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FACTORS AFFECTING FEMALE TEACHERS PARTICIPATION IN EDUCATIONAL LEADERSHIP IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE

M.A. THESIS

**BY
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**FACTORS AFFECTING FEMALE TEACHERS
PARTICIPATION IN EDUCATIONAL LEADERSHIP IN
SECONDARY SCHOOLS OF WEST WOLLEGA ZONE**

**A Thesis Submitted to the the Department of Educational planning
and management, Post Graduate Program in Partial Fulfillment of the
Requirement for the Master of Arts Degree in School Leadership**

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List of Acronyms and Abbreviations

NGOs Non-	Governmental Organizations
MoE:	Ministry of Education
CEDAW:	Convention on the Elimination of All Forms of Discrimination against Women
ESDP-IV:	Education Sector Development Programme
FDRE:	Federal Democratic Republic of Ethiopia
UNICEF:	United Nations International Children Emergency Fund
WEO:	Woreda Education Office
WEF:	World Economic Forum
ZEO:	Zonal Education Office

Abstract

In Ethiopia, women's proportion in leadership positions is very limited relative to their male counterparts in status posts in general and educational leadership in particular. The general objective of this study was to assess the factors that affect women's teachers' participation in educational leadership in secondary schools of the West Wollega zone. A descriptive survey study with a mixed research approach was employed. That means, data obtained through the close-ended questionnaire was analyzed quantitatively by using SPSS Software version 20 while those obtained through open-ended questionnaires and interviews and document analysis are analyzed qualitatively. Totally 184 respondents were selected as samples. School leadership quality is among the biggest factors ensuring high-quality student learning worldwide. Women's school leaders develop greater interactivity with children, helping them achieve greater engagement with learning and better results. The majority of the participants perceive those in principalship positions to have both feminines of masculine characters while one-third of them said that they perceived principals with a character with assertiveness, aggression, high self-esteem, and self-confidence or in short with masculine characters. While this is so three fourth of the female teachers include this study never aspired for leadership positions at the beginning of their careers. Additionally, choosing from issues involved in recruitment and selection about nearly half of the respondents said that it is the attitude of recruiters is the most influential. While one-fourth of them claimed that the criteria for recruitment are not clear and understandable while some of them said that 'caring for children' takes the upper hand for them, as a barrier to enter leadership positions followed by 'getting married'. From among the personal barriers 'educational background' and 'Childhood background' of female teachers had taken the lead in influencing factors. Based on the findings it is recommended that policymakers, city Administration officers and immediate supervisors assert gender-sensitive issues in the making of policies to hire or promote principals to higher educational levels.

Key Words: *leadership, Position, participation*

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Women are a major force behind people's participation in life of society today. Women work longer hours than men and contribute more to the development of their societies (Meron, 2003). Not only do they comprise the majority in terms of population, but they also play a crucial role in society as well as producers of goods and services. Women play a vital role in the community by taking care of all social activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, social and cultural marginalization (FDRE report, 2006 cited in Bijiga, 2006). This reality is also reflected on women when it comes to participation in leadership and decision making positions. Research findings and reports (Meron, 2006; Oxfam GB, 2009 and Sanchez-Hucles J, 2007) confirm the under-representation of women in decision making and leadership positions.

Women's participation and leadership is not only an essential prerequisite for poverty alleviation and tackling gender inequality, it is also a basic human right (Oxfam GB, 2009). In the same document it is further explained that International human-rights treaties and conventions such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action, and the third Millennium Development Goal on gender equality, recognize that women have the right to participate equally with men at all levels and in all aspects of public life and decision-making, whether it is deciding how the household income is spent or determining how the country is run, and such conventions commit signatories to realize this goal.

There are more important reasons for feminists to study leadership than the fact that women now have much greater access to leadership roles. These other reasons have to do with the power of leaders to produce social change. Feminism is a social movement that has social change as its goal change that yields greater equality between women and men. Reaching this goal requires effective feminist leadership within all sectors of society. Gender equality cannot be achieved unless a commitment to equal opportunity spreads throughout society and influences all societal institutions (Maureen Bickley Centre for Women in Leadership, 2010).

Rosener's(1990) Study of female and male administrative with similar backgrounds concluded that women tended to manage in different ways than men. The study found that female managerial will be more interested in transforming people's self-interest into organizational goals by encouraging feelings of individual self-worth, active participation, and sharing of power and information. The qualities stated above are correlated to successful achievements in students' learning, which may explain the success of most women leaders in educational organizations (Agezo, 2010). The presence of women in leadership roles at secondary school level and above contributes to sensitivity with in schools for the wellbeing of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006).

Furthermore, Lad (2000) noted that women principals were better than men in the area of communicating school goals, supervision and evaluation of instruction, coordinating curriculum, maintaining high visibility, promoting professional development and providing incentives for learning. Regan and Brooks (1995) acknowledge the differences in women and men in leadership. They describe women's leadership styles as attributes of relational leadership, which comprises collaboration, caring, courage, intuition and vision. Some literature suggests that women and men have innately different managerial dispositions (Billing and Alvesson, 2000).

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 number in teaching and in school leadership preparations programmers, women remain under-represented at higher levels of administration (Enomoto 2000: 375). Study confirms earlier findings of Kearney and Ronning (1996: 15) which indicated that men with similar qualifications and experiences generally meet with greater career success and participate more fully in the management process than their women counter parts. In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MoE, 2008). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making positions. This would retrain many women from facing the challenge and exercise decision making role (Meron, 2003).

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

The problems of gender inequalities discussed above are very much prevalent in and relevant to Ethiopia. Like many African countries (FDRE report, 2006) the majority of women in Ethiopia hold low status in the society. They have been denied equal access to education, training and gainful employment opportunities and their involvement in policy formulation and decision making processes have been minimal. There are a number of women teachers in secondary school in west Wollega. However, their participation in educational leadership is too low in school principal and leadership positions. That is why the researcher was initiated to find out the factors the mainly affect women's participations in the educational leadership positions in west Wollega zone of Oromia.

1.2 Statement of the Problem

Women's various discriminations and less participation in any sector of development is and agenda of every country. "Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people centered sustainable development." (Beijing Platform for Action, excerpt from Mission Statement). It is believed that women hold half of the world population statistically. This logic should have let them possess high proportion in different administration .so that they could play significant role in economic, social, cultural and political development of

a country. However, the reality is the opposite in most cases. They are underrepresented in much status posts (Abebayehu, 1995:1cited in Lelistu, 2014).

In spite of this, you can see a glaring inequality in all sectors particularly in developing nations like Ethiopia. The inequality is especially stark in administration and management sphere. As rightly argued by Blackmore and Kenway “administration and policy making in education have been, and still are, the province of men although women make up a large proportion of educational workers” (1993, p.27). This means, in education in which men administer or lead and women teach is still evident. The role of women in development especially in developing countries is usually ignored and underestimated. They are in disadvantaged position in terms of participation. Moreover, Davies and Gunawardena (1992) pointed out that “women are constrained by certain attitudes in their societies, that regarded them as inferior and being suited only to housekeeping, child rearing, cooking and serving their husbands” (p.2).

Women’s scarcity in managerial and decision making sphere is global phenomena. 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 for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong ,2004cited in Lelistu,2014).

Yalew (1997: 65) also states that it is well-known global fact that women’s proportion in leadership positions is very small in relative to their statistics in the world population. And the researcher believes that Ethiopia is not free of this defect. Ethiopia also has similar back ground with other countries in relation to the underrepresentation of women in status posts in general and educational leadership in particular. In order to understand the extent to which women are excluded from educational leadership in Ethiopia, it is imperative to see the proportion of women’s share in the teaching force. However, the proportion of women principals and vice principals in secondary schools is all scant relatively to their figure.

According to (Abebayehu, 1995, 2014) the effect of women's family commitments were not evidenced as so severe as had been conceived in blocking their initial entry to educational

management. However, family related factors would be still influential variables in limiting the up-ward mobility of women who ones secured entry level administrative positions.

Like the case in many other countries, FDRE (2004) reported that “in spite of all United Nation resolutions and also the Ethiopian constitution and laws giving equal rights to men and women, there is underrepresentation of women in educational leadership and decision making positions” (p.49). The underrepresentation of women in educational leadership is even more visible in Oromia, the target region of the present study. For example, according to the data obtained from West Wollega Zone Educational Office in the year 2018/2019, there were 2773 teachers in secondary schools of which 585 were females, the data further shows that in all 86 government secondary schools available in West Wollega zone of which of only three women were assigned to senior secondary school leadership positions. All the 83 government secondary schools in the zone were run by men and there are only three women teacher’s secondary school principals in the zone. Moreover, there are evidences for underrepresentation of women in educational leadership in West Wollega Zone. Thus, as the above facts indicate, the problem of underrepresentation of women teachers in educational leadership in the zone is a felt problem. It is this stark gap that motivated the researcher to pick up this topic.

More specifically, the study was guided by the following basic questions.

1. To what extent do socio- economic and cultural factors hinder women’s teachers’ participation in educational leadership position in secondary school?
2. To what extent do women’s teachers’ levels of aspiration hinder their leadership position in secondary school?
3. To what extent does attitude of women teachers’ towards themselves affect their participation in educational leadership position in secondary school.
4. To what extent are the institutional factors hindering women teachers’ from being school leaders?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the factors that affect women’s teachers’ participation in educational leadership in secondary schools of West Wollega zone.

1.3.2 Specific Objectives

More Specifically the objective of the study was;

- To identify to what extent does socio- economic and cultural factors hinder women teacher's participation in educational leadership position in government secondary schools of West Wollega Zone.
- To examine to what extent does women teachers' level of aspiration hinder their educational leadership position in in government secondary schools of West Wollega Zone.
- To assess to what extent are the institutional factors hindering womenteachers from being school leadersin government secondary schools of West Wollega Zone.
- To assess to what extent does attitude of women teachers' towards themselves affects their participation in educational leadership position in in government secondary schools of West Wollega Zone.

1.4 Significance of the Study

In addition to its moral implications, the underrepresentation of women in educational leadership is a loss both to the educational system and to the society at large. Hence, the findings of this study may have the following significance for practitioners, educational planners, policy makers and researchers.

- It may help to enhance the participation of women teacher's, in educational leadership.
- This study might help by identifying self-limiting beliefs of women teachers to participate in secondary school leadership and the ideas that bring attitudinal change in the minds of females.
- It helps to give recommendation on the strategies to increase women teacher's participation in leadership positions of the selected schools in West Wollega Zone.
- The study would help other researchers as stepping stone for those who want to undergo a research on similar areas.

1.5 Delimitation of the Study

The study was conducted to investigate the factors which contribute to women's under-representation in educational leadership. It would be better if the study is conducted at a wider scope. But due to time and resource constraints this study was limited to six woreda like Begi, Kondala, Kiltu Kara , LataSibu, Mana Sibru and Nedjo district in West Wollega zone Government Secondary schools(9-12).

1.6 Limitations of the Study

The major problem encountered during this study was the reluctance of some of the principals and teachers to fill out the questionnaire. . Other factor was difficultness in getting the necessary information in time from educational officials. The third problem encountered has to do with limited participation of women educational leaders. Even though the study intended to include women working at the zone education head office, that was not possible, no woman will found to be working at this level.

1.7 Operational Definition of Key Terms

Aspiration: Wants to become a principal, vice principal, WEO and ZEO heads, supervisor not wishing to remain a teacher (Shakeshaft, 1989, p.87).

Educational leaders: refer to principals, vice principals, supervision heads, Woreda and Zone education office heads, work process owners.

Leadership: is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010, p.8).

1.8 Organization of the Study

This paper is organized and arranged in five chapters. The first chapter deals with introduction including the background of the study, statement of the problem; objectives of the study; significance of the study; delimitation of the study; limitations of the study; definition of key terms and organization of the study. The second chapter covers review of the related literature which discusses important topics related to factors affecting women's participation in

educational leadership. The third chapter consists of research design and the methodology. The fourth chapter provides discussion and results of the findings while the last chapter five presents the conclusion and recommendation of the study.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. Females and 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. While these characteristics are innate and valuable, women possessing the qualities of a good leader still face higher attrition and slower career mobility particularly in educational administration (Porat, 1991). Data on equality of opportunity in educational administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education (Whitaker & Lane, 1990).

Transformational leadership associated mainly with women are increasingly praised for having excellent skills for leadership and, in fact, women, more than men, manifest leadership styles associated with defective performance as leaders (Eagly, 2007;1). Unlike men women have communal qualities, democratic and participatory, typically focusing on relationships and creating positive working atmospheres (Eagly and Johnson, 1990). Therefore, the researchers strongly support this idea from the fact that if this quality of females leadership is potentially released to school environment and provided that female access to leadership, they contribute their quality of leadership to schools.

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

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

they lead. While men relying on somewhat antiquated leadership style that does not fit the needs of most contemporary organizations (Aburdene and Naisbitt (1992) described in their book, *Megatrends for women*, 25 behaviors that characterize women leadership.

The behaviors clustered in six central patterns were identified as behaviors the empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. GilletKatam (1994), on the other hand, used four behaviors; (a) a vision behavior- in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior women leaders provide care and respect for individual differences; (c) influence behavior women are acting collaboratively; values behavior in which women leaders spend time building trust and openness (Getskow, 1996). No matter how the leadership behaviors of women are delineated, the fact is the women do possess the capabilities and skills to be excellent educational leaders. Gross and Trask (1976) listed capabilities of women in leadership women principals have a great knowledge and concern for instructional supervision, supervisors and teachers preferred women over men, students' academic performance and teachers professional performance rated higher under women principals.

Women were more effective administrators, supervisors and teachers preferred the decision making and problem solving behaviors of women, women principals were more concerned with helping deviant pupils. Women principals placed more importance on technical skills and organization responsibility of teachers as a criterion for evaluation (Allan, 2004.) When sexual liaisons do develop between people at work, problems sometimes result-and those problems can lead to job loss for the member of the couple (usually the woman) who has the least seniority. Moreover, sexual harassment is a common problem in the workplace, especially for women, and even more especially for women in token or pioneer positions. Such harassment can serve to keep the gender based division of labor in place by forcing the victims from their jobs or interfering with their job performance (Kenter, 1977; Lott, 1987; Fagenson, 1993).

2.2 Women Educational Leadership

Leadership in education as in most fields is identified with men giving subordinate roles to women. That trend is also apparent in the field of education and there is something paradoxical about it. Even though, teaching has traditionally been seen as a "suitable" job for women, a large

numbers of women in the profession, greatly underrepresented in positions of management (Brown, 2003 and Coleman, 2005; Cubillo). Keeping this paradoxical situation in mind, this section reviews a number of issues including leadership role of women in educational sector, women and leadership styles, women's leadership abilities, skill and competencies, women's aspiration to educational leadership, current requirement and selection criteria used for selecting educational leaders.

2.3 Leadership Role of Women in Education Sector

Women are generally characterized by the primary sources of knowledge, language, and social relationship to the child at the school level (Brown, 1990). The benefits to economic growth and family welfare that come from educating women are undeniable. Hence, this is done more when women are empowered in all levels of the education system. Thus, according to King and Hill (1993) promoting equality of access to women in the leadership position is a priority subject. This is because it contributes to the national development and it helps to promote advancement of women and the elimination of all forms of discrimination against women. It is evident that the attention of many countries including Ethiopia is integration of education to development and poverty reduction. To this end, there is also a need to raise the participation of women in the overall development process. So this requires the need to equip female population with the necessary knowledge and skills, because women should never be "a missing piece in the development puzzle" (Seyoum, 1986).

2.4 Women and Leadership Style

Leadership styles refer to the underlying need structure of the leader that motivates behavior in various interpersonal situations (Melaku et al., 2002). It refers to a pattern how a leader adopts in influencing the behavior of group members. Several classifications have been developed in connection with this concept. Based on how leaders use their authority, leadership styles are generally classified into three: authoritarian (directive), democratic (participative), laissez-faire (non-directive) leadership styles. There are different factors that have an impact on developing a choice on leadership styles. Some writers (e.g., Melaku et al. 2002; Mosley, Reller & Hengst 1993) argue that generally speaking three factors (leaders' philosophy; followers' maturity level; and the situation faced by the leader) affect the choice of leadership styles.

Global experiences have shown that women do have different leadership styles from men. For instance, in education, Coleman (2000) surveyed women head-teachers in England and Wales and found that they identify with a collaborative, people oriented styles of leadership. Research findings of Trinidad and Normore (2005) also revealed that women adopt democratic and participative leadership styles in the corporate world and in education. Another research done by Rosener (1990) indicated that women are more likely than men to use “transformational leadership” which is motivating others by transforming their individual self-interest into the goals of the group. The characteristics of transformational leadership relate to female values develop through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose.

In addition to this, Bass and Riggio (2006) also noted that women exceed men in transformational leadership and men exceed women in transactional leadership. Bass and Stogdill (1990) also suggested that women are slightly more likely to be described as charismatic, as women scored higher on transformation factor than men. Also the transformational, empowering and collaborative style of leadership is associated with women while the more directive and authoritarian styles traditionally associated with male leaders (Cubillo and Brown, 2003).

Women are reported to be aware of the human factors which are considered important. For Ndongko (1999) women are by nature accommodating, patient, gentle, and have better human relation skills as well as communication techniques-qualities that are indispensable if the objectives of any organization are to be achieved. Rosener (1990) concurs. In her empirical study, she found that women use “interactive leadership” styles by encouraging participation, sharing power and information, enhancing peoples’ self-worth.

Feminist theories of leadership have stressed the way in which women leaders differ from male leaders. Based on the works of some empirical studies Sadovnik and Semel,(2002) stated that “women are more likely to lead through cooperation, inclusion, caring and connectedness. They are more democratic, less hierarchical, and more relational in their approach” (p.254). Traditionally, female leaders tended to show more relation oriented and democratic styles than

men whereas male leaders show more task oriented and autocratic styles (Bass and Riggio (2006).

In general, there is a trend in our world to the democratic and participatory leadership styles of decision making. Female principals are more characterized by asking followers for information more often than their male counterparts (Shakesheft, 1989).

Women are also presented as more conflict solver than men in the educational leadership. Regarding this, in 1995 Abebayehu noted that women and men have variation in conflict resolution. In short, according to Lad cited in Agezo (2010), since school are social institutions where a collaborative effort of teachers, parents, students, community and administration interaction take place, the interactive, colleague and affiliate styles of women educational leadership is of great help (appropriate) in order to achieve the intended objectives of educational organizations. Therefore, this indicated that women are assets and should be appointed to leadership positions in the education sector.

2.5 Factors Affecting Women's Participation in Educational Leadership

The current underrepresentation of women in top leadership positions is reflected in several research studies conducted on women in educational leadership (Gupton and Slick, 1996; Shakeshaft, 1989). The studies indicate that there are many factors which constrain women's ability to participate on an equal footing with men and to take up positions of leadership. The problems that women face in educational leadership are many and interlocking. These barriers are either internally or externally imposed (Shakeshaft, Brown, Irby, Grogan and Ballenger, 2007). Some of the major barriers are socio-cultural, institutional factors, lack of equal opportunity to educational and training in the past. Therefore, this section of the paper tries to address issues and reasons for the limited participation of women as well as obstacles women face in obtaining educational leadership positions.

2.5.1 Socio-cultural Factors

Different researchers (e.g., Dipoye cited in Abebayehu, 1995; Onyango Simatwa and Ondigi 2011; Shakeshaft et al 2007), indicate that socio-cultural factors are one of the factors for women's under representation in participation in educational leadership. These factors include:

gender socialization, societal-attitudes and perception, women's self-concept to leadership, family and home responsibilities.

2.5.1.1 Gender Socialization

Gender socialization is a continuous process that begins at home in early childhood. In most cases, pre-school female children are socialized to be passive, polite, shy and gentle. Boys on the other hand are encouraged to be aggressive, active, independent and confident. Hence, male children view themselves as powerful while girls tend to feel powerlessness. In most societies, women lack experience of decision making and leadership in public areas because girls in contrast to boys are socialized into passive roles and given little opportunities to make decisions or develop leadership skills outside the family context (Cubillo and Brown, 2003; Shakeshaft, 1989). This socialization process in the society determines and shapes the personality, roles and identifies the individual in the society. During this process, individuals acquire skills and knowledge that enable them to actively participate in the society. In other words, girls and boys are socialized differently to assume different roles and expectations (Genet, 1998).

Socialization process involves some direct teaching and much modeling oneself after parents and other adults. Different cultures will of course, have somewhat different emphasis in socializing their boys and girls. Helgeson (2005) pointed out that women have been socialized into believing that they do not deserve senior positions. Thus, as different researchers show, because of socialization and sex role stereotyping, women themselves as well as others within the society, do not immediately connect women with any kind of leadership (Shakeshaft, 1989). Thus, sex-role socialization and differential treatment will eventually inhibit women's aspirations, visibility and competitiveness in leadership positions.

A stereotype is the association of a person or a social group with a consistent set of traits. This may include both positive and negative traits, such as the Stereotypes of a cheerleader being attractive and unintelligent. The literature over the past two decades is replete with claims of sex role stereotyping as the major barriers to women seeking entry to or advancement in educational administration (Abebayeh, 1995; Meskerem, 2008). It is said that both positive and negative stereotypes are reflected towards women in all types of situations. The positive stereotypes caring and nurturing behavior and skills experiences are based on household related works.

Women are also said to have greater manual dexterity, greater honesty and good physical appearance. Negative stereotypes are described with the following character, disinclination to supervise others, less physical strength, less ability to do science and math's, less willingness to travel and susceptible to physical danger and use less physical force.

Even in western organizations the ideal of a good manager is still implicitly included in the notion of masculinity that represents qualities such as competitive, aggressive, non-emotional, goal oriented and psychologically and physically strong (Kauppinn and Aaltio, 2006). According to the encyclopedia of sex and gender (2004) the earliest study on stereotype were conducted by Mc jee and Sheriffs in the 1950's in California using the list of 200 adjectives they found that there were a large number of characteristics differentially ascribed to men in general and women in general. Men were ascribed as frank, straight forward, rational, competent, bold and effective. Women were emotionally warm and concerned with social customs.

2.5.1.2 Societal Attitudes and Perception

The attitude of individuals and the society towards women's ability in holding the responsibility of leadership positions could influence the participation of women significantly. With regard to this, Hoare and Gell, (2009) argued that mistrust of women's ability to lead and the stereotypes and prejudices about their role in society and their lack of suitability for leadership roles and decision making are also challenges for women. These challenges are usually aggravated by cultural factors. In light of this, Brandrett, et al., (2003) argue that: Leadership is a much gendered concept. In wide variety of cultural contexts, leadership continues to be identified with the male. Even though women occupy positions of leadership and responsibility, there is tendency to assume that the 'rightful' leader is male (p.37).With regard to the above idea different research studies (Eagly and Johnson, 1990; Vecchio, 2002) indicated that male leaders are viewed as more effective than female leaders. According to Rosen (1989) men are perceived as efficient, competent and successful while women are perceived as inadequate, incompetent and inefficient in leadership activities by society.

One can clearly understand that the above expressions can affect social and psychological developments of women that might affect the participation of women in leadership. Patriarchy is

deep rooted in Ethiopian society. It is a male supremacy being insured and perpetuated in the economic, social, and political system of the country.

Patriarchal ideology bases its operation in the premises that men are biologically superior to women and women as biologically weak creatures have to depend on men for survival (Meron, 2003). Meron further argues that “cultural perceptions that say a woman is less than man are embodied in our culture which confined especially rural women to the domestic sphere with little or no exposure to the public sector” (p.3). This system of male domination and superiority negatively affects self-confidence of women educational leaders at all levels.

Men’s negative attitude towards women leaders and exclusion from informal networks is another barrier to women’s participation. Men see women as inferior to them. They do not think that women have equal ability with them. Patriarchal thinking ensures the decision making power of men which in turn imparted them with greater opportunities for power and status over women. Therefore, traditional patriarchal beliefs and practices have an influence on women’s aspirations to leadership positions.

2.5.1.3 Family and Home Responsibilities

Their work goes unrecognized because they do a variety of jobs daily which does not fit in to any specific occupation. Most of them are involved in arduous work. Although women work for longer hours and contribute substantially to family income, they are not perceived as workers by whether the women themselves or data collecting agencies and the government (who, 2009). The so-called house wife is already doing a single shift. If a woman also works outside home, she is consistently working a double shift. When children or a family member are ill, she does three shifts day after day. On an average, women work much longer hours than men. Family and home responsibilities as well as place-bound circumstances more with spouses were early contributors to women’s lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. Native American women in Montana are for example reported to be identifying family responsibilities as barrier to entering administration (Brown, 2004). In relation to these Shakeshaft et al., (2007) also argued that “family and home responsibilities are more likely to affect the career patterns of women than of men” (P.114).

Other researchers (e.g., Grogan, 1996; Gupton, 1998 and Wynn 2003) also noted that family responsibilities were considered by women in their decisions to apply for and maintain administrative positions. In most African culture including Ethiopia, socio-cultural traditions tend to assume that women's public roles are just an additional activity to their primary roles. For instance, in Ethiopia, women engaged in productive and community works. As it is known women are mothers, wives, and breadwinners in their home (Meron, 2003). Due to these multiple roles women are being confined to domestic roles with little opportunities and exposure to leadership and decision making positions.

2.5.2 Personal Factors

The disadvantage of women are subjected to appear not to have anything to do with the requirements for positions of leadership, except only to perpetuate a false perception that women lack the personality and the experience needed when faced with tough situations. Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination, fairness, confidence, honesty, assertiveness and aggressiveness.

In putting the problems face by women into perspective, Wisker (1996) pertinently argues that “women are under-represented in higher and middle management positions in higher education, even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for. The rest of this article focuses the following barriers which represent faulty perceptions of the true positions regarding women: poor self-image which is a factor attributed more to women than to men; lack of assertiveness: as a habit associated with women than men; less career orientation: as a sign of less interest in women as leaders; less confidence: as an argument that women, generally lack the will to achieve; poor performance: a myth used as an excuse for employing less women in demanding occupation; discrimination: as a sign of low interest in their recruitment of women into leadership positions; and demotion: as a form of punishment thought to suit women better as they are perceived to be lazy and arrogant. Poor self-image is a barrier to women advancement in leadership of the educational profession. The term self has two distinct meanings, namely, the self as an object and the self as a process. The self as an object has to do with people's attitude about themselves, their picture of the way they look and act, the impact they make on others, their traits and abilities, their foibles and weakness (Diane and Susan, 2009).

Women in academic leadership complement its companion volumes in the women in academic series, provoking readers to think critically about the gendered nature of academic leadership across the spectrum of institutional types. It argues that leadership, the academy, and the nexus of academic leadership, remain gendered structures steeped in male oriented norms and mores (Diane and Susan, 2009).

2.5.2.1 Women's Level of Aspiration to Educational Leadership

Women's sparse number in educational leadership is that they have low intrinsic motivation or aspiration to leadership position Dipboye (cited in Abebayehu 1995). Other writer (Ouston, 1993) agree. And as shall be seen below, Ouston in fact provides a number of reasons for women's low aspiration. Shakeshaft (1985) disagrees. For her, women's lack of success in obtaining administrative positions was not due to lowered aspiration or lack of motivation on the part of women. It could thus be said that findings regarding women aspiration are vary in some cases conflicting.'

According to Ouston (1993), there are a number of factors that affect the aspiration of women from moving into formal leadership positions. For example, devaluation of women that means considering women as less than and different from men. This assignment of less value to women takes the form of attitudes that favor males over females for administrative positions. The negative attitudes toward women by those who hire constitute the major barrier to female advancement in school administration (Shakeshaft, 1987).

2.5.2.2 Attitude of Women towards Themselves (Women's self-concept to leadership)

Women's perception and their self-concept will be among the challenges faced to attain leadership positions in educational institutions. Women themselves acknowledge the world of masculine and perceive themselves as compliant, submissive, passive and less skillful than their male counterparts. They also fear that success in competitive achievement situation will lead to negative consequences like loss of unpopularity (Ouston, 1993). Women chose from a narrow range of occupations that are low in status and end up in poorly paid jobs such as book keepers, cashiers, typists, barbers, housekeeping services. When they are given equal opportunities to learn and get the necessary professional qualifications they tend not to reach the high levels of professions which might be caused due to the effect of sex role stereotypic attitudes of the

society that prevent them from seeking high ranked positions. That means, men tend to overestimate their abilities while women underestimate their abilities.

2.5.2.3 Self - esteem (Self - Confidence)

Lack of self-confidence is resulted from a sex-structured community that believes women inability to participate in different positions including managerial positions. Therefore, this makes women to develop lack of self-confidence in public areas that resulted from absence of support and negative discriminatory actions that excludes women from the sphere. As a result, women develop low self-esteem and give chance to the establishment of male dominated society (Shake shaft, 1989).

Ouston also argues that, “females have lower self-confidence than do males” (1993, p.51). This lowered confidence level make them to apply only for jobs which they are highly qualified while males are more likely to apply for jobs they are both qualified and are not qualified for. As a result, there are usually more male applications for a position and a male is likely to be hired.

Relatedly, lack of self-confidence also helps to explain why females internalize failure and males externalize it. For example, when a male does not get a job, he most likely blames an outside factor while females are much more likely to believe that the reason they were not hired was because they were not good enough. In short, as rightly pointed out by McLoughlin (1992), “confidence is the key factor for every woman in management” (p.56). Powner and Weiner (1991) also agree. For them, confidence is “the key to becoming and remaining a manger” (p.12). Despite arguing that self-confidence is a contributing factor, Cubillo (1990), argues that “women’s lack of confidence was more to do with unfamiliarity with the territory than lack of faith in their abilities” (p.554, Shaft 1989).

2.5.3 Institutional Factors

Hoare and Gell (2009), pointed out that “institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions” (p.6). Thus, it is imperative to ask whether educational institutions provide opportunities in favor of men than women. Competent, committed, talented, and qualified women look up through the glass-ceiling and can see what they are capable to achieving, but invisible barriers prevent them from breaking through. This is institutional resistance to women that present in all areas of the work world,

which is a reflection of social and economic gender inequality. Schools are social organizations which fulfill their organizational goals by assigning and delegating their employees. However, their assignments are sex segregated (Abebayehu, 1995).

They assign male teacher to different activities than female teachers. Blackmore (as cited in Cubillo and Brown, 2003) also describes the situation of women as the “outsiders in side”, i.e. inside the institution but outside the boy’s club”. This implies that women are already inside the institution, but their level of participation is as those of women outside the institution. Research findings indicate that female leaders are subjected to a greater number of work related problems and pressures compared to male leaders (Coopers and Davidson, 1980). The specific problems and pressures that will be isolated as being unique to female leaders include institutional structure and climate; sex segregation and discrimination in hiring; lack of leadership mentors and support system; unequal opportunity of education training and promotion (Coopers and Davidson, 1982).

2.5.4 Socio-Economic Factors

Among the various barriers that hinder women from leadership participation, socio-economic factor is the major one. As Virginia Sapiro (1990;) states, women’s marital status and whether they have children both affect their employment rates being one major economic constraint blocking women’s access and advancement to leadership position. Even if women employed and earn an income, it may not be enough to support the household expense and cover other educational and training expenses to acquire further leadership skills that empower them to access to leadership position, while men widely get the opportunity to further update and upgrade their skills and knowledge of leadership. This economic constraint lags women behind than men to access leadership position.

Women frequently face a serious challenge to advance to leadership position. This economic constraint, affects women to freely compete like their men counterpart for leadership status. Women work fewer hours, and they don’t stay at job as long as men do. Whether it is nature or socialization, driving their decisions, women tend to choose lives that allow them to spend more with their families. As Virginia Sapiro (1990), states “jobs are segregated not only by field, but also by level. Women are concentrated in jobs at lower levels with less pay”.Lack of education,

disease, poor health care, economic challenge and social impact are the main features of socio economic constraints that deter women's advancement to any form of leadership including education.

A secure and encouraging environment in which women are socially and economically free to mobilize or promote their best human and material assets to realize improvement in their life conditions is a prerequisite for all development actions. As stated in (World Economic Forum Report 2007), gender gap creates a challenge to women's right and women's leadership participation hindrance, as it is widely exercised all over the world including Ethiopia. The World Economic Forum (WEF, 2007) Report measures gender by looking at three key areas. Women's economic participation in society, women's level of health and education, and women political empowerment. These three elements are the major and universal challenges to women's improvement and participation of any form of job and leadership position. These universal challenges in one way or another affect the Ethiopian women as West Wollega Zone is also part of the country to share the challenges.

An economist, Zahidi Said, one of the authors of the "World Economic Forum Report 2007" says, "Everything we do is rewarding parity. It is not rewarding women's supremacy over men, or men's supremacy over women. It is rewarding countries that aim to distribute their resources equally, between women and men" It is only with fair and genuine distribution of resource, and great concern to women that the above three challenges are avoided or minimized and enable women to participate in any form of leadership position. Gender gap must be eliminated by the joint effort of men and women to create common goal and mission that leads them to equality and right. As Jill Blackmore and Jane Kenway, (1993), stated: reasons for the under representation of women in economy include different interests and career aspirations already in place, lack of female role models, and teaching techniques and method of evaluation that are less suited to women's learning styles. For example, women generally respond better to group problems solving activities rather than the lecture styles of teaching.

The above statement reminds us to think of our curriculum setting, curriculum development and method of teaching to prepare women for the desired full participation in economic sector with confidence and equality. Women's deprive of equal ownership of property is the result of

established culture that came through process of socialization. ‘Women’s association with nature as that of men’s With culture meant, women were the biological inferior, requiring protection by the transcendent spirit of males who dominated the material world’ Jill Blackmore (1993).

This concept indicates women’s incapability to manage the material, and this creates the gaps that favor men to women in owning and controlling the resources, inequality and violation of human right. Thus, causes inaccessibility to any leadership position as a result of socio-economic challenge, manifested in this process of men supremacy. So as to find means for the challenge of women to access to leadership position and effective leadership performance, joint action must be sought to eliminate the following barriers, such as population at large about women’s issue, problems of providing basic support system, for working parents, flexible work schedules, that are clearly observed as women’s educational leadership hindrances.

CHAPTER THREE: THE RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

West Wollega is one of the 18 administrative Zones of Oromia National Regional State. The Zone has 21 districts, of which 19 are rural districts and 2 are urban administrations. The Zone is located in the western part of Oromia region, and it borders with Benishangul Gumuz national regional state in the North West, North East and East, Kellem Wollega Zone in the West; East Wollega Zone in The East; Gambella national regional state and Illubabor zone in the South.

3.2 The Research Design

To assess factors affecting women's teachers' participation in educational leadership in West Wollega Zone a descriptive survey study was employed in this study to make the best out of strengths of both qualitative and quantitative research (Creswell, 2009). Their combined use provides an expanded understanding of research problem. To achieve the intended objective and to answer the basic questions of the study, a descriptive Survey design will be employed. A descriptive survey design will be adopted because it is believed that appropriate to look into what really affect the participation of women in educational leadership and also used to make a detailed description of existing leadership phenomena with the aim of producing data that justify current conditions and practice and to draw valid conclusion from the facts discovered from larger geographical area (Koul, 1984). This is because it enables researcher to collect and describe large variety of data related to the factor that under represent women in educational leadership. Other scholars, Lodico, Spaulding and Voegtle (2010), also support that descriptive research aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about the issue in education. Thus, both quantitative and qualitative research methods will be employed. The qualitative research method will be employed to the study with the information gained by open ended questionnaire, interview and documents and information gained by closed ended questionnaires will be also employed with quantitative research method.

3.3 Sources of Data

To conduct the study exhaustively data was generated from both primary and secondary sources.

3.3.1 Primary Data Source

Primary data was gathered from educational leaders (WEO head and deputy heads, ZEO head), school leaders (principals, vice principals), teachers, secondary school supervisors.

3.3.2 Secondary Data Source

The secondary source data would be obtained from statistics (national, regional and local) as well as some policy documents (e.g., the new education and training policy, the four educational sectors development programs, the current recruitment and selection directive).

3.4 Sample and Sampling Techniques

To start with, West Wollega Zone was selected purposively. Because the researcher has reasonable experience in the zone in relation to the issue of the present study that is titled factors affecting women's teachers' participation in Educational leadership in the west wollega zone. That is because the researcher works as a teacher and principal in one of the high schools of in the zone. There are 21 Woredas in the Zone. In 21 woredas in the zone there are 3276 teachers which of 721 were females in the secondary schools. Out of the 21 Woreda $21 \times 30 / 100 = 6$ (28.57%) of them (woredas) were selected. Six of them (Begi, Kondala, Kiltu Kara, Letasibu, Menesibu and Nedjo) would be selected through simple random sampling techniques.

In the selected 6 woredas: - Begi (4 secondary schools), Kondala (4 secondary schools), Kiltu Kara (4 secondary schools), Letasibu (2 secondary schools), Menesibu (2 secondary schools) and Nedjo (4 secondary schools) totally there are 20 secondary schools the researcher plan to select 30% of the schools through simple random sampling technique which is $20 \times 30 / 100 = 6$ schools and there are 983 teachers in the secondary schools which of 206 were females.

These selected secondary schools are Begi, Kondala, Kiltu Kara, Letasibu, menesibu, and Nedjo secondary schools. In this six secondary schools there are 295 teachers (male =233 and Female= 62). Of these population of male teacher's $233 \times 30 / 100 = 70$ (30%) were selected through simple random technique and female teacher's 62 (100%), 33 (100%) school principal and vice

principals, 6 (100%) school supervisors through availability sampling technique, and 12 (100%) WEO heads and deputy heads and 1 (100%) Zone head those were included purposively. Totally 184 respondents were selected as sample.

3.5 Instruments and Method of Data Collection

After the necessary arrangements have been made actual questionnaires were prepared, convenient time for the respondents was given, the questionnaires would be distributed and a follow up will be made in order to give an immediate correction whenever problems arise during the filling out of the questionnaire. The same questionnaires for women and men principals would be administered based on the logic that they have the same academic backgrounds. The questionnaires were prepared in English taking into account that the medium of instruction and their level of qualification at the selected secondary schools in West Wollega Zone. The questionnaire was close ended questions.

3.5.1 Questionnaire

Questionnaire is used to obtain appropriate information from a large number of respondents with in short period of time. It is convenient to secure (free from doubt) reliable and adequate factual information opinions and attitudes in structural framework from a large number of respondents at a low unit cost (Seyoum & Ayalew, 1989). It involve large sample population and to collect the necessary information for this type of study with in a limit time frame (Gay, 2006). The questionnaire consists of both close ended and open ended types of questionnaires. Close ended questionnaires are used to get reply in a limit number of ways ,to check their responses in limit time, whereas, open ended questionnaires are employed to get free responses from the respondents in their own words. It also provides the researcher with greater depth of responses and it gives freedom to respondents.

The questionnaire consists two parts, the first part personal information and the second part is closed ended questions developed using five- Likert scale (strongly agree to strongly disagree) to identify the level of respondents agreement and disagreement. It is Likert scale because it is easy to construct, takes less time to respond, simplest way to describe opinion and more freedom to respond. The main data collection tool for this study is questionnaire. The questionnaire comprises both closed-ended and open-ended items. Questionnaire is a fast way of obtaining

data as compared to others instruments (Mugenda, 2003).and they give the researcher comprehensive data on a wide range of factors. The questionnaire is prepared and administered to teachers and vice principals. This instrument is selected to collect relevant factual information, opinions and attitudes from relatively large number of respondents.

3.5.2 Interview

Interview questionnaire was employed to collect information from principals, kebele training board chairman and PTA chairman. This is because they are small in number to be covered and it and possible to get more information from them. In the process of data collection, questionnaire, interview, focus group discussion and document analysis, will be used.

To conduct and obtain relevant data that is not be handled by questionnaires and it is important to indicate that it can help in strengthening the data qualitatively. For this purpose the semi structure type of interview method was used to collect necessary data. It is also important to exploit greater depth of responses since participants are encouraged to answer in their own words and find out what is in someone else's mind.

3.5.3 Document Analysis

Document analysis is used as an instrument to analyses such documents as teachers performance appraisal, and progress registered in a school improvement program in each respective schools and education office to examine and compare the present status and trends of the problems with the previous study results and findings.

3.6 Methods of Data Analysis

In accordance with the data collecting tools that were employed two types of data, qualitative and quantitative data was obtained. Thus, the analysis of the data was collected in line with the data type. That means, data obtained through the close-ended questionnaire was analyzed quantitatively by using SPSS Software version 20 while those obtained through open-ended questionnaire and interviews and document analysis are analyzed qualitatively. In this study both quantitative and qualitative method of data analysis were be generated.

3.6.1 Quantitative Data Analysis

After collecting data through questionnaire the raw data was checked, tallied, numbered, arranged and organized in tables to make it understandable. Then, the data was analyzed and interpreted using different SPSS and statistical tools such as percentage and frequency count to analyze characteristics of the sample population. Measures of central tendency like mean, and standard deviation was computed to find average values against each item scores.

3.6.2 Qualitative Data Analysis

The data was obtained through interviews , open-ended questionnaire and data analysis would be qualitatively analyzed. This qualitative analysis provides a supporting role. Finally, based on the data-analysis and interpretations was being made to reach on findings, conclusions and possible recommendations was given.

3.7 Reliability and Validity of data

Reliability is concerned with the question ‘does the instrument yield the same or similar results consistently?’ Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials (Mugenda 2003). The researcher will conduct Pilot test with the view of testing the practicality of the data collection instruments, detecting and improving the defects of the instruments and computing the reliability of the questionnaire scales. DuPlessis and Hoole (2006) suggested that a pilot test allows the researcher to compute the scale’s reliability, check whether the questionnaire’s length, wordings, instructions are adequately enough to complete the questionnaire and determine the initial response rate.

Validity is concerned with the question ‘am I measuring what I intend to measure?’ Validity is that quality of a data-gathering tool/instrument that enables it to measure what it is supposed to measure. This was censured by making ensure the questionnaire has objective questions. According to Cohen (2005), in quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. Therefore, the researcher tries to make the study valid by using software statistical analysis. Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). After the dispatched

questionnaire was returned, necessary modification on items and complete removal and replacement unclear questions was done.

3.8 Ethical Consideration

While conducting the study, ethical issues are primarily considered. Before conducting the data collection all the necessary information about the study was provided to the sample respondent's, i.e. who is conducting the study, for what purpose, and the like, this is helped them to decide whether or not to participate in this study. They are also notified that their participation in the study is voluntary; they are not harmed as a result of their participation or non-participation in the study. They are also aware that anonymity and confidentiality of their response are guaranteed. The student researcher was not personalizing any of the respondent's response during data presentation, analysis and interpretation. Furthermore, all the materials used for this research was fully acknowledged.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses about presentation, analysis and interpretation of data. The target population was female teachers. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data has been presented by the use of tables and various statistical tools. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one. Because the research design is descriptive design, thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

4.1 Demographic Characteristics of Respondents

In this section of the thesis, the frequency and percentage of gender, age, religion, marital status, and level of education were presented in the table and the result was discussed under the table.

Table 1: Personal Information of the respondents

No	Items	Alternatives	Frequency	Percent	Valid %	Cumulative %
1.	What is your sex?	Male	100	60.6	60.6	60.6
		Female	65	39.4	39.4	100.0
		Total	165	100.0	100.0	
2.	How old are you?	21-30	45	27.3	27.3	27.3
		31-40	57	34.5	34.5	61.8
		41-50	52	31.5	31.5	93.3
		above 51	11	6.7	6.7	100.0
		Total	165	100.0	100.0	
3.	What is your Religion?	Christian	93	56.4	56.4	56.4
		Muslim	30	18.2	18.2	74.5
		Waqeffata	15	9.1	9.1	83.6
		Others	27	16.4	16.4	100.0
		Total	165	100.0	100.0	
4.	What is your marital Status?	Single	29	17.6	17.6	17.6
		Married	125	75.8	75.8	93.3
		Divorced	7	4.2	4.2	97.6
		Widowed	4	2.4	2.4	100.0
		Total	165	100.0	100.0	
5.	What is your level of education?	Diploma	27	16.4	16.4	16.4
		BA/BSc	124	75.2	75.2	91.5
		MA/MSc	14	8.5	8.5	100.0
		Total	165	100.0	100.0	

As it can be seen from the above table 1, one hundred (60.6%) of the respondents were male populations while sixty five (39.4%) were female respondents. The total population of the respondents were one hundred sixty (male respondents far exceeds female respondents). Moreover, this could also indicate there is low participation of female leaders in the educational sector as compared to their male counterparts. From this one can conclude that majority of the respondent's were male respondents.

The above table also indicates the age characteristics of the respondents. Accordingly, forty five (27.3%) of the respondents age ranges from twenty one to thirty years of age while fifty seven (61.8%) of them were ranges from thirty-one to forty (31.5%) years of age and fifty-two (52) number of the respondents age were ranges from forty-one to fifty years of age. The rest eleven of the respondents were in above fifty- one years of age and exceeds. From this one can conclude that majority of the respondents ages were from thirty one to forty years of age.

Furthermore, the table indicates that ninety three (56.4%) of the respondents were Christians while thirty (30%) of them were Muslim followers. Among the respondents fifteen (9.1%) of the respondents were Waqeffata followers and the rest 27 (16.4) percent were attendants of other traditional followers. From this one can infer that majority of the respondents were Christians followed by Muslims.

From the table one can also understand that 26 (17.6%) and 125(75.8%) of the respondents were single and married respectively. Whereas 7 (4.2%) and 4(2.4%) of the respondents were divorced and widowed respectively. From this one can conclude that majority of the respondents were married followed by unmarried or single respondents.

Concerning the educational level of the respondents the table shows that 27(16.4 %) were diploma holders and 124 (75.25%) were degree holders while 14 (8.5%) of the respondents were MA/MSc holders. This shows that majority of the respondents were first degree holders.

Finally, the table also gives detail concerning the characteristics of the respondents experience 26 (15.8%) of them were served in between one to five years of age while 40 (24.2%) of the respondents year of service ranges in between six to ten years and 83(50.3%) and 16(9.7%) of the respondents service years were ranges in between eleven to fifteen years and above sixteen

years respectively. From this one can conclude that majority of the respondents years of service was from eleven to fifteen years followed by respondents whose service ranges from six to ten years.

4.2 Female Teachers' positions in the school from 2008-2011

This section of the thesis gives the detail of female teachers' positions in the school from the year of 2008-2011.

Table 2: Respondents' position in the year of 2008, 2009, 2010 and 2011

Year	Positions	Frequency	Percent	Valid Percent	Cumulative Percent
2008	Principal	17	10.3	10.3	10.3
	V/Principal	14	8.5	8.5	18.8
	Teaching	134	81.2	81.2	100.0
	Total	165	100.0	100.0	
2009	Principal	17	10.3	10.3	10.3
	V/Principal	16	9.7	9.7	20.0
	Teaching	132	80.0	80.0	100.0
	Total	165	100.0	100.0	
2010	Principal	19	11.5	11.5	11.5
	V/Principal	23	13.9	13.9	25.4
	Teaching	123	74.5	74.5	100.0
	Total	165	100.0	100.0	
2011	Principal	40	24.2	24.2	24.2
	V/Principal	50	30.3	30.3	54.5
	Teaching	75	45.5	45.5	100.0
	Total	165	100.0	100.0	

Regarding table 2 the respondent's position in the year of 2008 E.C were 17(10.3%) and 14(8.5%) of the respondents were in the position of principals and vice Principals respectively. The left majority 134 (81.2%) were teachers. From this one can conclude that in year of 2008 E.C majority of the respondent's position was teaching.

Table 2 item two above indicates that by the year of 2009 E.C respondents in the position of Principal were 17(10.3%) while respondents position in the vice Principals were 16 (9.7%) whereas respondents in the position of teaching were 132 (80.0%). From this, one can understand that by the year of 2009 majority of the respondents were in the position of teaching.

Item three of the above table illustrates that respondents position in the year of 2010 were 19 (11.5%) and 23 (13.9 %) of the respondents were in the position of principals and vice Principals respectively. The left 123 (74.5%) were teachers. From this one can conclude that in year of 2010 E.C majority of the respondent's position were teaching.

Concerning table 2 item four above in the year of 2011 E.C the 40 (24.2%) respondents position were principals and vice principals 50 (30.3%) while the left majority 75 (45.5%) were teachers. From this one can conclude that by the year of 2011 majority of the respondents were mainly in the position of teaching.

4.3 Socio-cultural factors affecting female teachers' participation in educational leadership

This sub topic of the thesis discusses that there are socio-cultural factors which could affect female teachers' participation in an educational leadership.

Table 3: Socio-cultural factors affecting female teachers' participation in educational leadership

No	Items	N	Mean	Std. Deviation
1.	The school society does not perceive female as good leaders	165	3.5273	1.23744
2.	Female are not effective in maintaining school discipline	165	3.8424	1.15796
3.	People think female do not have the ability and skills to be a leader.	165	3.4909	1.31417
4.	Most people still think the decision making power rests with male.	165	2.4909	1.48414
5.	Male feel more competent, capable and efficient in leadership than female.	165	2.8545	1.42390
6.	Female does not have confidence as male in leadership position	165	3.1091	1.49396
7.	Male are considered as more intelligent than female in leading schools	165	2.8364	1.51130
8.	There is a belief that , it is difficult for female to lead male teachers	165	3.0424	1.51155
	Valid N (list wise)	165		

The above table is concerning the socio-cultural factors affecting female teachers' participation in educational leadership.

The mean of item 1 and 2, are 3.52 and 3.84 respectively. The result shows that majority of the respondents highly agree to the ideas of the school society does not perceive female as good

leaders female are not effective in maintaining school discipline. People think female do not have the ability and skills to be a leader.

The mean of item 4 of table 3 indicates that the respondents' agreement to the idea that most people still think the decision making power rests with male is low.

Finally, the mean results of item 3,5,6,7 and 8 are 3.04, 2.83, 3.10, 2.85 and 3.49 respectively. The result indicates that the respondents moderately agree to the items that people think female do not have the ability and skills to be a leader, male feel more competent, capable and efficient in leadership than female, female does not have confidence as male in leadership position, male are considered as more intelligent than female in leading schools, and here is a belief that, it is difficult for female to lead male teachers

According to some of the respondent's female are not effective in maintaining school discipline and others peoples think that female do not have the ability and skills to be a leader. Moreover, majority of the respondents were replied that male feel more competent, capable and efficient in leadership than female and male feel more competent, capable and efficient in leadership than female which indicates that females are not competent ,capable and efficient in leadership. The other factors are such as institutional, culture, male networks, and qualification criteria for principal-ship. The interviews made with these women revealed that there was no, if little competition from female teachers, at the time they tried to join leadership positions. Whether they are in the same profession or not they spend most of the hours of the day at work but still the house work waits when they get back. If both spouses must work secularly, cooperation at home is vital.

In our society this kind of work is expected by women. There are of course, some husbands that are cooperative enough to make them. In- fact some of those interviewed did indicate such kinds of behaviors of their husbands. One deputy even mentioned that she got married at an early age and afterwards went to secondary school and raise a child at the same time. She explained the situation she was in as follows: For years, women have been battling how women engaged in educational leadership positions do and we are still at the same place asking how do we run a school and have a child at the same time? I desire to have children with my husband, but also shared the feelings of uncertainty that it brought; it is tough because we have been thinking about

the children thing for a while and we want to do it. Throughout the study findings, the above kinds of thoughts were frequent. A former principal who has been married for less than a decade said that if it was not for her husband's support she would have stopped trying to do better in her career as soon as she joined the profession. But of course they did not deny that the household responsibilities are double the amount than that of them being single.

4.4 Family and Home Responsibility

Table 4: Family and Home Responsibility

No	Items	N	Mean	Std. Deviation
1.	Female's responsibility of family and home affect their participation in educational leadership.	165	3.7091	1.08773
2.	Female's role of child bearing, and taking care of family affect their involvement in educational leadership	165	3.4000	1.33343
3.	Female are more responsible to home or family related issues	165	3.9758	.90359
4.	Female's lack of support from family (partner) affects their participation.	165	3.7636	1.04117
	Valid N (list wise)	165		

Concerning the family and home responsibility item one of the table 4 shows that 3.70 mean of the respondents replied that females' responsibility of family and home affect their participation in educational leadership whereas 3.40 mean of the respondents agreed that female's role of child bearing, and taking care of family affect their involvement in educational leadership which may affects their leadership roles in school leaderships. Moreover, 3.97 mean of the respondents said that female are more responsible to home or family related issues that negatively affects female's participation in school leaderships. In addition, 3.76 mean of them replied that female's lack of support from family (partner) affects their participation in school leadership.

From this one can infer that family and home responsibility affects females responsibilities in school leadership which may affects their duties to effectively achieve the desired goals assigned for school leaderships. In general, different responsibilities assigned for females at household chores greatly affect their day to day routines which may deny school leaderships.

According to international labor organization (ILO), two third of the working hours around the world are worked by women because of the combination of various roles in the work place, in

the family and in the society. Most often, the women’s work remains invisible but it contributes a major portion of the world economy.

4.5 Institutional factors affecting female teachers’ participation in educational leadership

This section of the thesis deals with institutional factors that are affecting female teachers’ participation in an educational leadership.

Table 5: Institutional factors affecting female teachers’ participation in educational leadership

No	Items	N	Mean	Std. Deviation
1.	Educational institutions have less transparent selection and promoting policies and practices	165	3.4182	1.39281
2.	Educational institutions have no official effort to make Female’s active participants in leadership	165	3.5758	1.35319
3.	Lack of supporting female teachers to form professional network in leadership	165	3.4667	1.25685
4.	Lack of Female’s role models in educational institutions affects their participation.	165	3.9273	1.08518
5.	Lack of visibility (offering opportunities to males than female) by institution affects their participation.	165	3.7091	1.36604
6.	Lack of Mentors and support system	165	3.3515	1.41338
7.	Less committed to apply affirmative action in practice	165	3.3879	1.50442
	Valid N (list wise)	165		

As can be seen from item one of table 5, 3.41 mean of the respondents replied that educational institutions have less transparent selection, promoting policies and practices and 3.57 mean of them said that educational institutions have no official effort to make female’s active participants in school leadership. The table also indicates that 3.46 mean and 3.92 mean of respondents replied that lack of supporting female teachers to form professional network in leadership greatly affects their participation in school leadership and lack of female’s role models in educational institutions affects their participation in educational leaderships respectively.

In addition, 3.70 mean replied that lack of visibility offering opportunities to males than female by institution affects their participation in educational leaderships as compared to their male counterparts whereas 3.35 mean of respondents said that lack of mentors and support system influences females participation in educationally leaderships.

Finally, the table indicates that 3.3879 mean of respondents agree that females are less committed to apply affirmative action in practice which discourage female participation in

educational leaderships. From the above table one can conclude that majority of the respondents were replied that institutional factors and arrangements affects female teachers' participation in educational leadership.

Female teachers and principal positions in secondary school were asked to select among a set of institutional barriers the prevented them from moving up the hierarchy. As it was noticed most schools have inside them women who are currently working or have worked as department heads in the past. So what is the problem that is holding them back not to go any further? Sometimes a women's progress in to leadership has been considered d a mixed blessing. As it was seen in the experiences of many countries women's development caused some problems in their household, becoming a crisis point in more and more marriage. Female teachers include in this study perceive the work of school headship to be burdensome and time taking. They do not want to lose the privilege of half day work to a fulltime dedication, and ruin the quality time they spend with their family, as one experienced teacher in Begi describe d. However, those in leadership positions begged to differ on this point. It is their opinion that the higher the position, the higher the pay to support their family, which they say is one important elements for the integrity of the family. Generally speaking, female teacher's aspiration to inter leadership positions is precipitated by factors such as gender stereotype within the institution , personal barriers like early gender socialization in their childhood and domestic factors such as un-supporting spouses and family.

Another factor that makes women to hold back is their perception for the work load of the positions themselves.

4.6 Female teachers' level of aspire participation in educational leadership

In this section of the thesis female teacher's level of aspire participation in educational leadership was discussed in detail.

Table 6: Female teachers' level of aspire participation in educational leadership

No	Items	N	Mean	Std. Deviation
1.	Female teachers' have less aspiration to become educational leadership	165	3.7091	1.24948
2.	Female's teachers' do not seek leadership positions in education.	165	2.4242	1.28856
3.	Female's teachers' apply for educational leadership less frequently.	165	2.5273	1.35954
4.	Female's teachers' lack of self-confidence to apply to educational leadership that affects their aspiration	165	2.4606	1.25181
5.	Female's teachers' fear competition that affect aspiration	165	3.3273	1.34420
6.	Devaluation of Female teacher's by the society affect their aspiration	165	2.8485	1.37755
	Valid N (list wise)	165		

Concerning item one of the above table, 3.70 mean of the respondents replied that female teachers' have less aspiration to become educational leadership which may reduce their participation in educational leaderships, 2.42 mean of the respondents replied that female teachers' do not seek leadership positions in education, 2.52 mean of the respondents argued that female teachers' apply for educational leadership less frequently which may affects their participation in school leadership, 2.46 mean of the respondents replied that female teachers' lack of self-confidence to apply to educational leadership that affects their aspiration, 3.32 mean of the respondents replied that female teachers' fear competition that affect aspiration that can reduces their participation in secondary school leadership position as compared to their male counterparts, and 2.84 mean of the respondents said devaluation of female teachers by the society affect their aspiration.

From the above table one can infer that female teachers' level of aspire participation in educational leadership were very low as compared to their male counterparts. Moreover, female's participation in educational leadership is very low which can be affected by multifaceted environment including female's aspiration for school leaderships.

On the other hand many of those interviewed mentioned that they have had many role models throughout their careers. Some of them still remember their teachers as influencers of their decision to join education and then afterwards leadership.

Informal interviews made with female teachers did reveal that they have role models outside of the work environment, like in politics and public administration with the country or outside of it.

It can be noted from this that women teachers do not see others within that school environment as formal mentors. However, as the profession requires interactivity one learns from another, mostly during informal discussions and normal daily routines (Abebayehu, 1995). Though this is so having other women in administration motivate others to follow suit. Absence of role models erode the confidence of women to assume leadership and management positions. Also other researchers (Edison, 2007, and Meron, 2008) noted that the absence of women in various decision making areas remain the constant obstacle for women's coming to leadership.

However, some women enjoy their token positions as leaders; they consciously keep distance from other women, do not help other women to further their careers, show envy and jealousy towards other women, and prefer to work with men. This is referred to as "Queen bee" syndrome (Kanter, 1977). The interviewed female teachers, under the management of female principals and deputy principal, stated that several of the women addressed the perception that particular leadership styles have been necessary within specific school context. This implies that we narrow the range of leadership behaviors if we relegate particular styles based on gender. Institutions training individuals for secondary leadership should allow prospective leaders, whether male or female, ample opportunities to explore their own personal styles and engage in self-discovery that place emphasis on leading for success with contextual parameters regardless of gender. It is the responsibility of school leaders, men, women and bodies preparing school leaders including us to maximize opportunities for all practicing and prospective leaders so that the capabilities of a larger and more diverse population of school leaders can be fully realized.

There is some real difference in being led by men and women in terms of aspiring them for leadership positions. But some did mention that some men leaders were even supportive men was told by a deputy principals. She mentioned that she joined her present position just about a year ago and the support from her female coworkers has not ceased since she realized her position in the school. All work in cooperation and in support of her power to make decisions. Others that were interviewed mentioned that they have lost the friendship and loyalty of other women working with them as soon as they acquired their present positions.

4.7. Attitude of Female towards Themselves

In this section of the thesis the data gathered in relation to attitude that female teachers could have towards themselves were discussed.

Table 7: Attitude of Female towards themselves

No	Items	N	Mean	Std. Deviation
1.	Female teachers still acknowledge the world as “masculine”	165	2.2485	1.36777
2.	Female teachers exhibit poor risk taking of themselves	165	2.7818	1.36629
3.	Female teachers underestimate their abilities and perceive themselves as less skillful and passive in leadership	165	2.2182	1.40588
4.	Female teachers consider themselves to have low level of acceptance than men	165	2.2909	1.32526
	Valid N (list wise)	165		

The above demonstrates that attitudes of female towards themselves may affect either positively or negatively their school leadership position.

Accordingly, item one of table 7 indicates that 2.24 mean of the respondents said that female teachers still acknowledge the world as “masculine” which is indicative of low perception about their participation towards leadership position.

The second item indicates that, 2.78 mean of the respondents said that Female teachers underestimate their abilities and perceive themselves as less skillful and passive in leadership.

Furthermore the table shows that 2.21 mean of the respondents replied that female teachers exhibit poor risk taking of themselves as compared to their male counterparts, and 2.29 mean of the respondents said that female teachers consider themselves to have low level of acceptance than men.

From findings of the above table one can understand that females have low attitudes and less perception towards themselves at the same time towards school leadership. In addition, female teachers underestimate their abilities and perceive themselves as less skillful and passive in leadership which is strongly not correct because if they have got the chance they are not less than that of male teachers in school leaderships. The disadvantage of women are subjected to appear not to have anything to do with the requirements for positions of leadership, except only to

perpetuate a false perception that women lack the personality and the experience needed when faced with tough situations.

Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination, fairness, confidence, honesty, assertiveness and aggressiveness. In putting the problems face by women into perspective, Wisker (1996:90) pertinently argues that “women are under-represented in higher and middle management positions in higher education, even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for. “As it was evident from questionnaire responses 69 % of female teachers did not aspire for leadership positions at the beginning of their careers. There might be a lot of reasons for this. Women feeling comfortable in their present positions, not having role models, the work environment is not being encouraging, among other things.

4.8 Socio-economic factors affecting female teachers’ participation in educational leadership

This part of the data gives the detail of the socio-economic factors which affect the female teachers’ participation in educational leadership.

Table 8: Socio-economic factors affecting female teachers’ participation in educational leadership

No	Items	N	Mean	Std. Deviation
1.	Females have less involvement in economic activity than males	165	2.2121	1.43045
2.	Female have unequal power to decide on economies unlikely that of their male counterparts to further improve their education	165	3.0667	1.44886
3.	Females were assigned in house hold chore activity which deny their economies.	165	2.1455	1.35365
4.	Females were unable to manage school incomes or economies unlikely their male counterparts to improve the school program.	165	3.5697	1.14351
	Valid N (listwise)	165		

As it is given in the above table, 2.21 mean of the respondents replied that females have less involvement in economic activity than males, 3.06 mean of the respondents replied that female have unequal power to decide on economies unlikely that of their male counterparts to further improve their education. In addition, 2.14 mean of the respondents replied that females were

assigned in house hold chore activity which deny their economies, and 3.56 mean of the respondents replied that females were unable to manage school incomes or economies unlikely their male counterparts to improve the school program.

From this one can understand that since females have less involvement in economic activity they have unequal power to decide on economies unlikely that of their male counterparts to further improve their education. Moreover, one can infer that socio-economic factors greatly affect female teachers' participation in educational leadership.

An early gender socialization start at birth and it is a process of learning culture roles according to one's sex. Right from the beginning, boys and girls are treated differently by the members of their own environment, and learn the difference between boys and girls, women and men. Parental and societal expectation from boy's girls, the re selection of gender-specific toys, and/or giving gender based assignment seems to define a differentiating socialization process that can be termed as "gender socialization". There are numerous examples from varied parts of the world confirming that gender socialization is intertwined with the ethnic, culture, and religious value of a given society. And gender socialization continues throughout the life cycle. Gender socialization is the process by which people learn to behave in a certain way dictated by social beliefs, values, attitudes and examples. Gender socialization begins as early as when a woman becomes pregnant and people start making judgments about the value of males over females. Generally speaking, in our society, boys are encouraged to pursue the best, in their choice of education and career while girls are thought to settle for something more meager and what can help them cope with life's responsibilities. Mostly education and pursuing careers is not an option, rather getting married is a more popular choice. As one Mana Sibu supervisor said, related her own childhood background to explain her stereotypes are perpetuated by family members, teachers, and others by having different expectation for males and females. Children start facing norms that define "masculine" and "feminine" from an early age.

Boys are told not cry, not to get fear, not to be forgiving instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and "lady like". These gender roles and expectations have large scale ramifications. In many parts of the world, girls face discrimination on the care they receive in terms of their access to nutritious

foods and health care, leading them to believe that they deserve to be treated differently than boys. The degree of gender differences observed varies in all cultures in respect. But at least one thing is common in all cultures: all sees gender as a classifying factor (UNICEF, 2007). Though in most developing countries it is common to be led by drift rather than utilizing career planning programs, the women do agree that if it had not been to some factors in their childhood, they would not be where they are today. Some say of the female principal, deputy principals and the department heads in secondary schools reflected that with the right kinds of support and guidance from the responsible in their lives they could have done more than what they did. In other words they are agreeing with the arguments made by many researchers that most of who we are is shaped and molded in our childhood.

Though her parents discontinued their education at a basic level , they used to encourage her to do well at school and offered practical help academically as they can .The never made her feel that she is a poor performer , academically than her siblings . This made her, as she claims, to build her confidence even at times when she faced failure, at the end of her secondary education. She was able to look for other opportunities to make a living and that is how she came to a teacher .Tough no one joined the profession before her in the family they were supportive every step of the way to where she is today.

On the other hand another school leaders from Leta Sibru wereda explained that she had experienced quite the positive .She said , she had to struggle to stay in school as her family lived in remote area , where the schools are far and the students has to walk for long hours Not all of her family members were supportive of her going to school, claiming that the sacrifices is not worth making .Her close relatives as well as one of her parents were not compassionate about her going to school with the boys'. In that community, girls are not destined for pushing education and there after a career. So it took, this principal, a lot of courage and determination to overcome those problems. Though she says she never knew she would get this far she is happy with the decision she has made not to be side tracked by the perceptions that education is not for girls and was able to finish her education at the same time as the boys in her house and neighborhood. So the question re mining to be asked is weather this factor, made female teachers to be. So now the question is whether early gender socialization has an effect on female teachers to join leadership. To find out, the questionnaire tried to grasp their perception on the matter

indicated that childhood background is a barrier for women to join leadership positions. The existence of none supportive networks within woman's lives is a provable fact. These networks can emanate from the work place, from the community at large. From among the female respondent 20% said that the unsupportive networks that emanate from the household affect them in their decision whether they should join leadership or not.

Regarding to the finding of the study, one fourth of the respondents say that they have lack of initiative to be educational leadership, as it can be seen from table 6. This may be multifaceted by the barriers stated so far. For instance gendered stereotype threat can depress career and performance goals. This may adversely affect the progress of improving the legal and regulatory environment for promoting gender tolerance in educational institutions. Other researchers claimed that women perpetuate their own discrimination. The reason, as the researchers agree is that women are the victims of patriarchy in two ways, on the other hand they are made to men.

On the other hand they are confined in to domestic sphere and restricted their participation in education and labor market. They are dependent economically and therefore assume low social status. Correspondingly, Three fourth of the respondents in this study related they had no aspiration to join leadership positions and justifying their reason while nearly thirty percent said that they like their present position. The glass ceiling is a barrier that is invisible line that puts women under pressure not to move to higher positions in organizations including the educational sector. The glass ceiling is a term used to describe an invisible line that prohibits women from moving up the hierarchy.

CHAPTER FIVE: SUMMARY.CONCLUSION AND RECOMMENDATION

This chapter is concerning with the summery of the major findings, the conclusions drawn from the findings and recommendations that the researcher proposes and assumed which will go a long way to help improve and increase women’s participation in educational leadership in West Wollega Zone.

5.1 Summary of Findings

The strategy of the research was to look in the barriers for women to enter leadership positions in the selected secondary schools of West Wollega Zone. Additionally both the internal and external barriers, and how much extent it affected women teacher’s aspiration to join leadership position was targeted upon. To go along with this, women principals’ experiences on the job and the strategies they used to overcome the barriers they faced as the y aspired to leadership positions was also aimed to be assessed and interpreted.

The following basic questions were put forth to be answered in this the study:

1. To what extent do socio- economic and cultural factors hinder women’s teachers’ participation in educational leadership position in secondary school?
2. To what extent do women’s teachers’ levels of aspiration hinder their leadership position in secondary school?
3. To what extent does attitude of womenteachers’ towards themselves affectstheir participation in educational leadership position in secondary school.
4. To what extent are the institutional factors hindering women teachers’ from being school leaders?

A descriptive survey study with quantitative and qualitative research approach was employed in this study and the related literature was reviewed. To ensure fair representation of all administration of West Wollega Zone, six (30%) were selected through purposive sampling technique .The data gathering tools that were used were questionnaire and interviews. In order to get answers to these core questions; the questionnaire was distributed to female teachers and

interviews were made for six education bureau officials ,nine women principals and deputy principals were interviewed . The questionnaire distributed was designed to find out the external and internal barriers female teachers and the measures they perceive as the best way to attain the position they aspired for. While the interview w questions, for female principals in selected secondary schools of West Wollega Zone and education bureau, were intended to get a better view of the back ground of the women. After wards, the gathered data were analyzed through both qualitative and quantitative data analysis techniques.

The summary of the findings are presented as follows.

- To find out the sex-role orientation of leaders in the school environment the participants of the study were asked to identify which types of characters, masculine or feminine, they find most representative for school principals. About 42% opted to say that both feminine and masculine characters come to their mind when asked about principal. Also the next higher choice of the respondents indicate that they think principals should have masculine behaviors ,about 29% of them suggested that perceived principals with characters like assertiveness ,aggression high self-esteem and self-confidence. About 17% of the respondents suggested that the y see school principals as female and about insignificant number of the respondents which is 12% did choose not to associate leaders with any of the character mentioned in the option.
- In other options institutional barriers the recruitment and selection process of principals and related trends like gender blend policies, criteria and attitude of recruitment and selection was give n dueattention.48% of them said that it is the attitude of recruiters that affects their aspiration for joining leadership. Were as, 37% claim that the criteria for recruitment as such not clear and abstract. Evidently, the respondents perceived that the attitude of the recruiters during the process of selection as a factor of influence to be a leader.
- Based on the general assumption of the respondents, there is bias within the process of recruitment and selection. In other cases ,when asked the most dominant domestic responsibility that they believed is a barrier 38% of the female teacher respondents ,chose the alternative which encompasses having and domestic responsibility and caring for children. While, 18% of them assumed that getting married is an obstacle. On the other

hand 46% of the respondents are more considered to think that childhood background has an impact on the way they shape their career patterns and the remaining perceive getting involved in spouse's career achievement is what limiting women from being join leadership positions.

- Among those whose opinions are in listed 33% are married while 56% are single and among those married many of them have children. From interviewed of seven women teachers more than half have share similar ideas, they suggest the support of their spouse has been the highlight of their lives and career advancements. The response to the questionnaire indicated that 69% of the female teachers did not aspire for leadership positions at the beginning of their careers. While the rest, 31% did have the aspiration to join for different reasons ranging from having good role models and wanting to reflect on gender issues to minimize male dominance and enhancing gender equality. On the other hand like educational background and early gender socialization also leading them for not desire to join leadership positions were scarcity of role models and the general background of the women.
- From the institutional variables that are considered as barriers for women to enter leadership positions; gender blend policies s, criteria for recruitment, attitude for recruitment and information gap of the recruitment process. From among this, about 48% of the respondents suggested that the attitude for recruitment look the upper hand of their choice, then the criteria for recruitment is followed by 37%, and the information gap of the recruitment process is about 24%.

5.2 Conclusion

- Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trend of increased enrolment in graduate programs by women will begin to have an effect on the serious underrepresentation of women in leadership.
- A more formal way to decrease the barriers facing women seeking advancement in educational leadership is through employment equity programs or affirmative action initiatives.
- 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. Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women. Lack of interest in educational management of education by women is found to be negatively influencing their participation.
- This study finding agrees with women do not show interest in leadership positions in management of education due to lack of time, lack of support from spouse, the societal perception, culture and lack of confidence make women lose interest in educational leadership management in the sub-city government administration and secondary schools.
- Women find it difficult to balance their domestic roles, professional roles and school administrative management work. They would rather concentrate on family roles which they feel are more important. Women educational leader's acts as role models and mentors for women. The study revealed that there are few women educational leaders to act as role models for women. Role models can increase the participation of women in educational leadership management.
- Women participating in educational leadership management, they will be encouraged to participate too. They will realize that women are as competent as men and discard the traditional belief that women are inferior to men. Furthermore, the female education leaders would act as mentors to other women.

- The study found that role models can encourage women to participate in educational leadership management. This research findings agree with the ideas that lack of role models at educational management levels contributes to low aspiration of women to educational management positions, they will aspire for management roles. Providing opportunities leadership program, develop recruiting and motivating is fully implemented can increase the participation of women in educational leadership management .This would result in more women who qualify to leadership positions in education and hence increase the participation of women in educational management.

5.3 Recommendation

Based on the findings and the conclusions made, the sub sequent recommendations are forwarded.

- Social change of conditions regarding to muscularity must exist in early childhood, in every stake holders such as in schools, in the social media in higher institutions, in government organizations, NGOs and other initiatives.
- In the school level, immediate supervisions, at zonal and woreda education administration officials must highlight characters that transcend gender, like education and work experience, during the day today activities.
- Affirmative action groups, donor organizations that work on gender issue and the government itself should endorse funding to overcoming gender stereotype.
- In order to put balance between work and their house hold responsibilities women need a support so that the society, their house hold and in general the community must break out from the traditional perceptions that child care and house hold work are women's work and share half of the responsibilities.
- In the community level the government should provide child care services with reasonable price can decrease some of the burden mothers have, in taking care of toddlers and infants. In the domestic family context, at the community, society and national levels, we need to create an enabling environment, specific institutions systems, individual champions and role model are called for allocation of adequate recourses for programmers must be targeting the

elimination of gender stereotypes particularly in education sector through advocacy and awareness-raising campaigns educational curriculum development.

- Developing frameworks and models that illuminate the factor that affect women's aspiration and access to positions of leadership should be the first step in designing intervention to ensure gender equality in educational leadership in school level and the concerned educational bureau. About forty three percent of the participants perceive those in principal ship positions to have both feminine of masculine characters while about twenty seven percent of them said that they perceived principals with character with assertiveness, aggression, high self-esteem and self-confidence or in short with masculine characters. Around seventy percent of them female teachers include this study never aspired for leadership positions at the beginning of their career. Additionally, choosing from issues involved in recruitment and selection about forty percent of the respondents said that it is the attitude of recruiters is the most influential. While, around thirty two claimed that the criteria for recruitment is not clear and understandable.
- Based on the findings it is recommended that policy makers, zonal education officer and immediate supervisors assert gender sensitive issues in the making of policies to hire or promote female principals.
- As evidence by the study the status of female principals in West Wollega Zone secondary school needs improvement and this has to start with changing the society's mind set and this is mainly the duty of religious persons, mass media and family the way of socializing girls and boys should be changed. Moreover, raising various factors which could influence their participation is crucial; like creating conducive working condition, setting applicable school rules and regulations to handle students who misbehave badly which could avoid the conviction of masculine leadership.
- The society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter in bringing females to the educational leadership position. The gender heterogeneity in the secondary y school teaching staff should be increased because the more the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions. The zonal and woreda education office has to work jointly with other offices to bring attitudinal changes in the communities to evade the

stereotypic misconception about women. It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts etc.

- Finally, the researcher recommends further researches in the area with broader scope and including other variables like the perception of male teachers, female teachers and students

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Part II. Questions on women’s participation in educational leadership

1. Socio-Cultural factors affect women’s teacher’s participation in educational leadership. .

The following are believe to be socio-cultural factors that affect women’s teacher’s participation in educational leadership. Please, indicate the extent of your agreement on these factors that affect women’s participation in educational leadership in the zone by putting “✓” mark in one of the boxes provided for each possible factor. Use the following scales. Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1)

1. Socio-cultural factors affecting Women’s teachers’ participation in educational leadership

No	Socio-cultural factors affecting Women’s teachers’ participation in educational leadership	Scales				
		5	4	3	2	1
1	The school society does not perceive women as good leaders					
2	Women are not effective in maintaining school discipline					
3	People think women do not have the ability and skills to be a leader.					
4	Most people still think the decision making power rests with male.					
5	Male feel more competent, capable and efficient in leadership than women.					
6	Women does not have confidence as male in leadership position					
7	Male are considered as more intelligent than female in leading schools					
8	There is a belief that , it is difficult for female to lead male teachers					

2. Family and Home Responsibility

The following might be some of the statements related to women’s family and home responsibility that affect their participation in educational leadership. Thus, indicate extent of your agreement by putting “✓” mark in one of the boxes provided against each statement. Use the following scales. Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Family and Home Responsibility	Scales				
		5	4	3	2	1
1	Women's responsibility of family and home affect their participation in educational leadership.					
2	Women's role of child bearing, and taking care of family affect their involvement in educational leadership.					
3	Women are more responsible to home or family related issues					
4	Women's lack of support from family (partner) affects their participation.					

3. Institutional Factors Affecting Women's teachers' Participation in Educational Leadership.

The following are some of expect institutional factors affecting Women's participation in educational leadership. Therefore, indicate the extent of your agreement by Putting "✓" mark in one of the boxes provided for each possible factor.

Use the following scales:

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), and Strongly Disagree (1)

No	Institutional factors affecting Women's teachers' participation in educational leadership	Scales				
		5	4	3	2	1
1	Educational institutions have less transparent selection and promoting policies and practices					
2	Educational institutions have no official effort to make Women's active participants in leadership					
3	Lack of supporting women teachers to form professional network in leadership.					
4	Lack of Women's role models in educational institutions affects their participation.					
5	Lack of visibility (offering opportunities to males than female) by institution affects their participation.					
6	Lack of Mentors and support system					
7	Less committed to apply affirmative action in practice					

4. Women's teachers' level of aspire participation in Educational leadership

The following sentences are assumed to indicate the extent of women's aspiration to educational Leadership. Therefore, indicate the current extent of aspiration of women teachers' to educational leadership by putting "✓" mark in one of the boxes provide for your agreement or disagreement.

Use the following scales:

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), and Strongly Disagree (1).

No	Women teachers' level of aspire participation in educational leadership	Scales				
		5	4	3	2	1
	Women teachers' have less aspiration to become educational leadership.					
2	Women teachers' do not seek leadership positions in education.					
3	Women teachers' apply for educational leadership less frequently.					
4	Women teachers' lack of self-confidence to apply to educational leadership that affects their aspiration					
5	Women teachers' fear competition that affect aspiration					
6	Devaluation of Women's teacher's by the society affect their aspiration					

5. Attitude of Women teachers towards themselves

The following are supposed to be women's attitude (self-concept) towards themselves. Thus, indicate the extent of your agreement on the following statements by putting "✓" mark in one of the boxes provide for each possible factors.

Use the following scales

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Attitude of Women towards Themselves	Scales				
		5	4	3	2	1
1	Women teachers still acknowledge the world as "masculine"					
2	Women teachers exhibit poor risk taking of themselves					
3	Women teachers underestimate their abilities and perceive themselves as less skillful and passive in leadership					
4	Women teachers consider themselves to have low level of acceptance than men					

6. Socio economic factor

The following might be some of the statements related to socio-economic factors that affect their participation in educational leadership. Thus, indicate extent of your agreement by putting "✓" mark in one of the boxes provided against each statement. Use the following scales. Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1)

Socio economic factor		scale				
		5	4	3	2	1
1	Females have less involvement in economic activity than males					
2	Women have unequal power to decide on economies unlikely that of their male counterparts to further improve their education					
3	Women's were assigned in house hold choreactivity which deny their economies.					
4	Women's were unable to manage school incomes or economies unlikely their male counterparts to improve the school program.					

Thank you again for your Cooperation!

APPENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE
EDUCATIONAL PLANNING AND MANAGEMENT DEPARTMENT

Interview Guide for Women teacher's deputy Principals, Woreda Education Office Leaders as well as Zone Educational Office head.(Since the researcher has three women those are assigned in a position of deputy principals)

General Instructions: The main purpose of this interview is to gather primary and relevant data on factors that affect Women teachers' participation in educational leadership. It is also aimed at identifying the possible strategies that will be implemented to improve and maximize the participation of women educational leaders.

You have been selected to participate in this study; therefore, you are kindly requested to answer the questions in order to give the necessary information on the different issues related to the study. The success of this study depends upon your honest and genuine response to the questions. The information will be used for academic purposes and your response will be kept confidential.

Thank you in advance for your Cooperation!

Part I: Background Information

- 1. Woreda _____ 2. Educational background, _____
- 3. Work experience _____
- 4. What is your current position in your School, Woreda or Zone? _____

II. Interview questions for women teachers Principals, woreda and zone level Educational Leaders

- 1. Do women teacher’s leaders aspire for position in educational leadership?

- 2. Does your institution encourage women to leadership positions? How?

- 3. Does a socio-cultural factor affect women’s teachers’ participation in educational leadership?

- 4. What major factors do you think hinder women to come to educational leadership positions?

- 5. What alternative ways do you think would encourage women to come to educational leadership positions?

APPENDIX-C

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

Part VIII: The past four (2008-2011) year's qualitative data on female teacher's involvement in any leadership by document analysis at woreda Education office.

1. What was your role in the school in the year of 2008?
A. Club leader B. DPT heads C. Unit leader D. Vice principal E. Principal
2. What was your role in the school in the year of 2009?
A. Club leader B. DPT heads C. Unit leader D. Vice principal E. Principal
3. What was your role in the school in the year of 2010?
A. Club leader B. DPT heads C. Unit leader D. Vice principal E. Principal
5. What was your role in the school in the year of 2011?
A. Club leader B. DPT heads C. Unit leader D. Vice principal E. Principal