) \_\_\_\_\_
5. Experience:            1 - 5 years ( )      6 - 10 years ( )      11 - 15 years ( )  
                                 16 - 20 years ( )      21 - 25 years ( ) Above 25 years ( )
6. Your current status in the school      Teacher ( )      Department head ( )

Vice Principal( )Principal ( )

**PART II: Perceptions from respondents on women participation in leadership areas**

The following are believed to be factors that affect women’s participation in educational leadership in government and private primary schools of Woliso town. This part contains administrative, socio-cultural and policies and practices. please indicate the extent of your agreement on these factors that affect women`s participation in educational leadership in private and government primary schools.

**Section One: - Administrative Factors**

**Direction:**Please put a mark ( √) to indicate the possible answer for the following given alternatives by 5-point Likert scale agreement which represent closed ended questions where : (SD-Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and , SA- strongly agree = 5).

N O	Statements for choice on Administrative Factors	1 SD	2 D	3 N	4 A	5 SA
1	Educational institutions have no official effort to make females active participants in leadership.					
2	officials make gender bias while selecting school leaders					
3	Implements are less committed to apply affirmative action in practice.					
4	Lack of women role models in educational institutions affects Participation of other women aspiring for leader.					
5	Lack of special support to females to win competition for leadership positions in the education system of the town					
6	Assigning tasks and delegation of authority in school do not encourage female teachers to come to leadership position					
7	Inadequate leadership and management style					
8	Schools leadership style attract females to participate in primary school leadership					
9	Educational institutions have sex segregation that favor men while selecting and promoting					

**Section Two: - Socio cultural Factors**

Please put a mark (√) to indicate the possible answer for the following given alternatives that represent closed ended question regarding to social cultural related factors for female teachers' participation in primary school leadership areas. Scales: (SD-Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and , SA- strongly agree = 5).

N O	Statements for Socio cultural Factors	1	2	3	4	5
		SD	D	N	A	SA
1	Men feel more competent, capable and efficient in leadership than women					
2	The patriarchal society we are living in discourages women school leadership					
3	Social responsibilities impede women from fully realizing their primary school principal ship					
4	Women are not as capable as men					
5	Girls and boys are socialized differently to assume different roles (gender role socialization)					
6	People think women do not have the ability and skills to be leaders					
7	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership					
8	Females are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader					

### Section Three: - Policies and practices related factors

The following given alternatives that represent closed ended question regarding to Policies and practices related factors for female teachers' participation in primary school.

**Direction:** Please put a mark ( √) to indicate the possible answer for the following given alternatives by 5-point Likert scale agreement which represent closed ended questions where :

**Scale :** (SD-Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and , SA- strongly agree = 5).

N O	Statements for Policies and practices related factors	1	2	3	4	5
		SD	D	N	A	SA
1	Policies, guidelines, rules and other working documents are very helpful to empower women in primary schools.					
2	Giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors					
3	Educational institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation.					
4	Affirmative measures are taken in the schools to encourage women representation in principal ship.					
5	The school provides capacity building training to promote female teachers` participation in primary school leadership					

**PART- III:** The following are believed to suggest your opinion regarding the female teachers` participation in primary school leadership areas. Then please write your opinion for the following open-ended question.

1. What are the major factors that affect female teachers` participation in primary school leadership? Write at least three of them

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2. State what possible strategies or actions should be taken to attract and increase the participation of women in education leadership as:

Opinion of Female teachers themselves:

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Opinion of Schools leaders/ principals:

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Opinion of Town Education Office:

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**Appendix B**

Interview Questions for (low level) education leaders:

School Principals, Vice Principals, Supervisors and Town Education Official

Dear participant:

The main purpose of this study is to investigate the status of women's participation in educational leadership and its factors in government and private primary schools of Woliso town. The information you provide through this interview will only be used for the purpose of this research and will be kept confidential.

Thank You for your cooperation!

- Place of interview \_\_\_\_\_
- Date & Time of interview \_\_\_\_\_
- Role / position of interviewee \_\_\_\_\_

Probing questions:

1. How do you find the effectiveness of current practice on the promotion and selecting criteria set for men and women leaders both in private and government primary schools?
2. . How do you evaluate the existing gender policy and the actual women's participation in leadership?
  - a. Is it doing justice?
  - b. Is it helping to improve the practice?
3. What major organizational and personal factors do you think affect female teachers participation in primary school leadership in your local areas? Please specify in terms of hiring and recruiting practices that are exercised in your area.
4. How much are women motivated to be represented in primary school principal ship
5. What alternative ways do you think would encourage women to come to primary school leadership positions