



Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

**Factors Affecting Females' Participation in Leadership
Positions at Addis Ababa University**

By

Berhan Solomon

July, 2016

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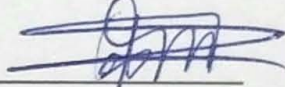
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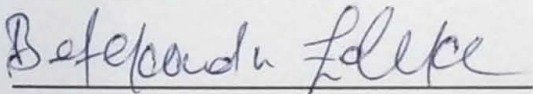
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ABBREVIATIONS AND ACRONYMS.

E.C- Ethiopian Calendar
ETP –Ethiopian Training Policy
FWTA-Federation of Women Teachers 'Associations
ILM-Internal Labor Market
MOE- Ministry of Education
SEEL- Sex Equity in Educational Leadership.
TDP - Teacher Development Programme
UK- United Kingdom
UNICEF- United Nations Children's Fund
US –United States
EFA – Education for All
FAWE- Forum for African Women Educationalists
FCSA- Federal Civil Service Agency
MA- Masters of Arts
MDG–Millennium Development Goal
MOE-Ministry of Education
MOFED-Ministry of Finance and Economic Development
PDRE- Peoples Democratic Republic of Ethiopia
POA- Program of Action
PTSA- Parent, Teacher and Student Association
USAID-IQPEP-United States Agency for International
Development/Improving Quality of Primary Education Program

ABSTRACT

The main purpose of this study was to investigate factors that affect women's participation in leadership positions at Addis Ababa University and identify possible strategies that can be used to enhance women's participation. A descriptive survey design was used to conduct the study. Data were collected from six colleges of the University using questionnaires, interview guides and document analysis. Both qualitative and quantitative data analysis methods were applied. The participants included 98 females and 24 males. The respondents were selected using stratified random sampling and purposive sampling methods for both the women and male managers. The findings from the study suggested that in Addis Ababa University women's participation in key decision-making positions is still minimal. The finding showed that the major factors that hinder women's participation in leadership and decision making positions in the University are various and observed interrelated. In the university only one woman has been appointed as vice-president position in the past 60 years, there are no female deans of colleges out of 14 positions, and out of 46 only two women were serving as deans of faculties. The study further revealed that, of the forty one directors of the institutes in the university only two women have gotten the chance to be a director, and of the ten heads of research in the university no female were assigned as a directors. According to this study there are several factors at the personal, institutional, socio cultural and family factors preventing qualified women from ascending to senior positions in university. At the personal level such factors like lack of confidence and, at the institutional level political appointments and unclear promotion criteria, in case of social factor men get social support than women and dominance of male networks and alliances, in case of family related cases lack of Psychological/intellectual/emotional support from family were among the major ones.

Key words: Women's participation, women in leadership

Chapter One

1. Introduction

This chapter included to background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms and organization of the study.

1.1. Background of the Study

Over the decades, issues concerning women have taken new dimensions and received varied treatments by United Nations and its specialized agencies. The principle of equality of men and women was first recognized in 1945 in the United Nations Charter, and subsequently in the Universal Declaration of Human Rights (1948). In spite of the international declarations, of which Ethiopia is a signatory, affirming the legal rights and equality of men and women available literature shows that women still constitute a disproportionately small percentage of those participating in public decision making. According to (Amanda Bullough) leadership can be defined as the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members. But in most patriarchic societies, females are regarded as the inferior of the species. Because of this, women are denied access to both honored and utilitarian role open only to males. Such roles as administration and disposal of property, leader ship roles in societal affairs including religion and governance are exclusively belong to males. Even the right of choice in respect to entry to conjugal union is denied to women. While it is known that such discriminatory practices exist in these countries, their prevalence and cultural value systems and norms that perpetuate them are not adequately understood.

Sustainable and all around developments of a society cannot be brought about without the full and unreserved participation of both woman and man in the development process, and such a balanced development should also call for the elimination of all forms of discrimination, and the

protection against all forms of violence against women. According to WB (1998), although women constitutes two third of the world's working hours, produce half of the world's food and above all, bear and rear children, women continue to suffer from all forms of discrimination and from the absence of adequate protection against violence (WB,1998:137). It is true that women are disproportionately represented in lower-level corporate jobs and may feel less comfortable in work and training settings because of their token status (Endale Alemu Hora) The reason might be because of their qualification as Shakes haft pledged on her research lower female education leads to fewer women teachers and role models and eventually fewer female administrators (www.un.org.)

The constraints on women are multi-faceted. In addition to the factors, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem. (ESDP III, Dec. 2006). The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Reinarz, 2002, cited in Jennifer, 2011). Moreover Reinarz asserts that; gender labeling is only one of many problems encountered by women in administrative ranks. Other challenges for women include a negative institutional climate, patriarchal leadership, an absence of peer mentoring and networking, a lack of understanding of the unwritten rules of campus culture, and the need to develop a professional communication style (Reinarz, 2002 as cited in Jennifer,2011). In the context of Ethiopia, affirmative action works mainly at the entrance exam of from first cycle secondary school to preparatory and from preparatory to university entrance, to balance the number of male and female students. This helps to some extent to encourage women upgrade themselves in education. However, after they graduate the access to occupy the leadership positions is left to male graduates (Astrojournals.com/manuscripts) the breakdown of the federal government employees by occupational groups also indicated gender disparity and it is quite discouraging. From federal government employees found in the clerical and fiscal type of jobs 71.3 % were female, while the percentage of females was slightly more than half (51%) in custodial and manual type of jobs. Women make up 25% and 18% of the administrative, professional, and scientific job categories, respectively, indicating that men (Federal Civil

Service Commission (FCSC), 2005) overwhelmingly dominate upper and middle level positions. This concentration of women in the informal sector and low-level positions has implication on their earnings. In this regard, the survey by FCSC, 2005 (UNFPA,2005) showed four out of ten women civil servants earn Birr 300 a month compared to two out of ten for men.

Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women do, despite the positive perceptions of principals toward female capabilities. This lack of encouragement exists even though women who get doctorates are more likely than men to desire an academic career, but are not being hired at equal rates (<https://thesis.eur.nl/pub/8741>) the other reasons for under-representation of women are due to different barriers, which are visible and invisible. Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females (Unesdoc.UNESCO.org/images/0013/001322). Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs. For example, statistics show the existence of more illiterate women than men (51% men and 66% women) and women are less represented at all levels of education, especially in higher education (MOE, 2007). In terms of their population, the number of literate women is higher than that of men. Hence, it is a nightmare to expect balanced number of male and female leaders particularly at secondary schools where few female teachers are found.

Regarding employment, data from the Federal Civil Service Agency (FCSA) on federal government employees shows that women occupy only 18.3 per cent of all professional and scientific positions, and 25 per cent of administrative positions, indicating that the upper and middle level positions in the civil service are still overwhelmingly dominated by men. According to the same source, women hold 71 per cent of clerical and fiscal jobs and 51 per cent of the custodial and manual jobs (www.ijpsy) This is true that even in Addis Ababa weigh against other cities of the country which is the seat of different world and African institutions, still the community's attitude towards women capability and skill is low. Moreover, the community is

expected that are civilized than other town of the country because of the exposure the contemplation is yet not changed. According to the census of Central Statistics Agency population of Ethiopia holds 73,750,932 and from this the number of male and female is almost 50/50 percent, (male, 37,217,130 and female, 36,533,802) (CSA, 2007). Adult education is particularly important for the achievement of MDGs and EFA Goals. CSA report (2011) indicates that 17,761,565 adults were literate. Of these 6,870,985 (34.46%) were females and 10,890,580 (59.56%) were males. Having such type of gap it is doubtful to expect equal representation of female at management and leadership positions with their male counterparts. Still recent time women remain under-represented in educational leadership in most developing countries, of which Ethiopia in East Africa is one. Moreover, this makes sure that existing data of women at leadership positions of secondary schools in Ethiopia particularly in Addis Ababa suffers from a more pronounced under-representation. Statistics generated by the A.A. Bureau of Education in 2005 E.C (2012/2013) indicates that only 3.17% of the school principal and 11.11% of Deputy Principal of secondary schools in Addis Ababa are women.

The Ethiopian government declares and ratifies different conventions like the CEDAW (1981), which could help women to enjoy equal rights in the areas of education, health and employment, the Beijing Platform for Action (PFA, 1995) which deals with twelve critical areas of concern: poverty, education, health, violence, armed conflict, the economy, power and decision making, institutional mechanisms, human rights, the media, the environment and the girl child. Along with the government adopted the Program of Action (POA, 1994), which constitutes the woman's rights to health; empowerment, gender equality and elimination of all forms of violence against women were among the principles in the program. In addition to the international conventions the government lay down different national proclamations and programs starting from the country (minister) level up to the smaller units, woredas (kebeles) level. However, the alteration in participation is still sluggish. As Colman, (23 Sep. 2003:17), confirmed on her findings, "Despite equal opportunities legislation and a profession that is numerically dominated by females, women are still at a disadvantage in becoming leaders. Although there is a trend of a slow increase in the proportion of women leaders, there is not a dramatic change." Each country should strive for gender equality to give women the same rights, responsibilities and opportunity as men. Unless, countries are losing a huge amount of resources that is almost 50% of the human

resource, which comprise the female population, like Ethiopia. Women-specific activity, which is closely linked to gender mainstreaming, is the creation of opportunities for female employees to upgrade themselves and take up decision-making positions by enrolling in formal education programs using funds from the Ministries as well as other donors (www.indiaeducationstat.com/)

Ethiopia is party to all major human right treaties including the most important women's conventions, i.e., CEDAW which calls for equal participation of women in public decision making, Beijing Declaration and Platform of Action (BDPA), which requires governments to attain a 30% benchmark for women's representation in all public decision making positions. Moreover, various literatures argue that as compared to prior decades, the participations of women in decision making throughout the world are somehow increasing. But, in spite of the incremental progress towards women's participation in public spheres, it is generally recognized that women have largely remained outside of formal leadership roles due to various factors.

Accordingly, as it was stated by www.academia.edu/4214377 , the main factors which have contributed for such disparities include: structural barriers, unequal socio-economical opportunities, and inadequate access to mentors and support networks . Furthermore, the same source depicted out that rigid work place structure and gender stereotypes that relate socially defined characteristics with certain groups in most cases also dissociate women from leadership roles'. The importance of such research the bases of the idea that attitudes toward women in leadership affect women's participation in leadership, and in turn, women in positions of leadership engage in policies that positively affects women (Roslin Growe). This reciprocal effect furthers the process of gender equality in the work force, and promotes an environment where women are supported to move into autonomous and independent activities. This process gradually leads to further acceptance of women in business or political leadership. Traditional and persistent barriers have been shown to hinder the active pursuit of women to obtain positions of leadership (Hae Young Shin)); this point is not contested here and is respected as a foundation of the field. It is proposed here that with the globalization of business practices, opportunities, technologies, and cultures, women face new and different challenges that vary depending on the context of the environment in which they operate.

Different studies and literatures substantiate that, now day's great numbers of female students are joining the higher education and being graduated. In the same case after marriage some women continues their education even having (bearing) children to upgrade them by defeating the challenges they faced. However, most of the educated or graduated females are not seen to take the higher positions of leadership as their equivalent male ones even if having the opportunity to be a leader. Shake shaft strengthens this idea "Women still do not fill administrative in proportion to their numbers in teaching or in proportion to those who are now trained and certified to become administrators" Shake Shaft et al.(2007:104). Hence, the aim of this study is to identify factors affecting female participation in leadership position at Addis Ababa University.

1.2. Statement of the Problem

Women comprise about half of the estimated Ethiopian population (CSA, 2007). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas (ibid.). Like their counterparts in developing countries, women in Ethiopia face sets of multiple, cross cutting and interrelated problems especially in pastoralist area. In the same manner the total number of academic staff in Addis Ababa University is 2691, of which males (2290) account for 85.10%, while females (401) comprise of (i.e., 14.90 %.)This shows that the proportion of female academic staff is very low. These problems limit Ethiopian women's access to productive resources, basic health services, and educational and employment opportunities. Hence most of them do not participate in decision making processes.

In the same way Women occupy low status in the society, in spite of their contributions to the well being of their family and community affairs in general, women experience lower socio-economic status as a whole and hence are marginalized from making decisions at all levels. Women facing multiple forms of deprivation, gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment.

Research conducted on status of women at leadership states that the reasons for underrepresentation of women are: the socialization and stereotyping, internal barriers such as one's lack of confidence, lack of competitiveness, and fear of failure. Women's lack of confidence was more to do with unfamiliarity with the territory than a lack of faith in their abilities. The other concern is the culture and traditions affecting the ways in which women can operate with the society (Christine R.Gedney) Some works also indicate that lower female education leads to fewer women teachers and role models and eventually fewer female administrators (Jackobish, 2012). Under representation of women is not only of Ethiopian concern. It is also international problem. The constraints on women are multi-faceted. In addition to the factors mentioned above, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem (ESDP, Dec. 2006). Gender-linked inequalities within an organization are products of historically constituted practices within society at-large. They do not arise out of nowhere. They have to be renovated through practice in order to improve gender relations within organizations.

Ethiopian women suffer from work stereotype and gender distribution of labor, and more occupy economically invisible work are widespread. Women experience lower socioeconomic statuses in general and hence are marginalized from making decisions at all levels. Nonetheless, women are poor in terms of access to resources, services and employment. Women are underrepresented in the formal sector of employment. Moreover like other higher education in the country in Addis Ababa University, there is underrepresentation of women, but there is no recent study that attempted to investigate factors responsible for the existing gap between women and men in leadership position in the University. Considering the percentage of women employees from the total number of employees by employment type, the highest was in domestic activities and followed by unpaid activities.

From the above findings the researcher observed that the participation of women in leadership position of governmental and nongovernmental organization is insignificant, therefore I believe that further research should be conducted in national level if it is possible to improve the existing situation, in order to do this the researcher decided to start from her working place. Hence, the main objective of this study is to identify factors that affect women participation in leadership

position of Addis Ababa University and will propose solution based on the finding of the research to improve their participation and narrow the existing gap. More specifically, the study was guided by the following basic questions.

1. What is the current status of females' participation in leadership positions at Addis Ababa University?
2. What are the major factors that affect females' participation in leadership position at Addis Ababa University?
3. Is there any difference between female status and male in their participation in leadership position in Addis Ababa University?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

The overall objective of the study is to identify factors that affect women participation in leadership position of Addis Ababa University.

1.3.2. Specific objectives

1. To examine the current status of women participation in leadership position in Addis Ababa University.
2. To identify challenges that affect females' participation in leadership position in Addis Ababa University.
3. To identify the institutional policies and practices that governs recruitment, appointment and promotion of university managers and how these, in turn, affect women's participation in university management;
4. To suggest possible strategies that can be used to enhance women's participation in university management in Addis Ababa University.

1.4. Significances of the study

It is believed that the study will benefit women working in A.A.U.

This study will encourage women to participate in leadership and to bring about changes of perception of society. The entire policy makers may use the findings of this study and this will change their attitude towards women and their role in participating in leadership and decision

making activities. All stockholders will see the need of incorporating women in decision making activities and hence improve the living standard of their nation.

1.5. Delimitation of the study

This study is delimited to Addis Ababa University's main campus, Science College, Technology Faculty, Business Faculty, Health Faculty, Building College and Veterinary College. The scope of the study was on the level of women participation in leadership and decision making in Addis Ababa University. However, as stated earlier this study focuses on examining the major factors that hinder women participation in the leadership position in Addis Ababa University and also the study will be conducted only through questionnaires, survey and focus group discussion on the target group.

1.6. Limitations of the Study

In conducting this research time, finance and related resources are the major constraints of this study in addition to the willingness of the respondents to give the proper attention for the research. But I apply all the possible mechanisms to overcome these limitations.

1.7. Definitions of Key Terms.

For the purpose of clarity and constancy in the study the following terms carry the perspective operational definitions given below.

Glass ceiling: is a term coined in 1970's in US to describe the invisible artificial barriers, created attitudinal & organizational prejudices, which block women from senior executive position

Leaders (Michelle Kaminski) defined leaders as individuals who provide vision and meaning for an institutions and embodies the ideas towards which the Organization strives.

Management: The term in the study means any person charged with the responsibility of planning, coordinating and directing people, a department or an organization, in this case a university.

Participation: The term is used in this study to refer to the provision of equal opportunity to women to take part in the leadership and decision making and management of higher education

institutions. It implies quantitative and qualitative participation of women in university management.

Strategies: The term is used to refer to ways and means that can be used to improve both quantitative and qualitative participation of women in university management. They include formal (e.g. institutional and government policies) and informal (networking, open campaigns).

Sex role: - sex roles are a set of behaviors or characteristics that are standard for each gender in a society. Sex role stereotypes are widely held beliefs about those behaviors and characteristics.

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

1.8. Organization of the study

This study is organized in to five chapters. Chapter one refers to background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study. Chapter two consists of the review of related literature. Chapter three deals with research design and methodology. The fourth chapter deals with the presentation, analysis of data collected and interpretation of data. The fifth chapter presents summary of the findings, conclusions and recommendations of the study.

Chapter Two

REVIEW OF RELATED LITERATURE

2.1. GENERAL SITUATION OF WOMEN IN ETHIOPIA

Women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2007). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas (ibid.). Like their counterparts in developing countries, women in Ethiopia face a set of multiple, cross cutting and interrelated problems. These problems limit Ethiopian women's access to productive resources, basic health services, and educational and employment opportunities. Hence most of them do not participate in decision making processes (Karima Merchant) In general; Women in Ethiopia occupy low status in the society. In spite of their contributions to the wellbeing of their family and community affairs in general, women experience lower socio-economic status as a whole and hence is marginalized from making decisions at all levels. Women are facing multiple forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment are widespread (National Committee for Traditional Practices Eradication).

Ethiopian women suffer from work stereotype and gender distribution of labor, more are occupy in economically invisible work. Women experience lower socioeconomic status in general and hence is marginalized from making decisions at all levels. women are poor in terms of access to resources, services and employment. Women are underrepresented in the formal sector of employment. The survey conducted by the Central Statistical Authority (CSA, 2004) showed that women account for less than half (43%) of the total employees in the country. Considering the percentage of female employees from the total number of employees by employment type, the highest was in domestic activities (78%) and followed by unpaid activities (59.3%). In other types of formal employment (e.g. government, NGOs, private organizations), the percentage of

female workers is less than 35. On the other hand, the survey showed overrepresentation of female workers in the informal sector. About 58% of working women work in the informal sector whereas the percentage of working men in the informal sector was 37.7 % (ibid). The breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal type of jobs 71.3 % were female, while the percentage of females was slightly more than half (51%) in custodial and manual type of jobs. Women make up 25% and 18% of the administrative and professional and scientific job categories, respectively, indicating that upper and middle level positions are overwhelmingly dominated by men (Federal Civil Service Commission, 2005). This concentration of women in the informal sector and low level positions has implication on their earnings. In this regard, the survey showed four out of ten women civil servants earn Birr 300 a month compared to two out of ten for men (Federal Civil Service Commission, 2005). Generally, regardless of women's immense contribution, they often lack productive assets particularly land, and are underserved with agricultural extension, credit, labor, oxen and farm implements. Women's representation in the permanent employment of both regional and federal civil services is also lower than men; in comparison to the large number of unemployed women. The increase in the number of women employees over the years is insignificant. Women's employment in the formal sector both in industries and the Civil Service is lower than men (NCTPE, 2003).

2.2. Leadership and Power

Power refers to ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. power is the ability to impose one's will in social relations despite any resistance and without reference to basis of this opportunity. Political power is a definite aspect in relations between large social groups (subjection, cooperation and social partnership). The exercise of political power is related to needs, interests which are complied with and implemented in social groups. The term "politics" refers to the exercise of power. It is used to describe the key interests of social groups, citizen participation in state duties and also to characterize the main directions in the operation (economic, national, social, cultural etc.) of the State and parties (Murnieks 2003).

In any society individuals play some roles, and one of such is the role of a leader. Usually a leader is the one who bears the biggest responsibility; it is the most powerful role in an organization (Nan ChinTiao). The most common opinions about leaders are that they deal with everything and give directions: leaders have power, all the gains and pursuing an objective is only an object of interest of a leader ([www.social watch.org](http://www.socialwatch.org)). Other employees are called followers, even if they are leaders of a lower group or fulfill some duties of a leader. The concept of leadership involves relationships deeply rooted in social settings (D.A.charya) requiring leadership theory and research to integrate leader attributes and behaviors within contextual aspects of leader emergence and effectiveness (Colin Brock, Nadine Cammish). According to (Daniel Kasmo) Leadership can be defined organizationally and narrowly as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members. Organizationally, leadership has a direct impact on the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement and sustainability.

Leadership is even used as a universal means for any social problem. Leadership exists only in relationships and perception of employees involved (Abdi SheikhMohammed). In order to define leadership it is of major importance to understand relationship (Betty j .Jefferson). Leadership is a process when one individual affects the rest of the group in order to achieve defined aims of an organization or a group (T.M.O.Ayodo). An idealistic opinion of theoreticians on the phenomenon of leaders would be as follows: leaders must be able to guide and paint the vision with confidence, and everyone must be ready to believe that this leader is able to achieve the aim (Carole K.Adair). Most often this role is executed by men. Leadership should not be mixed up with status. It is not quite like that status stands apart from a leader, however very often position brings along only symbolic values and traditions which do not increase the role of a leader (Celilia Titiek Murniati). For example, a nation awaits a manager to govern the State, yet his/her high position does not imply that his/her leadership is going to be successful. Status is a value, importance or a prestige attached to a position or a role in an organization.

Leader is not the same as a manager, although these two notions get confused. Different role of a manager and a leader may be explained with an example of authority. (Celilia Titiek Murniati)

links authority with legitimacy. People will accept leadership voluntarily as long as they believe that this leadership is legitimate. Authority and leadership have developed from legitimacy and optional recognition, namely, if leadership loses its legitimacy, the ability to manage is lost as well. Obedience to leadership is more optional than forced. Nan ChinTiao defines governance as planning, organizing and controlling, while leadership includes creation of a vision and formation of relationships (Susan Lee Loomes). Managers promote stability while leaders head for innovation, press for change and find motivation in their employees to complete their tasks. For example, Amanda Bullough) finds that managers do things right, but leaders do the right thing.

2.2.1. Women and leadership

Under-representation of women in positions of senior management within Educational Institutions continue to be a matter of concern, particularly as the teaching force is largely dominated, by women (Gidudu Hannah Lunyolo, T.M.O. Ayodo, etal). Much literatures concerning women's educational leadership starts their investigation women are under-represented at educational leadership, educational leadership positions are overwhelmingly dominated by men so on. All in all educational administration is dominated by men but in the context of Ethiopia even the teaching force is highly dominated by men as we go up the ladder.

2.2.2. Qualities of women's 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 (Carole K.Adair) Literature stated that women who are already at ladder of leadership use their power properly to improve an organization (Abdi Sheikh Mohammed); strengthens this "the other quality of women leaders is the method in which women use the power they have is different. Women use power to empower others. They base this on the notion that power is not finite but rather expands as it is shared ((Carole K.Adair). In addition to Conner ;(Celika Tikiek)research provides (1986) as cited by Patricia, insight into the behavioral leadership skills

practiced by women. She found that women use relational type leadership skills more often than their male counterparts and that women are great human resource managers and builders (Celika Tikiek murniati). Daniel Kasmo research further identified four major discourses that refer to aspects generally associated with femininity when identifying female traits within educational institutions. These are: the ability to manage multi-tasks (including administration); people and communication skills; the ability to focus on support and care for the staff; and the implementation of a team-based approach rather than an authoritarian style approach ([www.social watch.org](http://www.socialwatch.org))

Female leadership tends towards a style defined as “interactive leadership” (Roslin Growe) that involves: encouraging participation; sharing power and information, enhancing peoples self-worth; changing self interests for an overall good; relating power to interpersonal skills; and believing in better performance when feeling good (Christine R.Gedney). (Danie Cassidy); stated that by citing, (Michelle Kaminski), “the difference between men and women in their performance is that women involved teachers, superiors and outsiders in their work while men tended to make final decisions and take action without involving others.” A number of global and regional conventions that focus on gender equality and women’s empowerment have been endorsed by the general assembly of the United Nations (UN) and the Organization of African Union (AU), and other regional organizations. Gender issues here give background to the more specific issue of female leadership in the education system of Ethiopia. Furthermore to make it practical gender mainstreaming is used as a tool. Gender mainstreaming is the process used integrates gender issues throughout all policies, strategies and programs, in order to effect real change. Gender mainstreaming considers the relationships between women and men, in particular their access to and control over resources, decision-making, benefits and rewards in society. It is a globally accepted strategy for promoting gender equality (FDRE, MOE 2013). It is the better way to achieve equality between women and men at representation of leadership.

2.2.3. Gender Associations of Leadership

Socialization and culture influence perceptions of women’s leadership qualification and effectiveness explored the mental associations of leaders based on gender, noting that gender prejudice aligns with social constructions of masculine and feminine based on cultural

perceptions and influences. Associations develop, with women often associated with communal qualities of compassion, affection, and gentleness, and men associated with agentic qualities of assertion, self-confidence, and dominance. Prejudices may result when mismatches or role incongruity between stereotyped attributes of women traverse the leadership roles they fill. Thus, favoritism toward male over female leaders may develop. Women may be accused of being too pushy or too soft. According to leadership research, a woman who leads with behaviors traditionally perceived as masculine may find herself at a disadvantage. Women who are feminine may be perceived as less competent, causing a —double bind of mutual exclusivity between the two, creating a delicate balancing act. For example, Hillary Clinton, who is often dismissed as being too masculine in her leadership behavior, has also been criticized for showing emotion, such as during the 2008 New Hampshire primary when she teamed up during a question and answer session. Cultural expectations also contribute to the notion that women should be polite in every situation. Furthermore, when an incongruity exists between gender role and leadership role, prejudice often results, which may account for why it is more difficult for women to become leaders and achieve success than for their male counterparts.

2.3. Gender and Leadership Styles

The examination of gender's impact on leadership style is another area that has been widely researched. Much of this research was conducted on the more common distinction between task-oriented styles (or initiation of structure) and interpersonally-oriented styles (also labeled consideration), and the dimensions of democratic versus autocratic (similar to the dimensions of participative and directive). Previously, (T.M.O.Ayodo) cited in Gibson (1995) conducted a meta-analysis of gender and leadership style that examined studies comparing men and women on task and interpersonal styles as well as democratic and autocratic styles. Evidence was found for both the presence and absence of differences between men and women. While the authors concluded that the overall search for sex differences in leader style was not demonstrated, significant gender differences were reported in the use of democratic or participatory styles of leadership. Their research revealed that women leaders are less directive than men.

The study of (Susan Lee Loomes) on gender and leadership styles of Roman Catholic Church shows that both women and men leaders were rated to exhibit more transformational leadership behaviors than transactional leadership behaviors. However, women leaders were rated to exhibit significantly more transformational behaviors than men leaders and men leaders were rated to

exhibit significantly more transactional behaviors than women leaders. The researcher also added that in all-female contexts, women leaders 'exhibit feminine styles of leadership. (Amanda Bullough) cited in (Roslin Growe) shows women to be more transformational than men, suggesting that stereotypes associated with transformational leadership may be less negatively biased against women leaders than stereotypes associated with other leadership styles. Additionally, women may favor a transformational leader style because it provides them with a means of overcoming the dilemma of role incongruity—namely, that conforming to their gender role can impede their ability to meet the requirements of their leader role.

2.3.1. Gender Inequalities in the Work Place

Because work defines an individual's place in society social standing, life style, prestige, and respect it is not surprising that many of the battles for gender role liberation have been fought in the work place. And the reasons for the battles are many. Historically, women have been kept out of many areas of employment. Women earn less than men in nearly every occupation. Defector vertical and horizontal occupational segregation of the work force keeps most women in a few low-paid occupations, while men have access to a wider variety of jobs. Occupations with a high percentage of women and minority workers are likely to have a high percentage of low-wage workers. Even in the face of unemployment, women fare worse than men (Betty J. Jefferson).

Although both women and men have always worked, the traditional division of labor in industrialized societies has mandated that they work in different spheres: women in the private sphere of the home, men in the public (and paid) sphere of employment outside the home. Until very recently, when women ventured into the world of paid employment they were automatically relegated to low status, low-paid jobs. A strong factor in the maintenance of the division of labor along gender lines has been discrimination. Sex discrimination has been manifested in a tendency to pay women less than men for the same or comparable work, to evaluate women's work performance less highly than men's, and to give preference to men over women when hiring. Some research suggests that men also can sometimes be the victims of sex discrimination in evaluation and hiring when the job is defined specifically as female appropriate. Legislation has been introduced to counteract sex discrimination in hiring and to promote pay equity between women and men. Although these legislative approaches have solved some problems (for instance, by making it more difficult for employers to practice obvious sex discrimination), they

have opened the door to others. Controversies now rage about the extent to which male-dominated and female-dominated jobs are comparable in worth, and women who have been hired in to male dominated occupations find themselves dealing with all the pressures that go with token or minority status (Carole K. Adair). A second factor that helps to maintain gender-based occupational segregation is the assignment of most homemaking and child-care tasks to women, even in dual-career families. Many employed women carry a double burden of responsibility; the consequent stress, fatigue, and time pressure may well limit their capacity to take the steps necessary to move out of female-dominated occupations. However, research indicates that both women and men benefit when they take on a balance of occupational and family responsibilities. A small but growing minority of two-career couples are dividing family tasks more equitably and trying to place equal priority on the careers of both partners. Under pressure from such people, some employers are beginning to make structural changes that acknowledge and allow for the family responsibilities of their employees (Hae Young Shin).

A third barrier to gender equality in the workplace has been the emphasis on sexuality in male-female relationships. Concern over the development of sexual liaisons at work has been the reason sometimes voiced for resistance to the integration of women into male-dominated occupations. Some people have little practice relating to members of the other gender on an equal footing, in ways that are task-oriented and business like, and they fear the necessity of doing so. 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 (Nan- Chi Tiao);

2.4. Barriers to Women's Participation in University Management

Roslin Growie recommended that women's participation in higher education management could be enhanced through such strategies as mentoring, women's self-empowerment by believing in themselves, and building confidence in selling themselves to get noticed and build credibility.

The position attained by women in higher education management is influenced by a number of factors. Of greatest importance among these are the existence of a pool of formally qualified women, the socio-cultural and psychological barriers preventing women from pursuing academic careers and assuming managerial roles, and the attitudes in the higher education system, especially of the academic community towards women's access to such positions in higher education institutions.

Kamau (2001), in her study of one private university in Kenya on the status of women and management in higher education, sought to find out what factors, besides research and publication, prevent women from rising to senior university management as much as their male counterparts. Accordingly, her findings indicted that lack of policy and practice aimed to encourage women to aspire for senior positions was the main hindrance for the women in that university. She also uncovered that women were subjected to pressures and experiences not met by men. These pressures included feelings of isolation, strain in coping up with stereotypical sex role. Factors Affecting Women's Participation in University Management in Kenya 11 and the whole experience of pressure from institutional and societal cultures that are not supportive of women. Her study was very important in identifying some of the factors that affect women's participation in university management. The present study has expanded the sample size and tried to find out if the factors identified by Kamau (2001) were being experienced by women in the other universities. Lodiaga and Mbevi (1995) in their study conducted in Kenya revealed that there were several causes for under-representation of women in positions of authority and

responsibility. These were deep-rooted traditional/cultural and attitudinal concepts that influence both the employers' and employees' attitude, including women's self-concept to be dominated. These socio cultural beliefs and stereotypical views promoted the notion of women's unsuitability for positions of power and responsibility. As a result of these attitudes, there were significant gender-based differences and of conflicts both in family and work places. One respondent said: We live in a society which has made mothers the key figures in a child's upbringing. To take up a career and be successful involves enormous amount of organization and planning in which men rarely have much part (Lodiaga and Mbevi 1995, 25). Other factors included: lack of highly prominent women visible as role models in positions of authority and responsibility, flouting of recruitment and promotion procedures, attitudes of principals and heads of departments to women employees, domination of the professional/decision-making body by males, intimidation, and uncomfortable working environment due to gender and occupational segregation in task assignment.

Nzomo (1995) contends that the socio-cultural beliefs and myths about the role of women in society are the major determinants of women's failure to advance to top management positions both in the public and private sector. The other factors, in order of their importance, are inadequate formal education and training, absence of strong women's movement and networking, and absence of government legal and policy framework to support women's advancement. Indeed, as the study has shown, women unlike men face a number of barriers in their career advancement, some of which are found within the institutions while others are external.

2.5. Strategies that Can Be Used to Enhance Women's Participation in University Management

Various strategies have been formulated to increase the participation of women in education, decision-making and development activities in general. Global strategies are outlined in the Nairobi Forward-Looking Strategies for the Advancement of Women (1985) prepared during then United Nations Decade for Women in 1985.

One of the strategies outlined in the document relevant to this study is the one which states that research on the causes of absenteeism and dropout among girls should be intensified (United Nations 1985). The fourth world Conference on women in Beijing reiterated 69% of these strategies. But, strategies proposed at international forums tend to be too general, ignoring the specific obstacles in independent nations. One instance in this regard is their failure to directly address the formal education system. Intervention strategies commonly suggested include: increasing women's participation in education at all levels so as to raise the number of women from which able managers could evolve; formulating equal opportunity policies, changing the environment in which women work, and the attitudes towards educated women, flexibility in working hours, and reviewing of recruitment and promotion policies in higher education. (Poskitt 1998; UNESCO 1994; Dines 1993).

Strategies specific to Kenya are given by Nzomo (1995) who suggests that there is: the urgent need to establish programs combining gender sensitization, legal awareness raising and civil education of both women and men, with a view to eradicating retrogressive socio-cultural attitudes and values, as well as democratizing the Kenyan society. The study underscored the importance of women's self-empowerment through their own organizations and through more effective networking that cuts across class, political and socio-economic divides (Nzomo 1995,2). The reviews so far have shown that women are indeed under-represented in university management in Kenya and other parts of the world as well. Several factors have been identified as affecting women's participation in university management both locally and globally. A number of strategies of remedy have also been proposed. As such, the present research becomes duly important as it investigates and throws light on whether any and of the interventions has been put to use.

2.6. Women and Leadership in Ethiopia

A woman is an adult female human being, as contrasted to men, an adult male, and a girl, a female child. The term woman (irregular plural: women) is used to indicate biological sex distinctions, cultural gender role distinctions, or both (Roslin Growe). Ethiopia is a patriarchal society that keeps women in a subordinate position (Diane Cassidy) Asian Journal of Humanity,

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2003). There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification. Like many African Countries, the majority of Ethiopian women hold low status in the society. Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Karima merchant). They have been denied equal access to education, training, and gainful employment opportunities, and their involvement in policy formulation and decision making processes has been minimal. Obviously, women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economical, societal, and cultural marginalization. Although there are many women who have played important political and leadership roles in the history of Ethiopia, only few are visible in the existent literatures. The same source has indicated that women have played important political roles mostly by wielding proxy power through birth or marriage.

In support to this idea, (Report of the expert group, Addis Ababa, Ethiopia) stated, in Ethiopian history, women did great contributions in both out and in door activities especially in battles and other activities. They have been actively participating in rural area in agriculture, commercial, undertaking reproduction and social responsibilities. However, their misfortunes of living in the shadow of men have hidden from view such highly notable performances. They have been forced to lose confidence in themselves and so have been unable to act on their own action directly concerning themselves.

Literatures describe that even if women's formal participation in the highest leadership position was formally closed, it is documented that throughout the world, women had played critical roles in times of wars and peace as community organizers and activists. Above all, for instance, in Ethiopian Women history, contributions and brilliant leadership role which have Emperor Minilik's (1877-1913) first formal wife, Bafena and second legal wife Empress Taitu had played is unforgettable history and comes first when one talk about Ethiopian women contributions. For instance, Taitu was acted as the chief advisor of Emperor with particular influence in the area of foreign relations. She holds high profile in the history for patriotism and uncompromisingly pursuing Ethiopia's independence. These historical facts make it clear that despite their

strengths, contributions and demonstrated leadership abilities, it has never been easy for Ethiopian women to ascend to formal political power (ibid.). Now a day the FDRE government has adopted various enhancing instruments to promote equal participation of women in every subject of the nation's decision making positions among which the FDRE constitution is the most promising and binding one which had ever been existed in the history of the country. However some efforts have been made still the participation of women in leadership and decision making position is minimal as per to their counterparts. This can be evidenced with many aspects however, looking at proportion of women in the parliament which is entitled to be the highest policy making body of the nation, though it may seem increasing from time to time, it is still minimal, according to the information gained from international Parliament Union (IPU), in 2005 National election women accounts 21.3%, where as in 2010 national election, their number has increased to 152(27.8%) out of the total 547 seats of HPR members, with compared to Rwanda (56.3%), and South Africa of which they accounts for 44.5% and others (<http://www.ipu.org/wmn-e/classif.htm>).

2.6.1 Acceptance of women's authority

(Reinharz) The Education Department tried in 1994 to achieve greater gender equity by appointing women in senior posts, but within 6 years all these women had left the Department. Through interviews with these women she tried to find out what the problems were that these women experienced. They all agreed that acceptance of their authority was a problem. Why do other people not accept the authority of women? Is it due to biased perceptions caused by factors such as traditional belief? Other writers (Michelle Kaminski) tried to justify that these biased perceptions as extrinsic factors for women to advance into and achieve in managerial positions." ((D.A.Charya) also emphasized that a women manager will use a different management style when dealing with authority and delegation. It seems that women do experience problems with authority but not because of their sex alone, but because there are so many bias perceptions, prejudices and stereotyping of women in management positions (cited by T.M.O. Ayodo ,). Moreover men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager she has lost all her femininity (Christian R. Gedney).

Women managers are always at fault if they are strong they are regarded as aggressive, tough not feminine, if they are jovial they are permissive, if they cry they are emotional, if they make a mistake, remarks like "That you can expect from a woman" are heard all over which irritating and discriminating means (Kankake). In relation with Hae Young Shin and Nzomo, M convey similar idea that women who get into leadership are ... trouble. In particular, strong women are difficult and dangerous because they trouble dominant masculinities and modes of management by being different. Male counterparts do not want to be under women managers because they assume that they are going to be challenged.

2.6.2. Strategies to advance women's career

There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including Ethiopia, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. However this could be true if ignorance of women educators who are almost half of the population is removed. In order to exploit the human resources different strategies, programs and policies are required to save countries lose of assets. Although, the only setting, policies and strategies is not adequate rather devoting effort to address gender equality and en-powering women which remains challenging is most significant. This is because of the deep-rooted nature of the challenge, which depends not only on the actions of government, but also on changing attitudes and cultural values of the society. These types of changes take a significant amount of time to evolve and bring society's consciousness to one level of understanding (MoFED, 2010).

2.6.3. Barriers to women's career advancement in leadership

Women are under-represented in educational leadership and different scholars on different researches tried to indicate the problem and give different recommendations. Besides all this, countries including Ethiopia have signed different conventions and declare different policies

concerning women (female) non-discrimination. Among these the Convention of the Elimination of All forms of Discrimination Against Women (CEDAW), is mainly very important because it grants for the elimination of all forms of discrimination against women in the political, social, economic and cultural fields, through a range of legal and policy interventions. Actually there is a little bit improvement comparing with the past decades in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous marches that Ethiopia has made in the past few years in promoting and advancing women in the workplace women are still under-represented in educational leaderships. In addition to the international declaration and conventions the Ethiopian government sets educational and training policy; Transitional Government of Ethiopia, 1994, (TGE, 1994) stated that education will be geared towards reorienting society's attitude and value pertaining to the role and contribution of women in development. One of the major documents addressing women's rights is the Constitution of the Federal Democratic Republic of Ethiopia. The Constitution in its Article 354 states that women have equal rights to those of men in all spheres, including education, employment, and access to resources and management of the same. These include rights and protections equal to those of males. Different scholars categorize barriers of women and Wallace similarly states as: socialization, structure of career, timing, lack of opportunity, and conflicts and tensions. (Jan Onsongo) states that among the barriers that hinder women are male dominance as the main obstacle to women rising to top positions in corporations and politics. Furthermore, traditional gender roles, still widespread in society, are barriers to women climbing corporate ladders.

In addition to the above stated barriers women are impeded with internal barriers; women's underrepresentation in leadership positions may be attributed also to women's own decision not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness.

2.6.4. Too many tasks and responsibilities

Family and home responsibilities, (place-bound circumstances) moves with spouses, or misalignment of personal and organizational goals 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 (Singh T.K.). Karima Kaminski strengthens this idea as Married women are responsible for more than half of the domestic tasks in their households. Home has become a refuge for men and pressure and hard work for women. Obtaining affordable childcare may hamper the progress of younger women to management (Karima Kaminski). The skill and ability of women is not judged depending their practical activity or knowledge or qualification while because their family responsibility. (Singh T.K. 2000), asserts on her study that "Women's responsibilities for family life – whether current or anticipated – slow women's progress because of both external expectations and internal accommodations (as cited by Lund, H, 1998)."

Newly assigned married female educational leaders, especially women who are at the age of reproductive are obliged to carry all the burdens of the house hold in addition to their leading responsibility. And, Jennifer pointed out that, novice female leaders assume leadership positions in addition to their roles as mother, wife, and/or student. Each role has its own set of demands that must be met. The pressure of these demands can sometimes cause stress and force female leaders to feel out of balance (Glazer R.J.1999). Due to the above reasons they see women in management as women without children or grown children because their dual duties as mother and manager will interfere with her work as manager. It is likely that one of the major factors affecting the differences between male and female's career experiences are family responsibilities (Brook A.1997). American women principals in Lad's (2000) study reported that their marital status influenced their ability to carry out the responsibilities of the position of high school principals. Among English principals in (Smulders , A .G.A.) study, only a childless female principal did not report having problems to achieve a balance between the conflicting demands intensified by reforms that took place in that country . Even if performing equally with their male counterparts women are blamed by their natural capability of having a child which is impracticable by male. gender neutral promotion practice appears to favor men. Women taking time out during a career for childrearing will rank much lower than male counterparts on the seniority scale and thus get offered a leadership position much later in her career. Women had

traditionally no support, encouragement or counseling from family, peers, subordinates, or representatives of educational institutions to pursue or maintain careers in administration (Shahabudin, S.H. and Singh J.K. 2000).

2.6.5. Socialization and sex-role stereotyping

Socialization begins within the family and goes through the community whether it has positive or negative impact on both sexes (male and female). Perception of society towards female signifies that male and female are poles apart according to their sex. Jennifer states by citing (Reinhaz, S.1992), A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative. A token woman, the new female principal has to contend with increased performance pressure, visibility, being a test case for other women, isolation, lack of female role models, exclusion from male groups and distortion of women's behavior by others in order to fit female principals into pre-existing sex-stereotypes. They often become the focus of hostility from male teachers (a form of competency testing), and has to work harder to get male teachers to "hear her" (Reinhaz, S.1992). Cited this understanding that men and women are socialized to understand and practice management and leadership in certain ways, are perceived by society to have innate traits associated with them, and that socialization and perception are specific to socio-cultural settings, has been explored in a number of nationally-situated studies (Park S.M. 1996)

Moreover, sub-Saharan cultures have historically excluded women from leadership positions and confined the work of women to the home environment. Researchers have suggested that excluding women's input by holding back their involvement in education, leadership, and financial and social progress has a negative impact on development and society at large (Bond S. 1996). Cited for increasing women's belief and confidence in their abilities, women were found to need moral support and sense of trust from their families as well as extensive mass of educational programs coupled with conscious efforts to change traditional values (Michelle Kaminski).

2.7. Too few role models, mentors and networks

2.7.1. Few Role Models

The lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cited as a reason why women have not moved into administrative positions in larger numbers (Singh J.K.2000) cited by Leonard, D, 2001). Availability of few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate. In view of the fact that there is paucity of women educational leaders it is another challenge for a woman who aspire educational leadership in Ethiopia particularly in Addis Ababa.

2.7.2. Lack of mentor

Mentoring is an arrangement whereby an individual who has experience and knowledge in a particular field can actively guide and offer support to facilitate the learning or development of another person (Jan Onsonjo). As Brook A. 1997 noted, "Often female administrative aspirants do not recognize that they possess the ability to succeed in a position of leadership. The mentor plays a key role in reinforcing the mentee's belief in herself and her abilities."

In a study conducted in 2004 by Catalyst, a research and development organization that focuses primarily on women's issues, 56% of female and 52% of male executives reported that having an influential mentor or sponsor was an important or very important success strategy (Mutindi Mumbua K. 2001). (Jan Onsonjo) cautioned that lack of mentors is thus the problem for women aspiring to move upwards and this could be minimized by getting more women in educational

leadership positions. At the middle and higher levels of leadership positions there is dearth of women leaders who could mentor newly appointed managers. So it is ought to mentor women which is not an ideal situation, and the lack of women mentors is a problem to women in management positions.

2.7.3. Lack of Network

Networking is the art of building relationships. Networking is essential to the success of novice female leaders, not only for political implications but also for alleviating feelings of isolation (Martin, 2011). For effective leadership, the only intellectual abilities of a leader are not essential. Rather, effective leadership requires a leader's good networking with the people concerned in different areas; this may be relationships with teachers, members of governing body, PTSA and other staff. In governing an institution, we need the cooperation of people working at different stages. But, if there is acceptance in sex discrimination the women principals could not be successful. After all they are forced for resignation. Developing and maintaining connections within the network is as important as acquiring the skills to do the job.

Kerlinger wrote that there is no underestimating the importance of mentors and sponsors in the socialization and success of aspiring educational administrators. Closely related to the barrier of mentoring is the need to have access to a network, which provides support, information, visibility and credibility (Morley, L.1999)

2.7.4. Lack of qualification

According to (Black More) it is not the lack of qualifications, but specializing in the „wrong subject that causes a barrier when applying for promotion post. As we compare men and women, the numbers of individuals who are able to qualify themselves are men. This could be another barrier for women who are seeking the highest ladder of leadership position.

The CEDAW, 1993; affirms that women's least participation in engaging themselves in self-development program which could improve their promotional opportunities is domestic responsibility of their role as housewives and mother is a problem in Ethiopia.

2.7.5. Glass wall ceilings

(Nan -Chi -Tiao and Michelle Kaminski); from their finding articulates strong women as follows; "However strong women can make both men and women feel uncomfortable. Their style challenges feminine norms, in particular, women's leadership. This strength, if not exercised properly, can create discomfort and distance with school board members, school district staff, and the community." The words "aggressive" and "bitchy" have been used to describe "strong" women ((Nan -Chi -Tiao and Michelle Kaminski). The glass ceiling is not simply a barrier for individual women, but it also applies to women as a group, who are kept from advancing simply because they are women.

2.7.6. Devaluation of women with the societies

As a woman is assigned at leadership position every mistake even the minuscule error is seen exaggerated. It is overt that a working person unknowingly makes an error any time anywhere. But in female employee the mistake is seen more overstated (Roslin Growe) reports that when women hold positions in management, all eyes are on them and comments are made about the smallest error. They are under constant public scrutiny due to the perception that women are less able to cope with crises, and are not capable of leading (Morley, L. 1999). The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Roslin Growe). Society's attitude toward appropriate male and female roles is another obstacle that identifies women as not enough task-oriented, too dependent on feedback and evaluations of others, and lacking independence (EgertonUniversity). The devaluation of female begins from family the way they treat their children and continues at school. In many instances, teachers are not aware that the language they use in the classroom and school compound to express female's strength reinforces negative gender attitudes. They may

use terms and expressions – and tones of voice – like in Amharic “ወንድ ናት’ኮ!”, that give the impression that girls are not as intelligent or as strong as boys (FAWE,2005).

2.7.7. Denial of advanced leadership training for women

Providing leadership training can be a way to support aspiring women leaders in sub-Sahara Africa by instilling confidence and an inspiring strategies for the removal of barriers they face (Black More). The leadership training encouraged the women religious to follow best practices, and increased both their awareness of socio-cultural barriers and their relevant skills which they then utilized to unearth obstacles hindering progress in their ministries.

An increase in knowledge and skills raised the level of consciousness of the participant and stimulated her intellect to become more creative in nurturing social and economic change. In view of the fact that almost half of the population is female it is mandatory to give priority for women in order be trained and competent with men. Daniel Kasmu and Betty J.Jefferson; warns of the dangers of subscribing to this “deficit” model where women are seen to be needing to be trained or educated up to the level of men, rather than be valued for what they might bring to the field of management. Much of the training provided with this purpose is conducted under the guise of providing equal opportunities for the “disadvantaged and deficient” women.

2.8. Problems Associated with Policy Implementation

The gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level. Gender mainstreaming is weak owing to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates. According to the CEDAW, 1993; the constitution of Peoples Democratic Republic of Ethiopia (PDRE) in 1988 reflects Government’s policy regarding women in development gives general assurance asserting that “The state shall

provide women with special support, particularly in education, training and employment, so that they may participate in political, economic, social and cultural affairs on equal basis with men (P: 10)." The convention signed states as such however the problem is still not clear whether it is on the implementation or within the policy itself.

2.8.1 Drawbacks of Affirmative action implementation

Even if affirmative action is meant to address the gender inequalities persisting in the society, some staff and management members consider the affirmative action for entry as rather a cause for low academic achievement of the beneficiaries. Affirmative action taken by the Federal Civil Service Commission (FCSC) has resulted in the promotion of women in leadership and decision-making positions. Moreover, a number of women in the civil service in all personnel committees have increased. Affirmative action is implemented in the civil service to benefit women in recruitment as well as to encourage women to participate in the Commission. Change in the regulation of the Commission has created new benefits for female workers that ensure their well-being, particularly their psychological health.

The national constitution has been developed to protect the fundamental rights of women and their interest of access and control over resource, about equality among women and men in marriage. It recognizes the history of inequality and discrimination suffered by women in Ethiopia. Ethiopian women are entitled to remedial and affirmative measures to enable them to compete and participate on the basis of equality with men in political, economic and social life. Women have the right to protection by the state from 31 harmful customs and practices that press them or cause bodily or mental harm. They have equal right to employment, promotion, affirmative action is undertaken to improve the employment status of women through the revision of the civil service codes and existing labor law.

2.9. Institutional and social factors that hinders women

2.9.1. Institutional factors

Brunner (1997) posits that all barriers experienced by women in administration are a result either directly or indirectly of an androcentric society (Patricia, 2010). Institutional structures,

including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women's progress to leadership (Sperandio, 2010). A study conducted by USAID-IQPEP (2012) also indicated that lack of political commitment is the major problem for inadequate number of educational leaders. Besides, less attention is being given to women's specific needs and concerns imbedded in the multiples of household and office based responsibilities.

2.9.2. Socio-cultural Factors

Usually the social notion of motherhood and domestic life, lack of psychological readiness and the outlook of the society affect females' leadership choices, and ultimately lead to avoidance of leadership positions. Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises. Usually male colleagues demonstrate their discontent by refusing instructions and avoiding collegial support to female bosses (FAWE: 2007). According Kamahu , women are more or less persecuted for seeking an executive position. This is largely due to society's attitude toward appropriate male and female roles. Women face barriers in leadership positions compared to men, women receive little or no encouragement to seek leadership positions.

2.10. Individual barriers

2.10.1 Low Self-confidence and self-esteem

According to Lund, H , 1998 the reason why self-confidence and self-esteem are connected is because if you have no self-belief and you doubt yourself and your capabilities you will not challenge yourself and you will stick with things which are safe. (<http://www.more-selfesteem.com/test.htm>). And this was authenticated by the study conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience (Mutindi Mumbua K.2000). This fear of being a leader is still even the educated female has the notion of masculine. Moreover (Morley); strengthens this "The

perception of management as masculine prevents women from applying for promotion positions, because they believe they do not have the qualities to be managers as cited by (Leonard, D, 2001).

Attitude can be negative or positive hence, the importance of curriculum designers to portray images that create in girls and boys, positive attitudes towards taking different responsibilities, including leadership and management in schools.

2.10.2. Lack of interest on the work

Women also lack commitment and they do not empower themselves.(Morley , L.1999) Cited by (Daniel Kosmo) defines commitment as “competence or as doing the job well” and not as continuity of a career. As women move to each level of empowerment towards control, they have increasing confidence and decision-making power over their lives. When we talk about equality of women, we have to see if women are empowered and have full control of their lives. As they develop their confidence and know their capacity to perform duties like of their counterparts there is no reason to increase their interest on the work.

Chapter Three

Research Design and Methodology

This chapter describes the research design, sampling techniques and sample population, data collection tools, procedures of data gathering and method of data analysis.

3.1. Research Design

This study applies descriptive survey design with qualitative and quantitative methods for data analysis. Using both qualitative and quantitative research methods in a research work is very indispensable to generate more reliable and sufficient data. The quantitative method will be important to collect data on the quantifiable phenomena, on the issues that can be expressed using number and percentages.

3.2. Source of Data

To attain the aim of this study, both primary and secondary data sample are used. The Primary data are gathered from sample respondents (whom are primary Sources) which were chosen through sampling from the total study population. The main sources used for secondary data are the University women affair office report, different books refers to Ethiopian female's leadership participation, internet and other documented sources.

3.3. POPULATION

Study population is an aggregation of elements from which the sample is actually selected. Accordingly, the study population of this research paper was all permanent female employees which currently working in Addis Ababa University. The study included both academic and

administrative staffs of all the college and faculties of Addis Ababa University. I selected the University for this study because of;

1. **Accessibility** – As the staff members of the university the researcher is familiar with the targeted population.
2. **Access of more population-** The targeted University consists of large number of staff members.
3. **Pioneer** – The University is the first higher education in the country.
4. **Model** – The University is the model for the rest of higher education in the country

3.4. SAMPLE SIZE

To carry out this study/ women's participation in leadership position in Addis Ababa University, out of the total employees which are currently working in both academic and administrative wings of the university, about 30% will be selected for this study. This is decided, because of as the sample size increases the reliability of the study increases and can show the status of women participation in decision making position of the university.

3.5. Respondents

The respondents in the study were both men and women occupying management positions as well as senior academic posts in the selected universities. The chief officers were selected purposively whereas senior academic staffs were selected by stratified random sampling using ranks. Only senior academic staff which the rank of senior lecturer and above and who worked at the university for a period of more than five years were included in the sample.

3.6. SAMPLING TECHNIQUES

To select sample respondents from total study population, both probability and non-probability sampling methods will be employed. The probability sampling method will be selected because it avoids biasness and helps to generalize data gained from sample respondents avoiding an error

which could arise from sampling. Therefore, in case this simple random sampling and systematic sampling method will be used. Moreover, purposive sampling has also been used as a technique so as to include others stuff too. More over during selection process the researcher applied purposive sampling techniques to get more experienced respondents and high level management so it is decided to use this method in order to include those management bodies and gain relevant data concerning the status factors affecting the participation of women in leadership and decision making in Addis Ababa University.

3.7. METHOD OF DATA COLLECTION

The method of data collection method employed to this study was survey method, and the data collection tool that will be used to gather data from sample respondents were questionnaire, interview focus group discussions and observation.

3.8. Instruments

3.8.1. Questionnaire

Four research instruments were used in the collection of data .To secure the reliability and adequacy of information, questionnaire comprising both open and close ended questions were collected during pilot study. The questionnaire has two parts. The first part is about background information of the respondents. The second part of the questionnaire contain items on characteristics of females' leadership, the aspiration of female to hold leadership positions, status of women participation in leadership position, others perception towards female leadership and challenges of female holding leadership position. In this part each items was prepared in the form of Lund , H.1998 five scale ranging from strongly agree to strongly disagree that will help to measure the level of conformity of the respondents.

The items in each dimension were prepared in five point interval scale. Some of them were adopted from Endales thesis again a research done by (Amanda Bullough) in , on Factors Affecting Women Participation in Secondary School Leadership and others were developed by the researcher referring literature review.

3.8.2. Interview

Interview were conducted with high level managements like the president, his deputies, deans, directors, registrars, heads of departments. Both men and women managers were also interviewed regarding the policies that govern recruitment, appointment and promotion of staff to senior management position and the possible reasons for the absence of women from these positions. Document analysis guides were also employed to analyze such documents as recruitment, appointment and promotion criteria, job advertisements, job application forms and interview guides, as well as staff development policies. This instrument was beneficial to see the extent to which equal opportunity rights for both women and men are stressed and how they affected women's participation in the university leadership. The lists of academic and administrative staff were used for gathering information about existing positions occupied by women in the university management.

3.8.3. Validation

The items were given to experts for validation, the major task of the expert were to rate each item as, highly, moderately or poorly to the extent each item measures, to check the existence of ambiguity and similarity of concepts. The pilot study conducted to test the instrument and improve it for further use.

3.9. METHOD OF DATA ANALYSIS

Accordingly, for realization and successful accomplishment of the study, data collected from different primary and secondary sources will be recorded, edited, organized, analyzed, interpreted and presented in relation to research questions. This will be done both quantitatively and qualitatively by using descriptive statistical tools such as tables, figures and percentages for data collected through questionnaires, whereas description of finding was used for data collected through interview and observation.

Table 3: Distribution of Women in the University Top Management

position	Female	Male	Total
	N	N	N
President	X	1	1
Academic Vice President	X	1	1
Office of the vice president for administration and student service	X	1	1
Head of Registrar	X	1	1
Deans of Colleges	X	14	14
Head and chairs of Faculty	2	46	48
Director of Institute	2	39	41
Human Resource Manager	X	1	1
Head of Research and technology transfer	X	10	10
Chairs and Heads	X	120	125
Finance Head	X	1	1
Dean of Students	X	1	1
Head of Library	X	1	1
External relations , partnership and communication	X	1	1
total	9	238	247

Source: Addis Ababa University Academic Staff Profile 2014/15 (2007 E.C.)

Profiles by Academic Rank

A significant number of the academic staff of the university (i.e.1180) are lecturers, accounting for 43.85% of the total. Assistant professors and associate professors, respectively, accounts for 25.45 % and 9.40%, of the total number of the academic staff. The proportion of academic staff with the rank of full professor is relatively low (5.55%). The number of females in the ranks of assistant professor, Associate professor, and professor is quite low, as can we see from the table below. A large number of female academic staff are found in the category of lecturer, followed by Assistant professor. Full professor (2) account for 2.22% of the total full professor in the university, while the male account for 94.44%.

Table 3.10. **Academic Rank by Gender and Nationality**

Academic Rank	Female	Male	Total
Technical Assistant	40	122	162
Graduate Assistant	6	29	35
Assistant Lecturer	53	233	286
Lecturer	199	981	1180
Assistant Professor	87	598	685
Associate Professor	11	242	253
Professor	2	85	90
Total	401	2290	2691

(Office of academic staff affairs 2014/15 Addis Ababa University)

Chapter Four

4. Data Presentation, Analysis and Interpretation

In this chapter data gathered from both primary and secondary sources through questionnaires, interview and document analysis are presented, analyzed, and interpreted in relation to basic research questions and the main research objectives stated so far.

Data collected through questionnaire are analyzed by using descriptive statistical tools such as tables, figures and then interpreted qualitatively and quantitatively.

Those data gathered through interview had been analyzed using description of findings.

4.1. Positions Occupied by Women in University Management in Addis Ababa University as Compared to Men's

To find out the positions women were occupying in the university

Management as compared to those of men the researcher used

Administrative and University Calendars academic staff lists, Catalogues (where these were made available) and information obtained from the respondents. Analysis of the obtained data and information revealed that women are occupying a lower position

Table 4.1. Profile of Academic Qualification

Qualification	Female	Male	Total
	N	N	N
Diploma	13	49	62
Bachelor Degree	92	335	427
Masters Degree	170	1025	1195
PhD	51	647	698
MD	74	225	299
Total	401	2290	2691

Source: Addis Ababa University Academic Staff Profile

The above table shows that academic staffs of Addis Ababa University have academic qualifications that range from PhD to Diploma some 44.41% of the academic staff hold Masters Degree and 25.94% hold PhD degree of the total academic staff, the proportion of females with Masters Degree and PhD is 6.32% and 1.89%, respectively. Some 11.11% of the University staffs are Medical Doctors. This data indicate that how women staffs are far from academic qualification achieved by male's staff members. As we can see from the above table women academic staff of the university, by far have lower educational rank than male counter parts.

4.2 Distribution of Women in the University Top Management

To investigate further the role women played in university management, main position of the men and woman managers were summarized to indicate their main responsibilities in the university. The purpose of this was to find out the extent to which women were involved in key decision-making responsibilities in the universities. The responses to this question indicated that there were differences between women managers and male managers' responsibilities.

The summary is given in Table 4.2.1

Table 4.2.1 Distribution of Women in the University Top Management

Position	Female	Male	Total
	N	N	N
President	X	1	1
Academic Vice President	X	1	1
Office of the vice president for Business and Development	X	1	1
Head of Registrar	X	1	1
Deans of Colleges	X	14	14
Head of Faculty	2	46	48
Director of Institute	2	39	41
Human Resource Manager	X	1	1
Head of Research and technology transfer	X	10	10
Chairs and Heads	5	120	125
Finance Head	X	1	1
Dean of Students	X	1	1
Head of Library	X	1	1
External relations , partnership and communication	X	1	1
Total	9	238	247

Source: - Addis Ababa University Academic staff profile

The data in Table 4.2.1. Shows that in Addis Ababa University women's participation in key decision-making positions is surveyed and showed that it is still minimal. In this study, women in management positions are very few as compared to men. Women in selected top management position in the University represent only 3.6. % of, compared to 96.4% of men in the same groups (Source, Directorate of Personnel Management). This finding has revealed that women mainly occupy lower positions in university management in Addis Ababa University. A survey of University staffing positions conducted in the study area reveals that women are missing from among the top management of the university. The women managers like other women elsewhere

were shouldering a lot of responsibilities. As we can see from the above table in the University most of the positions held by women are mainly academic management positions for example, heads of departments and deans of faculties. Besides, some of the positions are in the areas traditionally considered feminine like chairs and heads of gender related studies. And yet, all these may not earn them any credit that helps their promotion. This is likely to translate into work overload, which might have an effect on their career advancement. To find out the positions women were occupying in the university management as compared to those of men the researcher used administrative and academic staff lists (where these were made available), University Calendars /Catalogues and information obtained from the respondents. The women managers in the study were asked why they involved themselves in these activities. They responded that three women were appointed to these responsibilities in addition to their managerial appointments; other women (6) were involved because of self interest, while others (9) saw them as career development opportunities. However, these responsibilities have been known not to count for promotion purposes into senior academic ranks.

In similar way in University the academic commission which determines who manages the university is comprised of mainly men. Out of the sixteen members of the academic commission only one woman was appointed as a member in the past 60 years of the University. Of the fourteen deans of colleges none of a woman was hold the post and of the 46 heads of department only two are women (Source AAU office of Business & Development, 2015/2016). Some research conducted in the area also revealed the same idea, document analysis showed that still women tended to work in the traditionally feminine areas .The findings from this study agree with the general picture painted in the literature about the positions women occupy in university management (Lund 1998; Singh 2002).

4.3 Back ground of the Respondents

Age was regarded as important element because it would give an indication of the age at which women usually ascend to management positions as compared to men.

Table 4.3.1 Age categories of sample respondents

No.	Age category	Frequency	Percentage
1	< 20 years	0	-
2	21 – 29 years	16	16.3%
3	30 – 39 years	31	31.6%
4	40 – 49 years	37	37.8%
5	50 and above	14	14.3%
Total		98	100

As it can be seen from table 1 above, age composition of total 98 sample respondents, while 16(16.3%), 31(31.6%) , 37(37.8%) and 14 (14.3%) of them have replied as their age is within less or equal to 20 years, between 21 and 29, 30 and 39, 40 and 49, and above 50 categories respectively, as findings of analysis indicated, the majority of sample respondents are aged between a category of 40-49 years.

4.3.2. Marital Status of the Respondents

Table 4.3.2 Marital Status of the Respondents

	Female	Total
	N	N
Married	64	64.3%
Unmarried	31	31.6%
Divorced	3	3.1%
Total	98	100

As can be observed from table 2 above, of total 98 sample respondents, 64(64.3%), 31(31.6%) and 3(3.1.%) of them are married, unmarried and divorced respectively. From this data it can be

clearly understood that the majority of women have double responsibility that of family and their organizational activities.

Table 4.3.3. Academic Qualifications of Respondents

Qualification	Total	
	Frequency	%
Professor	4	4.1%
PhD	10	10.2%
Master's	22	22.5%
Bachelor's degree	51	52%
Diploma	3	3%
Levels graduates	8	8.2%
Total	98	100

Table 4.3.3. Shows that majority of the respondents have first degree and above. This indicates that the respondents possessed the necessary academic qualification and were therefore duly qualified to hold the positions they were holding in the university management. According to their academic merit women would have hold a better position than their present position.

Table 4.3.4. Work Experience of Respondents

	Work experience	Frequency	Percentage
1	< 5 years	2	2%
2	5 -10 years	21	21.4%
3	11 - 15 years	33	33.7%
4	16 - 20 years	18	18.4%
5	21 - 25 years	16	16.3%
6	Above 25 years	8	8.2%
Total		98	100

This data clearly shows that the majority of respondents have sufficient work experiences (i.e. at least five years and above) and is therefore assumed that they are able to provide adequate and sufficient information about the factors that affect women participation in leadership and decision making positions with respect to the University. In addition to this the above table shows majority of the respondents possessed the necessary work experience and were therefore duly qualified to hold the positions they were holding in the university management. In general it can be observed from table 4.3.3. and 4.3.4. that academic qualifications and experience play a key role in the recruitment of top position in the university . It is true that the women did not join the universities as managers, but had started out from junior ranks before ascending to management positions and become senior academic staff. Even if this is the reality women yet not hold the top management position in the University.

4.4. Factors Affecting Females' Participation in Leadership Position

Table 4.4.1. Institutional Factors Affecting Women Participation in Leadership Position

Institutional Factors Affecting Women Participation in Leadership Position			1 SD	2 D	3 UD	4 A	5 SA
1.	Management positions dominated by male in the university	N	3	4	3	29	59
		%	3.06	4.08	3.06	29.58	0.20
2.	Patriarchal structure in the university	N	7	25	6	38	22
		%	7.14	25.51	6.12	38.77	22.44
3.	There is a political appointment in the university	N	2	5	9	35	47
		%	2.04	5.10	9.18	35.71	47.95
4.	In the university men fear female domination	N	41	34	13	7	3
		%	41.83	34.69	13.26	7.14	3.06
5.	There is notion for women are not good managers in the university	N	53	38	4	3	-
		%	54.08	38.77	4.08	3.06	
6.	There is unclear promotion procedures in the university	N	10	6	4	36	42
		%	10.20	6.12	4.08	36.73	42.85
7.	Lack of extra – institutional networks for women in the university	N	-	2	6	48	42
		%	-	2.04	6.12	48.97	42.85
8.	Gender discrimination in appointment to senior management position	N	3	8	6	41	40
		%	3.06	8.16	6.12	41.83	40.81
9.	There is gender in balance in the university	N	-	3	18	35	42
		%	-	3.06	18.36	35.71	42.85
10.	Lack of psychological / intellectual / emotional support from senior management	N	5	9	21	31	32
		%	5.10	9.18	21.42	31.63	32.65

As we can see from the above table, the responses to each item range from strongly disagree, disagree, undecided, strongly agree and agree for the socio- structural factors that impede females participation in leadership position in the University.

About 89% of the respondents agree that management positions dominated by male in Addis Ababa University and majority of respondents also agree that existence of patriarchal structure in the university which favors men. For item number three 82% of the respondents belief that

existence of political appointment in the University, this political appointments of senior university managers could limit the women managers' career or professional development. During document analysis even if academic qualification, administrative and teaching experience at the university are key to the appointment, recruitment and promotion of women into senior management positions majority of respondents agree that existence of political appointment which affects transparency. During an interview one senior male academic staff also raised that political affiliation and ethnicity played a significant role in these appointments. This response may imply that some people are appointed to positions that they do not merit. Similarly one woman manager pointed out that the role which external national politics plays in the choice of principals and senior managers would limit her career development within the institution. Heavy work load, gender biases, lack of psychological/intellectual and emotional support from senior management and lack of finance or meager opportunities for further studies were other factors that would limit women's career or professional development. During an interview the other woman dean of faculty pointed out that the overwhelming administrative duties limit her ability to publish.

In this study the participants discussed what have been observed and implemented at the institution level some of the points raised during the discussion were, discrimination against women was viewed by the women managers as the reason why women were missing from management of universities. The male managers on the other hand felt that the few number of women in the universities was the reason they were not appointed to senior management positions. The women managers as well as the male managers also pointed to the appointment, recruitment and promotion procedures as an explanation for the absence of women from university management. Such factors as political appointment, lack of extra – institutional networks for women in the university, patriarchal structure of the University, and the fact that appointment required long experience were some of the reasons given by the respondents.

One woman manager commenting on the experience requirement noted that: "The fact that one cannot become a dean of faculty without having been a head of department was problematic for most women because most heads of departments are men". In response to a similar question the senior academic staff pointed out institutional factors such as, few numbers of women and the

fact that the top ranks are dominated by men were responsible for women's absence from senior management positions. The other women at the top management said that even if now a day the FDRE government has adopted various enhancing instruments to promote equal participation of women in every subject of the nation's decision making positions among which the FDRE constitution is the most promising and binding one which had ever been existed, however some efforts have been made still the participation of women in leadership and decision making position is minimal as per to their counterparts. This can be evidenced with many aspects however, looking at proportion of women in our University.

The researcher further investigated the issue of few numbers through Document analysis. It was proved that women were indeed few and they occupied junior ranks in the academic ladder. This is in consistent with an idea raised by (Roslin Growe), most of the barriers that hinder women are external barriers which are the institutional and social factors (Diane Cassidy) acknowledges as "external barriers to career advancement for women in education are factors outside a women's control, and require social and institutional change." The other institutional factors raised were, inadequate formal education and training, absence of strong women's movement and networking, and absence of practical government legal and policy framework to support women's advancement. Indeed, as the study has shown, women unlike men face a number of barriers in their career advancement, some of which are found within the institutions while others are external. During an interview the struggle professional women go through, the researcher wanted to know whether the institutional practices were helping women to cope with the multiple roles. The respondents were asked which institutional practice in their universities were most sensitive to women managers' needs; the majority said there were none. This is because most management practice did not consider whether one was a woman or a man. Maternity leave for those who are married was seen by some as being the only policy that was gender sensitive the same as the research conducted by Jane Onsongo, 2004 in Kenya. The other interviewee said that the absence of transparent and applicable documented staff development policies for senior administrators also affect the participation of women in university management. The fact that they are expected to have learnt management skills from previous experience disadvantaged women. This is because the positions in the organizational structure, where work experience which is relevant to promotion to the top management could be gained, are all occupied largely

by men. Sometimes the required work experiences is unstructured and undefined thus lending recruitment, appointment and promotion policies to variations so as to accommodate the experiences of those for promotion.

In general the absence of transparent appointing administrators for the top management also affects the participation of women in university management. The absence of this policy lead to practicing of political appointment in the University and these political appointments of senior university managers could limit the women managers', create gender discrimination and gender imbalance in the university which hinder women participation in the University top management position.

Table 4.4.2. Personal Factors Affecting Women's Participation

Personal Factors Affecting Women's Participation						
		1 SD	2 D	3 UD	4 A	5 SA
Women do not aspire higher positions	N	18	23	2	36	19
	%	18.36	23.46	2.04	36.73	19.38
Lack of confidence among women	N	15	12	3	37	23
	%	1.30	12.24	3.06	37.75	23.46
Eligible women turn down appointments	N	29	38	3	19	9
	%	29.59	38.77	3.06	19.38	9.18
Timidity of women	N	4	7	2	53	32
	%	4.08	7.14	2.04	54.08	32.65
Lack of ambition in the women	N	15	21	7	33	22
	%	15.30	21.42	7.14	33.67	22.44
Low academic qualification of the women	N	21	27	6	24	20
	%	21.42	27.55	6.12	24.48	20.40
Lack of motivation	N	23	31	4	28	12
	%	23.46	31.63	4.08	28.57	12.24
No role models in the university	N	-	4	6	51	37
	%	-	4.08	6.12	52.04	37.75
Women tend to be helpers	N	21	28	9	23	17
	%	21.42	28.57	9.18	23.45	17.34
Lack of experience	N	13	24	3	34	24
	%	13.26	24.48	3.06	34.69	24.48
Women want favors	N	46	49	1	2	1
	%					

The above table generally contains the information about the individual factors that might have contributed to the under representation of female in the University high posts, each of these factors is discussed below. In addition to that, two women at managerial position were also interviewed to find out to what extent they aspire to participate in leadership positions. As a result they said that they would never like to participate in higher leadership positions in the University. In the same way the self-concepts and aspirations of female teachers are influenced by expectations presupposed to what a male and a female should be (Kerlinger). The above table also revealed the same result, during an interview some of the respondents raised that this might be due to lack of confidence among women. Regarding this, research reported by Lund , H, 1998 supports the perception that females tend to receive less constructive criticism than males in carrying out their work. As a result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and allowing their confidence to be unnecessarily damaged.

From this finding one can see that the extent to which female are motivated to be leader is very low as based on the response of interviewees. This similarity of the responses through both the interview and the questionnaire in general confirms that female staffs' extent of aspiration to involve in leadership posts is very low. As a reason for their less aspiration they said that they think they would not be successful if they come to positions. This is closely followed by women not aspiring for higher positions, and lack of motivation. These findings conform with other findings different scholars put different ideas to show the reasons for lack of aspiration. For example, the perceptions of lack of aspiration may also result when teachers fail to apply for leadership positions because their personal values are not aligned with those of the organization (Park S.M.). (Nan – Chi Tiao) determined that women's failure to aspire to the superintendence might be a result of their experiences working with male superintendents, role models whose leadership behaviors may not be compatible with women's preferred ways of leading. Singh (2000) reports that in a workshop conducted for women in higher education management in Malaysia, the participants in the workshop identified disabling personal factors that prevent women from ascending to senior management positions.

Other factors included: lack of highly prominent women visible as role models in positions of authority and responsibility, flouting of recruitment and promotion procedures, attitudes of principals and heads of departments to women employees, domination of the professional/decision-making body by males.

These factors included: women's less assertiveness or aggressiveness, poor networking, lack of support to other women, lack of personal conviction, lack of adequate knowledge and skills. Also included were: unwillingness to express opinion, withdrawing easily when faced with conflict, preference to stay at home or do jobs behind the scenes instead of going out to meet important people, bending to the views men hold of women and to men's ego. The other issue raised during an interview is other factors included: lack of highly prominent women visible as role models in positions of authority and responsibility, flouting of recruitment and promotion procedures, attitudes of principals and heads of departments to women employees, domination of the professional/decision-making body by males, intimidation, and uncomfortable working environment due to gender and occupational segregation in task assignment.

During an interview sample respondents replied as women would be successful if they are provided leadership positions. With regard to the successfulness of women in public decision making and leadership position, pointed that if conditions are set favorably and enabling and capacitating programs are implemented, not only they are successful as that of their counterparts, even they can exceed that of men. Moreover, he has stated as women are wise and systematic in solving problems but denied to obtain chances. But two female respondents for similar question responded as women would not be successful in leadership and decision making professions as to their counterparts. As to these respondents who didn't agree to this idea argued women fail in leadership positions due to the fact that the position needs high energetic and high influencing power (ability) up on their followers. However, women lack experiences and are bounded heavy domestic work and can't control all over leadership and decision-making roles. In similar way during an interview session one of the respondents from women hold the top management raised an idea that , lack of their personal preparation for the posts has been mentioned as one of the major challenges that have slowed down female staff to hold the top management position. Generally, for all the items under the factors related to the females

themselves to be the reasons for their under representation in the University the data was collected, analyzed and interpreted and supported by related literatures.

Table 4.4.3. Opinion of Respondents toward Social Factors which Affects Women Participation

Social factors affecting women's participation							
No			1 SD	2 D	3 UD	4 A	5 SA
1.	Fewer opportunities for women in education	N	38	33	2	16	9
		%	38.7	33.6	2.04	16.32	9.18
2.	Men are seen as decision maker	N	1	6	0	37	55
		%	1.02	6.12	0	37.75	56.12
3.	Society condemns women to subordinate status	N	19	23	3	29	24
		%	19.38	23.46	3.06	16.32	24.48
4.	Men get social support than women	N	4	7	2	53	32
		%	4.08	7.14	2.04	54.08	32.65
5.	Women in authority not recognized	N	15	21	7	33	22
		%	15.3	21.42	7.14	33.67	22.44
6.	Inequality in higher education management	N	0	3	-	38	57
		%	0	3.06	-	38.77	58.16
7.	Women lack social networks	N	2	5	1	48	42
		%	2.04	5.10	1.02	48.97	42.85
8.	Dominance of male networks and alliances	N	-	4	6	51	37
		%	-	4.08	6.12	52.04	37.75

The above table generally contains the information about the social factors that might have contributed to the under representation of female in University high posts. Each of these factors is discussed below.

The respondents were asked whether there are societal factors which prevent women from accessing senior management. According to the respondent 93% of them agreed the idea that men are seen as decision maker and 85% of the respondents also approve a existence of men get social support than women in their working environment. The gender-based roles even though irrelevant to the work place are carried into the workplace. 95% of the respondents argued that the existence of inequality in the university management. During an interview one of the male respondent explained his idea in this way, participating women in public leadership and decision making is not only an important issue for the development of the nation, it is mandatory and pre requisite for the prevalence of good governance as well as keeping basic human and political rights, however let's leave others the one would have to play a leading role, our University even couldn't understand this. 85% of the respondents agree that existence of men get social support than women in the University, during an interview concerning this idea one woman, dean of a faculty said that this socio-cultural factors are a result of traditional beliefs about men's and women's roles in the society in order to change this you have to conduct an awareness work in different ways, like by establishing women affair office in the university the one established in favors of women, but it is being challenged to execute its mandates due to lack of adequate skilled manpower, lack of adequate budget allocation by the University, she said that first the office by its self was malfunctioned due to different reasons like lack of clear enforcement mechanisms, insufficient support by the concerned bodies, attitudinal problems on the parts of male colleagues and officials and unable to create an influence.

Based on the concept of role expectancy, an individual develops through the years his or her own set of internalized values, beliefs, attitudes, ideals and aspirations. Olojede (1990) notes that since men dominate public decision-making bodies, it is the male values that are reflected in these decision-making bodies. Hammond (1993) argues that stereotype notions about women constitute major barriers to women's advancement to management positions in higher education. In similar way women in authority not recognized like their counter parts according to the respondents and more than 85% of the respondents argued that men get social support than women, during an interview session concerning this idea most of the interviewee said that management raised an issue that there is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification like the

study of (Hirut, 2004) raised. The other women respondents of the top management said that even if females are capable of effectively accomplishing any leadership responsibilities if they are engaged in the positions. She said that there is nothing that females cannot manage in leadership positions but women do not work as hard as men to earn

promotions to senior management, due to this we don't see more women on top management position. The other interviewee said that in terms of administrative posts, women are more likely to succeed as secretary, librarians, or heads of personnel, than if they aspire to be president or vice-president or deans of colleges. In the same way Shahabudin and Singh (2000) found that cultural factors such as men's stereotype views of women within the cultural context, perception that top positions are not for women, and influence of religion which sometimes relegates women to a secondary role were some of the societal factors affecting women's participation in university management.

Nzomo (1995) contends that the socio-cultural beliefs and myths about the role of women in society are the major determinants of women's failure to advance to top management positions both in the public and private sector. Besides, the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calvert and Calvert, 1996). The result of the interview also approved that the University society does not trust the female leadership positions and this is not because of tangible practice but because of the cultural background of the people. Lodiaga and Mbevi (1995) in their study conducted in Kenya revealed that there were several causes for under representation of women in positions of authority and responsibility. These were deep-rooted traditional/cultural and attitudinal concepts that influence both the employers' and employees' attitude, including women's self-concept to be dominated. These sociocultural beliefs and stereotypical views promoted the notion of women's unsuitability for positions of power and responsibility. As a result of these socio cultural attitudes, there were significant gender-based differences and of conflicts both in family and work places.

Table 4.4.4. Family Factors Affecting Women's Participation

Family factors affecting women's participation							
No			1 SD	2 D	3 UD	4 A	5 SA
1.	Family demands draw excessively to jeopardize performance	N	38	33	2	16	9
		%	38.77	33.67	2.04	16.32	9.18
2.	Lack of Psychological/intellectual/emotional support from family	N	1	6	0	37	55
		%	1.02	6.12	0	37.75	56.22
3.	Lack of support from husband	N	19	23	2	29	25
		%	19.38	23.46	2.04	29.59	25.51
4.	Heavy work lead to divorce therefore family doesn't support it.	N	4	7	2	53	32
		%	4.08	7.14	2.04	54.08	32.65

The data in Table 4.6.3 reveals that family commitments stands out as the single most personal factor that explains the absence of women from management positions in the Universities. About 93% of the respondents agree that women lack support from family to join the higher position in the community. One of the reason is that favored by the majority of the respondents is that heavy work load lead to divorce. In addition during an interview most of them reveal that the women managers were having difficulties combining the conventional role of a woman as a wife and a mother and being successful managers. Hence, some found it very challenging to manage, however, lack of co-operative family members, especially husbands, made it difficult for some of the women to carry office work home where they work late into the night to meet strict deadlines. In addition some of the respondents reveal that lack of strict time management without compromise, prioritizing roles and self-organization challenged the women to cope with the demands of the professional and domestic roles.

During an interview one respondent said: We live in a society which has made mothers the key figures in a child's upbringing. To take up a career and be successful involves enormous amount of organization and planning in which men rarely have much part, this is the same as an idea

raised by (Lodiaga and Mbevi 1995, 25). One of the other issue favored by the respondents were lack of support from husband, the support from husbands was closely followed by family demands which drew excessively on the women managers' time hence jeopardizing their job performance. This was emphasized by some women at managerial level who said that management is still viewed from a masculine perspective. This makes the senior managers ignore the domestic responsibilities of women. For example some meetings end very late in the night and others are fixed on weekends. During such a time the one who has children may can challenged more. One of the interviewee told me her experience about what she knows, women manager who had a husband who did not understand the demands of her management position had to undergo a divorce. The husband started suspecting the woman of having extra-marital affairs and accused her of not paying enough attention to her family responsibilities. She was told to choose between her family and her job. She opted for her job and this led to a divorce.

To prove further the effect of family responsibilities on women managers, the women were asked how they managed to combine the conventional roles of a woman with the social expectation of a successful manager. These questions were asked because women professionals are expected to perform their traditional roles of mothers and wives. Those women who are successful as managers in higher education face cultural barriers in the form of their own internalized view of their roles and the expectations others have of them. The great professional women everywhere suffer great tension in their attempt to reconcile their professional roles. Moreover, their careers are dependent on the grace and favors of their spouses (Dines 1993). The women managers in the study were struggling as well. One said, "it is a struggle. There are times either family suffers or the management suffers. This is due to the pressure of work."

CHAPTER FIVE

This chapter dealt with the summary of main discovery, recommendations and conclusion.

5.1. Summary of the Findings

The major objective of this study was to find out factors that affect women's participation in leadership position in Addis Ababa University. The study was undertaken in six colleges of the University.

The necessary data were collected through questionnaire, interview and document analysis based on this the following major findings have been drawn. Both qualitative and quantitative data analysis methods were applied. The participants included 98 females and 28 males were interviewee. The respondents were selected using probably sampling and purposive sampling methods for both the women and male managers.

As finding of the study revealed out, though there is comprehensively formulated national women policy and strategies so as to promote women participation in sociocultural, political, and economical arenas before a decade, still there is low awareness about the concerns of the documents among members of the University where a lot had been expected as a role model. It is observed that the majority of employees and those hold the leadership positions in Addis Ababa University are accounted to be male. This implies that, the involvement of women is seen low, out of total 96.4% of them are posted in the lower non decision making position, and the rest 3.6% of them are relatively in higher decision making positions. Furthermore, it is observed that none of male is assigned in the positions such as secretary, and cashier. The study revealed that, as one goes up in Addis Ababa University organizational leadership decision making positions, the presence of women is almost non, where as the opposite becomes real in lower organizational levels.

The findings from the study revealed that in the appointed administrative posts women were lacking, in the university there were no female deans of colleges. The study further revealed that, of the forty one directors of the institutes in the university only two were women, and of the ten

heads of research in the university no female were assigned as a directors. In addition academic boards of the university almost have no women representatives.

This study sought to find out what factors prevent women from rising to senior university management as much as their male counterparts. The finding showed that the major factors that hinder women's participation in leadership and decision making positions in the University are various and observed interrelated. These include: there are several factors at the personal, institutional, socio cultural and family levels preventing qualified women from ascending to senior positions in university. At the personal level such factors as lack of confidence and fear of public office were found to be deterring women from taking management positions, lack of ambition and motivation are among the major personal factors which affects women participation. At the institutional level political appointments, unclear promotion criteria, discriminatory recruitment, appointment and promotion procedures, absence of documented staff development policies for senior managers and few opportunities for further training affected women's participation in university management. In case of socio cultural factors such as men are seen as decision maker, men get social support than women and women in authority not recognized and general beliefs about women's domestic role were identified as eroding women's self-perception just as those women who succeeded in public domain were seen as failures in their domestic roles, absence of commitment by the concerned(top decision making) body and strain in coping up with stereotypical sex role and the whole experience of pressure from sociocultural that are not supportive of women , backward sociocultural attitudes ;especially the attitudes in the higher education system, mainly of the academic community towards women's access to such positions in higher education institutions , absence of adequate educational status required for the position ,lack of sufficient experiences from women to hold the leading positions, and also uncovered that women were subjected to pressures and experiences not met by men. In case of family related issues lack of psychological /intellectual/emotional support from family, overburden of domestic responsibilities, as well as negative attitudes of men towards women, and belief of heavy work load lead to divorce therefore family doesn't support it. And also uncovered that women were subjected to pressures and experiences not met by men like; giving birth and raising children.

In the other way, even if there are little improvements in the sociocultural factors which affect women participation in the leadership position, there are also factors that could hinder women to participate in leadership position in the University. Still some people think that women lacks the ability and skill, the patriarchal ideology are not fully changed which are external barriers beyond the competency of them.

It is revealed that in Addis Ababa University the assignment of women with in their respective departments, the emphasis has been given in lower positions such as routine manual, clerical work and similar activities. But, as the majority of respondents pointed out that if favorable conditions are set and are accessed the positions of leadership, they can successfully achieve organizational goals effectively. The finding showed that the major factors that hinder women's participation in leadership and decision making positions are various and observed interrelated. Majority of respondents agree on the issues stated under the attitude of women towards themselves, women still have the feeling of the world as masculine, women doesn't want to take risks, women still do not perceive that they are capable of doing the leadership activity, their consideration of being accepted equally to men is low and they also confined themselves at lower tasks under men.

Likewise the majority of the female interviewees express their idea that they do not have any idea how principals are selected and recruited. And this idea supports the institutional factors do not have transparent selection and promotion policy to enhance women. As finding of the study revealed out, though there is comprehensively formulated national women policy and strategies so as to promote women participation in sociocultural, political, and economical arenas before a decade, still there is low awareness about the concerns of the documents among both sexes.

Respondents agree on barriers that hinder women's entrance into leadership positions and include the devaluation of women by the society. Not recognizing successful female leaders and lack of careful monitoring and evaluation of the policy implementation have similar impact on their participation. The study indicated that women affair office in the University is being challenged to execute its mandates due to lack of adequate skilled manpower, lack of adequate budget allocation, lack of clear enforcement mechanisms to implement affirmative action's uniformly across all the departments, insufficient support by the concerned bodies, attitudinal problems on the parts of male

colleagues and officials, lack of gender mainstreaming in various offices were identified factors which affects women participation.

5.2. Conclusion

Based on the findings of the study, the following conclusions have been drawn.

Participating women in public leadership and decision making is not only an important issue for the development of the nation, it is mandatory and pre requisite for the prevalence of good governance as well as keeping basic human and political rights. Even if trend of initiating the participation of women in leadership is relatively a recent phenomenon in our country, higher education like Addis Ababa University, the pioneer higher education in the country should have played the leading role in assisting women to take the proper part in the decision making position, but what have been observed by the findings were women are disadvantaged with respect to participating in leadership position in the University.

Lack of women's representation and participation has been attributed to several factors and constraints. As finding of the study revealed out, though there is comprehensively formulated national women policy and strategies so as to promote women participation in sociocultural, political, and economical arenas before a decade, still there is low awareness about the concerns of the documents among the community in the University. Some of the constraints observed include institutional structures that inhibit women's participation, sociocultural problems that favors negative attitudes towards women's participation and the existing expectations of traditional and cultural roles for women. Furthermore, women's capacity to participate at leadership levels is restricted due to over burden of family responsibilities, cultural expectations and stereotyping that a woman's place is in the home. As a result, it can be concluded that, if men alone are seen to be making decisions of public importance, then girls and boys, women and men can be led into believing that women have no legitimate place in such decision-making. This then has a self-fulfilling effect, meaning that girls and women do not see themselves as important decision-makers and neither do men and boys; and men and boys are legitimated in keeping women and girls out of decision-making positions should be an issue, which can no longer be ignored. If at one point people saw public leadership positions as a male domain, this alleged grounds cannot be continued

any longer. Democracy would be disrespect if half of the population of country were left out. In order to correct this imbalance, certain measures must be taken into account.

The finding of the study indicated that the majority of respondents confirmed that if favorable conditions are set at place and women are provided the position to lead, they are as effective and successful as or more than that of their male counterparts. This indicates that there is some encouraging but needing strengthen attitudinal changes among the community in the University towards women's leadership and decision making. The finding showed that the major factors that hinder women's participation in leadership and decision making positions in the University are various and observed interrelated ,therefore the University expected to play the leading role to respect the constitutional right given for women.

5.3. Recommendations

Based on the findings of this study the following recommendations are made for the improvement of current practice.

1. There is an urgent need for the formulation of equal opportunity policies that are distinct from those subsumed in the constitution and international documents. The absence of such policies makes it difficult to ensure equality of opportunity because there is no yardstick against which day-to-day practices can be measured. The formulators should be made aware of the gender specific barriers to educational opportunity so that they come up with policies that are gender responsive. After the policies have been formulated, there is a need to put in place machinery for monitoring and evaluation to see to it that the right procedures are followed in the selection and recruitment of staff to senior management.

2. This is a positive discrimination in favors of women. Given the past disadvantage experienced by women in most sectors of our society, it is necessary that they are given the opportunities that culture and traditions have deprived them. Institutions should require that women are represented at all levels, especially in the key decision making committees responsible for establishing promotion criteria, selecting conference representative, allocation of funds, research awards and support facilities within universities.

3. Elimination of sexist stereotypes from the collective conscience we need to sensitize our staff and the general public that both men and women can play an important role in development. We cannot afford to relegate one group of our society to traditional roles which are no longer viable for national development. Institutional attitudinal climate needs to be made conducive for women. Attitudes of senior academic and administrative staff must change.

4. Carmen (1999) points out that lack of transparency and accountability in hiring and promotion procedures allows male managers freedom to reproduce the institution in their own image. Universities need to come up with policies that ensure equal opportunity for both men and women. Information on all aspects of promotion criteria should be known to all members of staff.

5. University needs legislation and infrastructure to help women resolve the tension between personal and professional roles. Women managers should also be recognized as mothers and wives. This can be done through reasonable provision of maternity leave, and childcare centers within the institutions. There is a need to make management women-friendly by finishing meetings on time and within working hours.

6. Training is necessary to equip women with skills of management. This will go a long way in changing the way women perceive themselves and gives them confidence in their own capacity to be effective leaders. Women should be encouraged to attend conferences, workshops, and other short courses to widen their knowledge, skills, and attitudes. The program, through training workshops, production of training materials, training of trainers, and monitoring women's progress, among others, is geared towards empowering women in higher education management.

7. The university should mainstream gender issues in their programs and curricular. This means that they should assess the implications for women and men of any planned action, including legislation, policies and programs, in any area and at all levels. This will make women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres.

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Appendix

**Addis Ababa University
College of Educational Planning and Management
Department of Educational Leadership and management**

Dear respondents,

This questionnaire is designed to gather information for a research required for the fulfillment of Master of Educational Leadership and Management (MELM) in the department of Educational Planning and Management, Addis Ababa University. The questionnaire will be distributed to the administrative and academic staff members of Addis Ababa University to solicit their opinion regarding factors affecting females' participation in leadership position at Addis Ababa University. The information you provide is valuable for successful completion of the research project. Therefore, I kindly request you to be honest and objective while filling the questionnaire. I assure you that the information you give will be used only for academic purpose and will be kept confidential and used only for the research purpose. As further assurance, you do not have to write your name.

Thank you in advance

Notice:

- 1) No need of writing your name
- 2) Indicate your response by placing (✓) mark in corresponding box of your choice. Open ended questions should be filled by writing answers that you believe are appropriate.

Part 1: Personal Details

1. Sex ☐ Male ☐ Female

2. Age ☐ Below 25 year ☐ 45- 55 year
☐ 25 – 35 year ☐ above 55 year
☐ 35 – 45 year

3. Educational level:

☐ Third degree (PhD)	☐ College Diploma College of
☐ Second degree (MA/MSc)	☐ Certificate
☐ First degree (BA/BSc)	☐ 12 grades complete

4. College /Central Administration:

☐ College of Social Sciences (CSS)	☐ College of Humanities, Language Studies, Journalism Communication (CHLSJC)
☐ College of business & Economics (CBE)	

☐ College of Natural Science (CNS)	☐ Central Administration (CA)
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5. Service years in AAU

☐ 1 to 5 years	☐ 16 to 20
☐ 6 to 10 years	☐ above 20 years
☐ 11 o 15 years	

6. Position /Job grade _____

Part II: Questions Related to the practices of performance Appraisal

Please indicate the degree of your agreement with each of the items below by putting a tick mark () in the box that the best describes your choice.

Key:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

No	Description	1	2	3	4	5
I.	Social factors affecting women's participation					
1.	Fewer opportunities for women in education					
2.	Men are seen as decision making					
3.	Society condemns women to subordinate status					
4.	Men get social support than women					
5.	Women in authority not recognized					
6.	Inequality in higher education management					
7.	Women lack social networks					
8.	Dominance of male networks and alliances					

Part II: Questions related to Institutional Factors

Please indicate the degree of your agreement or disagreement with each of the items below by putting a tick mark (✓) in the box that best describes your choice.

Key:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

II.	Institutional factors	1	2	3	4	5
1.	Management positions dominated by male in the university					
2.	Patriarchal structure in the university					
3.	There is a political appointment in the university					
4.	In the university men fear female domination					
5.	There is notion for women are not good managers in the university					
6.	There is unclear promotion procedures in the university					
7.	Lack of extra – institutional networks for women in the university					
8.	Gender discrimination in appointment to senior management position					
9.	There is gender in balance in the university					
10.	Lack of psychological / intellectual / emotional support from senior management					

Part III.

please indicate the degree of your agreement or disagreement with each of the items below by putting a tick mark (✓) in the box that best describes your choice.

Key:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

III.	Personal Factors	1	2	3	4	5
1.	Women do not aspire higher					
2.	Lack of confidence among women					
3.	Eligible women turn down appointments					
4.	Timidity of women					
5.	Lack of ambition in the women					
6.	Low academic qualification of the women					
7.	Lack of motivation					
8.	No role models in the university					
9.	Women tend to be helpers					
10.	Lack of experience					

Part IV. Questions Related to Family Factors

Please indicate the degree of your agreement or disagreement with each of the items below by putting a tick mark (✓) in the box that best describes your choice.

Key:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
1	2	3	4	5

1	Family demands draw excessively to jeopardize performance	1	2	3	4	5
2.	Lack of psychological / intellectual / emotional support from family					
3.	Lack of support from husband					
4.	Load at home					

1. Any additional factors that you may think affect women's participation in leadership positions other than those issues raised above?

2. What do you suggest to improve Factors affecting females' participation in leadership position at Addis Ababa University?

3. What do you think are the shortcomings / limitations of factors affecting female's participation in leadership positions at Addis Ababa University?

Thank you

Declaration

The under signed, declared that this thesis is my original work and that all the sources of materials used for the thesis have properly been acknowledged.

Name: Berhan Solomon

Signature.....

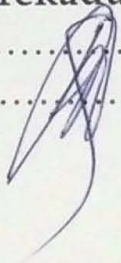
Date.....

This paper has been submitted for examination with approval as university advisor

Name: Befekadu Zeleke (PhD)

Signature.....

Date.....

A handwritten signature in blue ink, appearing to be 'Befekadu Zeleke', written over the signature line for the second declarant.