

**OPPORTUNITIES AND CHALLENGES WOMEN TEACHERS EXPERIENCE IN
TAKING THE ROLE OF TEACHER LEADERSHIP: THE CASE OF NATIVITY
GIRL'S SCHOOL, ADDIS ABABA.**

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**Opportunities and Challenges Women Teachers Experience in Taking the Role of Teacher
Leadership: The Case of Nativity Girl's School, Addis Ababa.**

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APPROVAL

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DECLARATION

I declare that the work contained in this thesis has not been previously submitted to this or any other institution to be eligible for an award. To the best of our knowledge and belief, the thesis does not contain any material previously published or written by another person, except by reference.

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DEDICATION

This research is dedicated to the late teacher Getachew Abebe, my father, who played an incredible role in my early education, for his faith in me and his untiring belief in me. I always remember him. I would also like to dedicate this work to Brother Belayneh Medhanit (PhD), my brother, who encouraged and supported me to continue my studies successfully. Without his prayer, encouragement and support, my dream could not have come true.

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ABBREVIATIONS

BoE-	Bureau of Education
EFDRE-	Federal Democratic Republic of Ethiopia
FGD-	Focus Group Discussion
KII-	Key Informant Interview
MoE -	Ministry of Education
NGS-	Nativity Girls School
WCYA-	Women, children & youth Affairs

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ABSTRACT

The purpose of this study was to assess the opportunities and challenges women teachers experience in taking the role of teacher leadership at school particularly in Nativity Girl's school. To conduct this study, descriptive research design and qualitative research approach were used. The participants selected by using purposive sampling techniques. The data were collected by interview and focus group discussions. The collected data were analyzed using thematic analysis method. The findings of the study showed that female teachers' role as leaders has been enhanced due to opportunities availed for participation at different levels of school leadership, their own career as teachers in girls' school, and working with a female Principal. With regards to challenges female teachers face, the findings showed the individual, cultural and organizational challenges prevent them from taking leadership roles. The factors related to those challenges include: women's' own perception of their role, lack of self-confidence, family upbringing as girls, gender biasness, lack of motivation, lack of clear school structure, workload both at school and at home. As ways of coping mechanisms to the challenges, the findings indicated that updating oneself with reading, taking risks, showing consistent resilience at work, not leaving the role to males, building up confidence, developing effective communication skills and managing one's own time were helpful. In addition, Democratic and situational leadership styles are found to be styles that motivate female teachers to participate and contribute to the maximum of their ability.

Key Words: Opportunities, challenges, coping mechanisms and leadership styles

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Ethiopia is one of the countries that have signed the international declarations affirming the legal rights and equality of men and women. Moreover, it included such a point in the Constitution in Article (9) 4, stating that "All international agreements ratified by Ethiopia shall form part of national law" (ERDF Constitution, 1995, p.79).

However underrepresentation of women in school leadership is a challenge in many contexts. Globally nearly seven in ten primary and five in ten secondary school teachers are female – but women remain underrepresented in school leadership (Bergmann et al. 2022).

In Ethiopia education statistics for 2020/2021 showed that 12% of school leaders in primary and middle schools were female, falling to just 7% at secondary level. Representation is even lower in some regions for example, there were just two female principals in the entire Somali region in 2019 (EDT 2020).

Within the 48 countries participating in the 2018 Teaching and Learning International Survey (TALIS), only 48% of lower secondary school leaders are female versus 68% of teachers (OECD 2000 in Bergmann et al, 2022).

A study in Addis Ababa showed that the participation of women in leadership positions in education varies according to various factors. For example, findings from Sewunet (2021) show that women are underrepresented due to a lack of personal preparation, lack of self-interest, fear of failure, low image self-esteem, lack of role models, gender discrimination and political gaps, societal perceptions of women, leadership skills and gender roles.

With this in mind, this study therefore focuses on the underrepresentation of female participation in educational leadership positions showcased in Addis Ababa school and examines the opportunities and challenges that greatly contribute to female teachers in exercising their role as a teacher and leader.

1.2. Statement of the Problem

The current under-representation of women in leadership positions is reflected in several research studies that have been conducted on women in leadership positions in education (Gupton and Slick, 1996; Shakeshaft, 1989).

Hirut (2014) identified in her study that education administration is male dominated and to fill this gap, they have been developed several programs, such as the Women Empowerment Programs (WEP), with the aim of promoting an environment that evokes the leadership and choice of women at the local level, as well as increasing the economic opportunities of women in rural families.

All over the world, as well as governments, oppose the fight for the consideration of equal opportunities for women to participate in various global activities such as social, economic, political, etc. (Leliftu, 2014). Much research has been done to show ways in which women can be empowered to participate in leadership positions on an equal footing with men. But as the world changes faster and new ideas are introduced, individual perceptions, interpretations and applications of new concepts lead curious women to be reluctant to assume and participate in leadership positions in education due to fear of unknown, low self-sufficiency, lack of role model that could set an example for women who understand socially constructed facts behind their worldview. Thus, this research aimed to describe the socially constructed reality regarding the

disadvantages of lower participation of women in educational leadership. (Cooper Jackson, 2001).

One of the movements to reduce gender inequality is an application of affirmative action. This concept is primarily based on the justice of men and women rather than their equality. The concept of equity seeks to recognize the possible difficulties people may encounter and provides possible opportunities and means to achieve the same result. Rather, the concept of equality believes that all people are equal, it does not recognize different circumstances, and all people have the same opportunities and resources.

In the context of Ethiopia, affirmative action works mainly in the first cycle entrance examination from secondary school to propaedeutic and from propaedeutic to university entrance, to balance the number of male and female students. This helps to some extent in encouraging women to better them in education. However, after graduation, access to leadership positions is left to male graduates (Emebet, 2006). In other words, the subordination of women is well perceived and the country works to promote women in education but fails to bring women into leadership positions after graduation. Therefore, the question for the researcher is what circumstances are considered while working with affirmative action. Because all conditions of social, cultural, institutional and behavioral factors need to be well understood regarding women's perceptions of leadership and others' views on female leadership and thus reach consensus with those of realities other than simply promoting action affirmative. This might be reminiscent of a comprehensive and holistic approach to understanding built realities. Thus, this research aims to evaluate the sociocultural, institutional and behavioral conditions of women's subordination and describe the reality and their coping mechanisms for the low participation of women in educational leadership.

In 2014, a different understanding comes from another researcher who sees affirmative action as a mechanism to encourage women after graduation. Women have equal right to employment, promotion; affirmative action is being taken to improve the employment status of women through the revision of civil service codes and existing labor law (Hirut, 2014). However, the under-representation of women in leadership positions can also be attributed to women's personal decision to stop using education advertising for several reasons: loss of important ambitions, unfamiliarity with the advertising machinery and loss of confidence to succeed, mainly socialization linked to gender, fear of failure and lack of competitiveness (Acker, 1989; Coffey and Delamont, 2000; Limerick and Anderson, 1999). For this reason, the researcher thought it would be interesting to investigate what really leads to the fact that women are currently underrepresented behind the implementation of positive actions in secondary education. Ethiopian women are more concerned about gender discrimination in all aspects of their lifestyle than any other woman in any part of the arena in terms of economic, social, cultural and criminal components (Sewunet, 2001).

As they make decisions, women tend to weigh more variables, consider more options, and see a wider range of possible solutions to a problem (Helen, 1999). However, here in Ethiopia it is not customary to recognize the decision-making power of women. Therefore, the researchers in this study reflect the above characteristics of women aiming to indirectly imply ways in which women might be empowered to bring their unique skills to the education system. This is believed to be fertile ground for using their talents in educational leadership roles.

In general, the researcher led the perceived realities of women in leadership positions in education; discover what is important behind their experience, their perception, and the social

and cultural aspects of these realities, identify the implications of social work to recognize the valuable potential contribution of women in the decision-making process.

The 2001 study by Leliftu (2001) recommended assigning female role models in leadership positions in education and minimizing male dominance. Similarly, Restine (1993) found that female role models would definitely help encourage other young aspirants to do the same. Therefore, leadership is a process of getting all employees to understand and agree on what needs to be done, and then a process of coordinating individual and collective efforts to achieve organizational goals (Yukul, 2006: p8).

A recent survey conducted on secondary schools in Addis Ababa, in the suburb of Kirkos. Most of the women interviewed express the idea that they have no idea how clients are selected and recruited. And this idea supports institutional factors, no transparent selection and promotion policies to empower women and weighted average score of 4.0 reinforces the idea (Hanna, 2016). Therefore, this research further elucidates the criteria endorsed by the MOE to fill the gap in the above research (Hanna, 2016). This could provide opportunities to empower women of interest to take on leadership positions in schools.

According to Hillinger and Heck (1999), school leadership is simply the vision, skills and leadership qualities that school leaders and principals need to possess to build and sustain their school. In other words, taking the vision of the school as a pathway, school leadership is determined by the extent to which school leaders exert influence through their instructional leadership qualities. School leadership skills are used to attract talented teachers (Leliftu, 2001). Some studies have confirmed that the level of education strongly influences the participation of women in leadership positions in the field of education. For example, Jakobish (2012) conducted research on the factors influencing the participation of women in leadership positions

in schools. The results showed that lower levels of female education result in fewer female teachers and role models, and ultimately fewer female administrators. Apart from taking into account educational attainment, women are also thought to have dependent and unskilled leadership qualities, resulting in them being largely ignored from their leadership positions and their contribution being overlooked in every aspect (Leliftu, 2001). This is why the researcher wants to add the effects of school leadership style as a new insight to assess women's participation and leadership skills, to see if it creates the opportunities where female role models could emerge.

Thus, while pointing to some common factors of underrepresentation of women in educational leadership, this research focuses on the opportunities and challenges experienced by female teachers in taking his role of teacher leadership

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess opportunities and challenges women teachers experience in taking the role of teacher leadership: in case of Nativity Girls's School.

1.3.2. Specific Objectives

Specifically, this study seeks to:

1. Identify opportunities for women participation in taking the roles of teacher leadership.
2. Identify challenges for women participation in taking the roles of teacher leadership.

3. Describe how women teachers cope up with the challenges they face in their role as a woman leader?
4. Describe the extent in which the school rules and regulations follow MOE's criteria for the selection of school leaders?
5. Identify the effects of school leadership styles on women participation in educational leadership position.
6. Examine opportunity and contribution of Ethiopian educational policy on women to participate in educational leadership.
7. Suggest better ways in which women can get empowered to educational leadership position.

1.4 Significant of the Study

In line with objectives of the study it is believed that the research is important to know why women's participation in educational leadership is lower than men's. To know these factors and give possible solutions to recurrent problems, it is laudable to conduct this research.

In Togo, where only around 1 in 10 primary school leaders are women, primary school exam results and promotion rates are higher for both girls and boys attending schools led by women, even when controlling for a set of contextual and geographical variables (UNICEF Innocenti, forthcoming in Bergman et al, 2022). This research is important because it come up with the information on what is it like to be a women teacher in exercising their role as a teacher and leader in a school led by women principal.

Emerging insights from UNICEF's Data Must Speak research in Laos shows that the most effective schools are twice more likely to have a female school leader than lower performing schools (UNICEF Innocenti & Ministry of Education, Lao People's Democratic Republic, 2020). Therefore, this research come up with findings on what was the opportunities to take on teacher leadership role on one hand and opportunities available in the school in having female school leaders.

Students in female-led primary schools had higher learning outcomes in both mathematics and reading than those in male-led schools (PASEC-CONFEMEN, 2020). The researcher's intention on this study is not merely about to know whether female-led school is good or bad for students learning outcomes rather what are the opportunities and potential challenges for female to participate and contribute to the maximum of their ability as a teacher leaders in this female-led school. Therefore this study would be a source of reference for other researchers by giving actionable insight on both the opportunities and challenges female teachers experience in taking the role of teacher leadership. For example, for the study on the correlation between female-led schools and students learning outcomes.

In addition, it will inform their future planning and strategy developments as far as the participation of women are concerned. For researchers and academicians, the study will be important in areas requiring further research to build on the topic opportunities and challenges women teachers experience in taking teacher leadership in schools which is governed by female principal. In addition, the findings of this study would be important source of reference for future scholars and researchers.

1.5. Scopes and Delimitation of the Study

Due to time constraints, the scope of this study was delimited in to the following categories: The first is geographical scope of the study, Addis Ababa city administration. Secondly, the data sources are confined only to documents and employees of selected secondary schools. Conceptually, the study only focused on opportunities and challenges of women teachers experience in taking the roles of teacher leadership.

1.6. Limitations of the Study

Whatever research may be conducted, the researcher concerns potential weakness that is out of control. For this study, the researcher encounter certain limitations that are closely related with the chosen research design, theory and framework, funding constraints, and time limitation, In addition, the researcher limited to access only a small geographical area which would not provide an overall scope of responses. For this reason, data saturation would not have been achieved.

1.7. Definition of Terms

1.7.1. Operational Definition

Teacher leadership can be defined as: ...the process by the teacher, individually or collectively; Influencing their peers, school leaders and other members of the school community to improve teaching and learning practices with the goal of improving student learning and achievement. Such leadership involves three conscious development priorities: individual development, collaborative or team development, and organizational development (York-Barr & Duke, 2004, p. 287).

1.7.2. Conceptual Definition

A sister- is a woman religious who lives in a convent but works/serves in a ministry outside the walls of her particular congregation (for example, the principal in nativity girl's school (Catholic school)).

1.8. Organization of the Study

This research paper consists of six chapters. The first chapter deals with the introduction part of the paper encompassing background of the study and statement of the problem, objectives of the study, significance, scope and limitation of the study. Chapter two focuses on relevant literature review. In this chapter a review of the relevant literatures in relation to the topic under discussion will be made. Chapter three will discuss about the methodology and procedures used for data collection and analysis. Chapter four contains findings of the study and presentation of the results while chapter five deals with analysis and discussions of the findings. Finally chapter six offers summary, conclusion and implication.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents applicable literature works from the main state of fields to justify its conceptual foundation. It discovered the lessons in different themes regarding the opportunity and challenges women teachers experience in taking the role of leadership and discussed in line with the review of related literature presented below.

2.1 Meaning and Concept of Leadership

Many scholarly literature defined leadership in exceptional ways. For example: Davis and Newstrom (1989) defined; leadership as the procedure of encouraging and helping others to work enthusiastically toward objectives. As Davis and Newstrom(1989) explained, without leadership, an company would be only a gathering of humans and machines, just as an orchestra barring a conductor would be solely musicians and instrument, the orchestra and all groups require leadership to develop their precious belongings to their fullest capacity.

Leadership defined as *“the technique of influencing others to recognize and agree about what needs to be accomplished and how to do it, as nicely as the method of facilitating individual and collective efforts to accomplish shared objectives”*(Yukl,2006, p8).

In the area of business, leadership styles labeled into three, which is democratic, autocratic and leis-fair

2.2. Leadership Styles

Lewin developed what is now a well-known and established model of leadership that has been used repeatedly since its development and is regularly cited. The study highlighted three leadership styles which were autocratic, democratic and laissez-faire (Lewin et al,1939).

2.2.1. Autocratic Leadership Style

This is incredibly an charming trait, this chief seems to withhold information, for the reap of themselves, as a substitute a power skip (Lewin et al ,1939). In one of a variety words, power is centralized with this leader so as to command subordinates to do what the chief wishes to be done. For Lewin, this is a strict chief who outlines the work, there is a problem of unknown from the worker as this chief does no longer continuously furnish all the files and can be fairly aloof with the employees. This is due to the fact this chief is task oriented and directional and needs to keep time in ending the tasks rather than discussing one-of-a-kind troubles with followers.

2.2.2. Democratic Leadership Style

Lewin et al (1939) describes this leader as very much about the group and encourages group discussion and offers advice and alternatives, the employee does have freedom and is informed, which instills trust. This leader recognizes the power and abilities of the staff, consults and leads varieties of opinions, considers the opinions outlined and makes decisions together.

2.2.3. Laissez-Faire Leadership Style

The laissez faire approach to leadership is not based on performance or people, but on the assumption that people are uncontrollable and unpredictable and therefore why spend time trying to understand these habits (Friaz, 2017). This leadership style gives the employee a lot of freedom to make their own decisions for their work. The leader does not actually participate in and comment on employee activities unless required, a very direct approach (Lewin et al, 1939). The laissez faire leader works with any structure and enforces goals only when necessary (Friaz,

2017). In light of this, it is not surprising that employee development is not a concern of the laissez faire leader (ibid).

2.2.4. Situational Leadership Theory

This situational leadership theory applies the above three leadership styles based on the situation. Hersey and Blanchard's situational leadership theory (SLT) is one of the best-known theories in the field of managerial leadership (Hersey, P. & Blanchard, K. H., 1977).

In their model, a leader applies different leadership styles according to a follower's (an employee/subordinate's) maturity level. The term "(Task Relevant) Maturity Level" was introduced in the first consolidated editions of SLT in the 1970s (Graeff, 1997, p. 154). Later on, SLT underwent many revisions with the wording "maturity level" changed first into developmental levels (Thompson and Vecchio, 2009) and then lately, in their newest edition, into performance readiness levels (Hersey, Blanchard and Johnson, 2008). In SLT, the task-relevant maturity level of the follower is the major situational determinant of leader behaviour (Graeff, 1984, p. 285).

2.3. Gender and Leadership

Coleman (2002) and Hall (1996) have found in their research that gender issues are viewed relatively as women's issues. When gender issue is arising it seems that the issue related to women is arising. This idea is supported by Shake shaft (1993), who argues that gender is so closely associated with women that in some cases they are synonymous. It defines gender as a cultural term that is socially constructed and we define the behavior of people according to our beliefs of what male do or what female do.

2.3.1. Gender Role

Our perception of male and female work effectiveness relying on our attitudes related to gender roles so it is so crucial to understand gender inequality in working place. A woman to be a school leader depends on what they are thinking about their roles and what the society thinks about the role of women. Hofstede and Bond (1988) noted that all Asian cultures are "collective and family" and that women should take responsibility for the family and children. Women usually faced with the dual responsibilities of family and office work, working women are subject to stress and role conflicts (Noor 2003).

Female managers are less likely to be accepted into the male-dominated culture within work organizations (Westwood and Leung 1999; Ng and Chakrabarty 2005). Dr. Alex Gardner-McTaggart, director of the program, does not define leadership in education in terms of a dominant or assertive style, as in business or the military. Many people assumed that gender role was an important personality trait that influences leadership style. In our case here in Ethiopia, we have a tradition that when a leader begins to have more relationships with followers, he will no longer be considered as a leader in people's minds and will be labeled with the so called "*setaset*", as the one sees an approach. Relationship oriented as for women. This is also true for women who are task-oriented leader to be labeled as having masculine personality "*wendawend*". This shows Ethiopian cultural perspectives for gender role.

2.4. Women's Leadership Styles

The presence of feminine or masculine traits in leadership styles is related to the construction of gender (thus, they associated masculinity with a task-oriented leadership style and femininity with relationship-oriented leadership styles (Larson and Freeman, 1997). Hirut, (2014) supported the idea by stating that "Female leadership qualities are characterized as emotional, sensitive,

expressive, collaborative, intuitive, warm, delicate, receptive to ideas, talkative, kind, empathic, and submissive." Also, Pounder and Coleman (2002) specified an appropriate form of leadership for women. They said the right kind of leadership for education is transformational leadership, a more relationship-oriented leadership style and is one of the qualities of female leadership (Pounder & Coleman, 2002).

Moreover, contingency (situational) approach helps leaders apply their own style in the best outfits for the given situation. What makes them effective is adjusting their leadership styles correctly in a given situation.

The contingency theory of leadership is proposed by Australian psychologist Fred Edward Fiedler in his seminal 1964 paper "A contingency model of leadership effectiveness". It is a model of adapting the leadership style to a situation. In other word, applying autocratic, democratic and laissez-fair leadership styles according to the given situation.

2.4.1. Women and Educational Leadership in Ethiopia

Educational leadership and academic success is seen simultaneously. For example, academic success depends on effective leadership. "The success of the schools for tomorrow will depend on the ability of leaders to connect the skills of the local population, increase sense and meaning and build a community of responsibility (Harris, et al, 2003).

For educators looking to increase and expand their responsibilities, there are plenty of opportunities to take on leadership roles. These opportunities will help them develop their leadership skills and strengthen their school community.

2.5. Leadership Qualities of Women

Studies to recognize the leadership qualities of women, Grove and Motogomer (2000) stated that good school administration is more responsive to female leadership styles than male ones.

The literature indicates that women who are already at the top of the leadership ladder use their power correctly to improve an organization. For example, Women use power to empower others (Conner, 1992). Next to Conner; Research by Gilligan (1986), cited by Patricia, provides insight into the behavioral leadership skills employed by women. She has found that women are more likely to use relationship leadership skills than their male and that women are great managers and HR builders (Patricia, 2010). This is the ability to manage multiple tasks (including administration); people and communication skills; the ability to focus on supporting and mentoring staff; and adopting a team-based approach rather than an authoritarian approach (Manaha, 2010). Female leadership tends towards a style defined as “interactive leadership” (Rosener, 1990) which includes: inspiring participation;

2.6. Women's Participation in Educational Leadership: Challenges

The current under-representation of women in leadership positions is reflected in several research studies that have been conducted on women in leadership positions in education (Gupton and Slick, 1996; Shakeshaft, 1989). Studies show that many factors influence the participation of women in leadership positions. Some of the main barriers that hinder women's participation are socio-cultural, institutional and individual barriers such as lack of self-confidence, fear of failure, lack of interest in work. These barriers are imposed either from within or from without (Shakeshaft et al, 2007). The underneath are challenging factors that undermine women participation in educational leadership.

2.6.1. Socio-Cultural Factors

Various researchers (e.g. Dipboye quoted in Abebayehu, 1995; Onyango Simatwa and Ondigi 2011; Shakeshaft et al. 2007) indicate that socio-cultural factors are one of the factors contributing to the under-representation of women in leadership positions in education. These factors include: gender socialization, societal attitudes and perceptions, women's self-concept for leadership, family and domestic responsibilities. Societies have the expected role for both male and female. This could be caring; home responsibilities, nurturing is expected for women and to work out side home and being protective is the role of male. Hence, this factor contributes to women's low participation in leadership as it pulls women's performance to a home related aspect as of the society's expectation of women to be.

2.6.1.1. Gender Socialization

Gender socialization is an ongoing process that begins in early childhood at home. In most cases, preschoolers are socialized to be shy, play with toys at home, passive, shy. Boys, on the other hand, are encouraged to be aggressive and active, playing with guns outside with his friends, and encouraged to tell family how his day is going. Therefore, boys develop the confidence to speak in front of other people, ask questions and explore their interests. While girls tend to feel lonely they are shy about interacting with others. In most societies, women are inexperienced in decision-making and leadership in public spaces because, unlike boys, girls are socialized into passive roles and have little opportunity to make decisions or develop leadership skills outside the family context (Cubillo and Brown, 2003; Shakeshaft, 1989).

2.6.1.2. Gender Stereotyping Factors

Gender stereotypes have consistently shown that men are generally seen as more independent and capable than women, while women are seen as more communicative and collaborative than men (Duher and Bono; Sczesny and Stahlberg cited in Ginige, 2007). Gender stereotyping can affect women because of the traits given to women can prevent her from accomplishing her assigned duties and responsibilities as her counterparts do.

2.6.1.3. Social Attitudes and Perception

Distrust of women's leadership abilities, as well as stereotypes and prejudices about their role in society and their inadequacy for leadership and decision-making roles, raise also challenges for women (Hoare and Gell, 2009). In this context, "Leadership is a very gendered concept which identified with the masculine (Brandrett, et al., 2003). Although women hold positions of leadership and responsibility, there is a tendency to assume that the "legitimate" leader is a man (p. 37). This attitude and this image of society is also seen here in Ethiopia. Of course, it is not surprising to be led by female executives. People were considered satisfied by the female leaders when she succeeded in carrying out the mission assigned to her; especially for the mission of their subjective company. As a result, they will begin to admire them for their struggle against societal attitudes and perceptions, rather than for their efforts to succeed. But if there is the mission failure condition, then it will be directly related to the personality of their "Set Selehonech New". This labeling causes her behavior to behave like a man. In relation to the above idea, male leaders are considered more effective than female leaders (Eagly and Johnson, 1990; Vecchio, 2002). Thus, it is not surprising that men are viewed as efficient, competent, and successful, while women are viewed by society as inadequate, incompetent, and ineffective in

leadership activities (Rosen, 1989). This is also true here in Ethiopia that men are in supreme hierarchy as it has a patriarchal society.

Patriarchal ideology bases its functioning on the premise that men are biologically superior to women and that women, as biologically weak beings, depend on men for survival (Meron, 2003).

2.6.1.4. Women's Attitude and Self Concept to Leadership

Societal and cultural attitudes towards women's performance lead to women underrepresentation to leadership position. Women are more or less mistreated for seeking an administrative position and this is largely due to society's attitude toward proper male and female roles (Grove and Montgomery, 2000). These societal attitudes could negatively affect women's self-confidence and self-efficacy. On the other hand, women fear socializing as leaders because of the culture and tradition (Cubillo & Brown, 2003). Other factors aside, women have understood a concept of leadership as difficult as they can do. Due to this factor, women do not consider the leadership responsibility as something they can deal with it. Therefore, women's attitude and self-concept to leadership is a great factor to undermining their participation in leadership.

2.6.1.5. Home Responsibilities

Home responsibilities of women are a factor that underrepresents women participation in leadership for both global and national aspects. Native American women in Montana reported to be identifying family responsibilities as barrier to entering administration (Brown, 2004). This is true that this factor affecting women here in Ethiopia. As it is known women are mothers, wives, and main source of income in their home (Meron, 2003). Therefore, women hinder from having a leadership roles because of her multiple roles at home.

2.6.2. Institutional Factors

Research findings indicate that female leaders are subjected to a greater number of work related problems and pressures compared to male leaders (Coopers and Davidson, 1980). For example, institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions (Hoare and Gell, 2006, p6). Thus, an institutional factor affects women participation to leadership.

2.6.2.1. Discrimination/Sex Segregation in Hiring of Educational Leaders

According to Wirth (2001) indicated that in the United States although the percentage of women participating in the labour force has increased dramatically, women have remained concentrated in a narrow range of occupations.

Mostly, while it is observed that most men recruiters are perceived to have negative attitude toward female candidates for administrative jobs, the bias is observed to be less severe amongst old than young recruiters who have had some working experience with female employees (Rosen and Jerede cited in Abebayehu 1995:5). Thus, discrimination/sex segregation in hiring of educational leaders is a one factor which affects women participation in educational leadership position.

2.6.2.2. Lack of Leadership Mentors and Insufficient Support Systems

Mentors try to mold the mentee into the image of them; provide career development functions that involve coaching, sponsoring as well as psychological support and increase mentees self-confidence (Shakeshaft et al., 2007). Therefore, lack of leadership mentors and support system can hinder the participation of women in educational leadership. This is due to the fact that women leaders need support, inspiration and a sense of connection with others. This is how

women could get empowered and take on a leadership roles. However, traditionally women had little support, encouragement or counseling from family, peers, super ordinates or educational institutions (Shakeshaft, 1985; Shakesheft et al., 2007). Thus, it affects their participation.

2.6.2.3. Lack of Role Models

Role model is one whom you admired and tried to emulate, but may not have known personally (Gupton and slick 1996). Lack of role models is one of the reported barriers to women's entry into and advancement in educational leadership (Sperandio and Kagoda, 2010). This idea indicates that lack of sufficient role models can hinder participation of women who might aspire to leadership positions particularly educational leadership. Several researchers (for instance, Hinkson, 2004; Irby and Brown, 1995) have pointed out the need for role models. Same sex role models were the most effective for females (Shakeshaft, 1985). Thus, lack of role model is one aspect of challenges for low participation of women in leadership.

2.6.2.4. Lack of Professional Network

Lack of professional network is observed as a barrier. Regarding this in 1985, Shakeshaft noted that a lack of established networks as a barrier for women for one's professional longitivity. Networking is crucial for carrier development. Informal networking is crucial to women aspiring to leadership position and it is also a factor that moves the aspirants into formal leadership positions (Sherman, 2002).

2.6.2.5. Lack of Visibility

Visibility is mostly a pre-condition for leadership positions being other things equal. Men tend to be more visible in school life than are women (Ababayehu, 1995; Shakeshaft, 1989). Men don't

be involved in a home-related role as women do so he can be more visible in the school environment and it gives him a chance to be selected in leadership positions. This visibility gives men an edge over women when it comes to hiring, since these men already have been seen in leadership positions (p.52). Ouston (1993) also argued that men are more likely to be asked to chair committees or to represent the school than are women. Therefore, lack of visibility is a factor.

2.6.2.6. Lack of an equal Education, Training and Promotion Opportunity

Education is a tool that empowers women to get in to and participate in educational leadership. Education increases the upward socio-economic mobility of women and creates an opportunity to work outside home (Alem, 2003, cited by Ashebir). MOE, enforced the criteria to select an educational leaders and this criteria mainly focuses on an illiterate women. Thus, as women get access to equal education, training and promotion opportunities, the more they likely to get access to leadership. However, there are many socio-cultural constraints in which women are hindered from having the required education and trainings. For instance, women were given the role of a wife, a mother, and house keeper while men were given the role of bread winner, a protector, and supporter (Genet, 1998, as cited by Ashebir).

2.6.3. Individual Factors

2.6.3.1. Women's lack of Self-confidence and self-esteem

According to Karl Perera 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 safe things. Therefore, lack of self-confidence and self-esteem is a factor that affects women participation in educational leadership position.

For example, 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 (Turan and Ebiclioglu, 2002; Cited by Oplatka, 2006).

2.6.3.2. Lack of Interest on the Work

Women may lack interest to be a school leader. A teacher's personal outlook or vision with regards to teacher leadership affects their perception of self-leadership and contributes to the ongoing process of identity formation (Komives et al., 2005). We cannot conclude whether access to the leadership position is vital for women to develop their career level. Women could also have no interest in taking the leadership position due to her unique view of things. Thus, women lack of interest on the work could be a one factor for low participation on leadership.

2.6.3.3. Personality Traits

Women have a need to complete a task resembling a high quality output and then this desire could lead to unnecessary extra time being taken to reach that stage (Vinnicombe & Singh, 2003). Thus, women personality traits like perfectionist tend to be a factor for not engaging to leadership role.

2.7. Opportunities for Participation of Women in Leadership Positions

2.7.1. Global, national and regional policies

2.7.1.1. Advancement of Women (Gender Mainstreaming and Affirmative Action)

Several global and regional conventions focusing on gender equality and the empowerment of women have been endorsed by the United Nations (UN) General Assembly and the Organization of the African Union (AU), as well as by other regional organizations. According to CEDAW,

1993; The 1988 Constitution of the People's Democratic Republic of Ethiopia (PDRE) reflects government policy on women in development and provides a general guarantee that "the state shall provide special assistance to women, especially in the fields of education, training and employment, to enable them to engage in... to be able to participate in political, economic, social and cultural affairs on an equal footing with men (P: 10). The signed convention says so, but the issue is still unclear, either the implementation or the policy itself (ibid.).

The National Policy for Ethiopian Women, as set forth in the FDRE Guidelines for Planning Projects in Ethiopia (2001:9) on Gender Perspective, encourages the participation of women through the affirmative action measures so as to empower women.

2.8. Criteria for Recruiting and Selecting School Leaders

In 2009, the Ethiopian Ministry of Education set criteria for the selection of head teachers. Based on these criteria, Woreda education officials select and assign principals to leadership positions. Consequently, it is good to be known to each of the schools in order to break down the barriers that hinder the selection of women in the direction of education.

According to the MoE (2009), the selection process consists of two parts: the selection phase and the formal selection process. The screening phase of the selection is the most decisive. To compete for the positions of Directors, Deputy Directors and Supervisors, a candidate must possess the specified qualification (eg BA / BSC for Primary 2nd Cycle and MA / MSC for Secondary and Preparatory Schools); be trained in school administration or teaching; serve as heads of unit, department head, vice president or director; achieve at least the "Teacher Position" in the teacher's career (structure); faith in the constitution, equality of nations and nationalities and knowledge of the new Ethiopian education and training policy; free from disciplinary

problems. Additionally, a candidate is required to provide written evidence from the relevant agency for participation in the formal competition selection process. This could be the candidate's political affiliation with the ruling party. Finally, the points for candidates according to the guideline are given in the following way.

1. Performance evaluation result = 50%
2. Oral and/or written exam = 35%
3. Professional experience (management experience) = 10%
4. Quality of the personal file = 5%

In addition to this, to become a head teacher, one must have a second degree in any field of education and take at least one course related to school administration and, in addition, pass a relevant pre-professional training Qualification of chefs (የኢትዮጵያ መምህራን ልማት መርሀ ግብሥ፤ 1999:30). It requires two years of experience as the selection criteria for secondary school principals (የርዕሰ መምህራንና ሱፐርቫይዘሮች የሥራና የደረጃ ዕድገት መመሪያ፤ 2000:26). This is good to know and adopt for the school to see potential teachers who looking for leadership position.

2.8.1. Education and Formation

Improving hiring policies and strategies providing women with appropriate knowledge, training and networks with their peers will help women develop their managerial skills more effectively (Netsanet, 2013). As noted by Shakeshaft (1989:128), the lack of qualified women candidates is one of the factors that affect women's participation in leadership positions. Therefore, the main strategy to increase the number of female school leaders is to provide in-service and pre-

employment training, as well as formal university education administration courses, which enable women to acquire sufficient knowledge of school leadership and compete on an equal footing. Equal footing with men in leadership positions in academia. Therefore, access to education is a great opportunity for women to take the lead from teachers.

2.8.2. The Presence of Female Role Models in High-Level Leadership Positions

The selection of women for leadership positions has changed over time in political aspects and more female role models have emerged. However, women in Ethiopia see themselves as a socially underrepresented group of people. For example, in most of the countries, men are more likely to be leaders in education and elsewhere (Gold, 1996). Indeed, Role models could be seen as an asset from which people derive awareness, abilities and capability. Thus, due to the presence of role models in the school women may get empowered and confident on taking the leadership role.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter sets out the methodology that is used for the study, which involves the research approach, the research design, sample and sampling techniques, source type and tools/instruments of data collection, procedure of data collection and methods of data analysis and protection of human subjects /ethical considerations.

3.1. The Research Design

This research was conducted as a descriptive research design type. A descriptive research design describes or defines a subject, through creating a profile of a group of problems, people, or events, through the collection of data, the tabulation of the frequencies on research variables and the analysis of their interaction (Cooper & Schindler, 2006).

This research approach is appropriate for this study based on the fact that the researcher intended to collect detailed and current information that would enable identifying and describing the current situation concerning the study. Descriptive method of research is a technique of gathering information about the present existing condition (Creswell, 1994).

3.2 Research Approach

In relation to the objective of the study, a qualitative approach was used so as to get the relevant information related to the study. Qualitative research can help explore the experiences of individuals in detail, from the viewpoint of the individuals under study. Qualitative research (a) is naturalistic, since data are collected from socio-cultural and psychological environment in which participants live and experience the problem,(b) uses researchers as key instruments

because they observe behavior and interview participants and by way of in-depth and long-term interactions(Creswell, 2007).

The research design process in qualitative research begins with philosophical assumptions that inquires make in deciding to undertake a qualitative study. In addition, researchers bring their own worldviews, paradigms, or sets of beliefs to the research project, and these inform the conduct and writing of the qualitative study (Creswell, 2007). Fraenkel and Wallen,(2006) strengthened the idea of Creswell as the difference between qualitative and quantitative are often discussed in terms of differing paradigms, or *worldviews*.

3.3. Philosophical Assumptions and Paradigms

This study considered the social constructivism paradigm to guide the research. According to Creswell (2007), the social constructivism paradigm invites participants to describe the world they live in and experience; it helps ask open-ended questions and constructs ideas on contexts of cultural and historical settings. In light of Creswell's approach to qualitative study, this study attempts to develop good relationship with participants, assess socially and culturally constricted believes and experiences, described stories in words rather than numbers. Some authors use the label qualitative rather than constructivist for the paradigm; however, qualitative is a type of methodology, not a paradigm (Kivunja, 2017). Thus, the researcher describes the leadership situation of women based on the socially constricted reality about the phenomena which implies that reality is constructed through human interaction and it is a subjective.

3.4. Description of the Study Area

The selected area for this particular study is Nativity Girls School which is located in Arada sub city. Addis Ababa, Ethiopia.

3.5. Study Population

The total number of the study population is 79 (34 Female, 45 Male). 49 teachers are teaching in a primary school (4 M, 45 F) and 30 teachers teaching in secondary school (4 F, 26M). Female teachers who are on a teacher leader and have an intention to take a school leadership position are the target population of the study. As indicated earlier, the study sought to assess opportunities and challenges women teachers experience in taking the roles of teacher leadership. As a result the study population comprised of female teachers from selected school in Addis Ababa city.

3.6. Participants of the Study

The participants of this study were selected from different positions which included school principals, unit leaders' department heads and from other position. Generally, there were five Interview participants for this study. The researcher decided number of participants in line with the level of data saturation reached. The inclusion criteria's to select the participants were experienced role as a teacher leader.

3.7. Sampling Techniques

The participants were selected using purposive sampling techniques based on their experience and educational level. The researcher used a non-probability sampling method to select and draw the respondents in the various levels of educational leadership positions including principals, supervisors, school unit leaders and teachers aimed at acquiring relevant respondents concerning the study. According to Bernard (2002), purposive sampling is one of qualitative sampling technique that is deliberately employed in choosing of informants due to the qualities that the informants possess and helps to identify types of cases for in-depth investigation. Thus,

purposive sampling method was helpful to select study population who have experiencing a role as a teacher leader and have intention to be a school leader.

3.8 Data Collection Instruments

3.8.1. In-depth Interview

In-depth interview conducted face to face for 15-40 minutes in a quiet place and at a convenient time for participants. The in-depth interview were selected due to its opportunity for “explanatory probing” and follow-up questions when needed, which allows its adaptation to fit the situation of the particular participant (Arora et al., 2003). Both Amharic and English interview protocol used based on participant’s preference.

The interview questions were prepared which related to the concepts shared in the literature review. Concepts related to opportunities and challenge women teachers experience in taking teacher leadership, helped participants resonate their lived experience and interpret with respect to their personal view. The interview allowed respondents to briefly explore their attitude and view point towards women underrepresentation in educational leadership this supported the researcher get a verities of socially constructed belief system regarding the same phenomena. A checklist of in-depth interview was prepared for female teachers who have an attempt of being principal and have a role as a teacher leader.

3.8.2. Key Informant Interviews

Key informant interviews are qualitative in-depth interviews with people who know what is going on in the public. For this study participants from academic directors and unit leaders

participated. Participants were selected because of their knowledge and ability in providing insight on the nature of problems.

3.8.3 Focus Group Discussion

The researcher selected 10 homogeneous participants by separating male and female participants in different position. For example, in an evaluation report of a retreat for environmental educators, the moderator conducted separate focus groups for first time attendees and for participants who had attended for many years (Eells, 2003).

3.9 Data Analysis Procedure

3.9.1 Qualitative Data Analysis Procedure

The data for this qualitative research is analyzed with a thematic analysis procedure. Because it is easily grasped and can be relatively quick to learn, as there are few prescriptions and procedures (Broun & Clarke, 2006; King, 2004). Braun and Clarke (2006) and King (2004) argued that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights. Moreover, it helps to a qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke 2006).

3.10 Ethical Consideration

The researcher attempted to make the study professional and ethical. To this end, the researcher tried to inform the respondent that the purpose of the study is only for academic purpose.

When introducing the intention of the research in the introduction part of the interview checklist, the researcher set that confidentiality is kept. Moreover, the study accompanied based on the permission of the participants.

The researcher did not also make personal judgment for participant's response during data presentations, analysis and interpretation. Likewise, all these study materials are appropriately acknowledged.

CHAPTER FOUR

FINDINGS OF THE STUDY

This chapter presents the results of the finding part. The findings from the interview and focus group discussions and are presented theme by theme. The findings starts from the demographic characteristics of participants and continues with the major themes identified based on the research questions. There are six themes identified that includes:

- 1) Opportunities of participation in leadership role as a woman,
- 2) Challenges facing current female teachers in the school ;
- 3) Coping mechanisms of female teachers for the challenges they face in their role as a woman leader
- 4) Kinds of leadership styles that motivate female teachers to participate and contribute to the maximum of their ability,
- 5) Perception and feeling of female teachers as working in girls' school led by a woman principal make ;
- 6) Women Teachers Relationship with Male Colleagues.

These findings of the study are presented with discussions in line with the reviewed literatures and are presented below.

4.1. Demographic Characteristics of Participants

This part deals with the characteristics of the participants which are listed in terms of their age, sex, religion, place of birth , educational status, experience, current position and family status.

Table 4.1: Characteristics of the Study Participants

No	Co de	Ag e	Sex	Religi on	Pace of birth	Educational Status	Experien ce	Current position	Family status	Roles of participation
1	T1	26	F	Orth	AA	Degree	4 years	Teacher	Single	Interview
2	T2	39	F	Orth	AA	Degree	15	Teacher	Married	Interview
3	T3	37	F	ORTH	TIGRAY	Degree	14	Teacher	Single	Interview
4	T4	51	F	Orth	AA	Degree	25	Teacher	Married	Interview
5	T5	46	F	Cathol ic	AA	Diploma	20	Teacher	Married	Interview
6	K1	81	M	Orth	AA	Diploma	37	Unit Leader	Married	K.I.Interview
7	K2	60	M	Protes t	Wollega	Masters	40	AcaDirec	Married	K.I.Interview

As the above table indicates, there are five female participants in in-depth interview. All of them are graduated in degree. Age wise, the maximum age is 46 and minimum 26. They are experienced as teachers and the maximum year of experience is 25 and the minimum is four years. Among all in-depth interviewees two of them are single and the rest are married. Regarding the key informant interview as indicated in the above table, there are two men who participated and one is a unit leader and the other one is academic director both are married age wise the one is 40 and the other one is 37. The focus group discussion was conducted and 10 participants were participated in the discussion. Among them five of them are men the rest five are female age wise the maximum all is 65 and 29 was a minimum all. Six of them are married and the rest are single.

Five female and five male were participated in focus group discussion. Regarding the background information of respondents, table 1 indicates that among participants of the study, 10 are females and the remaining seven are males. The maximum age was 81 and the minimum age was 26. Regarding female participants, the maximum age was 60 while the minimum was 26.

As shown in the table 1 above, the participants' religion showed that 10 of them were orthodox, four protestant and three catholic. This shows that orthodox was the leading religion among the participants. Regarding participants' places of birth that nine of them were born in Addis Ababa and two of them were born at Wallega. The remaining six were born at Wallo, Asosa, B/Dar, D/Markos, Gondar and Tigray respectively.

The above table also indicates that, among all participants, 13 of them have first degree, one Second degree, two diplomas and the remaining one has certificate. The table above indicates that the participant's maximum years of experience are 40 while the minimum was four. As shown in the table 1 above, 15 of the participants are currently working as a teacher while the remaining two are working as a unit leader and deputy director. The respondents' family status indicated that 12 of the participants were married and the remaining five were single. Among 10 participants of the study, seven of them were married and the remaining three were single.

4.2. Opportunities of Female Teachers Participation in Leadership Role

During the interview, one of the opportunities of female teachers' participation in leadership role as a woman identified was being a teacher to better serve students. Participant T1 said that one of the opportunities is teaching students that can give an opportunity for female teachers to get the positions of leadership. During the interview, she forwarded the following:

“One of the opportunities is teaching. I have been given the opportunity to be a leader for the students and to provide for the needs of the students. I have been teaching for 4 years. During these 4 years, I have served as a leader and teacher for students. I was not given more leadership opportunities than a teacher was. Opportunity is given when you show interest. This school is about communication with the administration, with the parents. Both the administration and the parent

come from different backgrounds. There are also foreigners. The school supervisor will contact the parents. There were three female supervisors. As responsibilities, increase, teaching also more difficult, some have abandoned their leadership responsibilities to continue teaching. In my spiritual life, I am serving as the head of the accounting department at church.” T1

The other response forwarded by other participant was about work experience. Participant who is 37 years old and have 14 years teaching experience told that female teachers can get an opportunity to be take the position of leadership if they have valued work experiences. She explained that she has worked as an inspector at the Office of Education and was assigned to work in a department. This participant response was as follows:

I have previously worked as an inspector at the Office of Education. I also have management and leadership training. When I was hired at this school, they saw my leadership experience and assigned me to work in a department that would help me make a difference. T3

The response of participant T3 shows that a female teacher who has good experiences can be given the chance to be a leader at different positions.

Teaching girls and having woman principal was also found during the interview as opportunities for female teachers’ participation in leadership role as a woman.

A 51 years old female participant coded as T4 explained that she has an identity leadership role at the school. She also told that currently she works with students in managing the change students make when they grow up, and identify students who bring low grades or spend time in

silence in the classroom and helps them to understand and solve their problems by asking tactfully. During the interview, she gave the following responses:

Teaching a girls' school is an opportunity in itself. Because, 100% of our relationships are with female students. I see a lot of feminine behavior. ...I washes their minds every day and teaches them what to do. When I see another common family problem with children, I do not focus on calculation directly when I do this domain because it affects their education. I identify students who bring low grades or spend time in silence in the classroom. I try to understand and solve their problems by asking tactfully. T4

Another opportunity female teacher experienced to come to the position of leadership is having women principal. Participant T5 told that as the principal of the school is female, she gives chances for female teachers to take the positions of leadership. She further explained although she was not given the chance, there are women in management, supervisor, and disciplinary positions at the school. The response of this participant was like this:

At this school, women are given priority. However to get the position, the level of education, your communication with people will be seen. During my time here, after Sister, there were women in management, supervisor, and disciplinary positions. I still do not see anything in this compound. I just started working here and here I am.

After the above response, she also continued and shared her concern in this way:

Although I did not participate, I saw many women in leadership positions. I have never been given a chance. I think Sister did not give me this opportunity because

they only wanted me to be in the teaching place. I think that stems from the idea that it provides a good foundation for students. I am just busy teaching now. If I were given more responsibility, the work here would be abused. T5

Among the interview participants, one participant who has 15 years' experience in teaching gave different response. She said that there are no opportunities for female teachers' participation in leadership role as a woman as there are no system that encourages women at this school. .During the interview, she gave the following response:

I have not yet seen a leadership standard set for boys and girls in school. There is no system that encourages women. I mean, there is no requirement for someone with such experience to run for office. Assignments are made. I think the chances of getting involved in leadership roles are little. When a leader is needed, a new person comes from outside, somewhere else. That is the way it is. (T2)

4.3. Challenges Facing Current Female Teachers in the School

Female teachers face many challenges in the school and there are many deterrents to potential female teachers in their roles as teachers and leaders. The findings of the study showed that female teachers face an individual, cultural and organizational challenge that prevents them from taking leadership roles.

4.3.1. Women's' Perception of Their Role, Lack of Self-Confidence, and Culture

Women's' perception of their role, lack of self-confidence, and culture of raising girls is a contributing factor identified in the study. One participant explained it in this way:

Teaching abroad, I do not know dozens of other activities. I took on the responsibility of working outside the school, math activities. I have only one thing in my belief that I can do a variety of work assignments because I think it will be gone. Losses of self-confidence scare me. I have a view that I am unable to fulfill all duties, very hard to take on more responsibility. Therefore, prefer worry-free life to live, I will not take on more responsibility, I do not want to garb myself. I think I accepted the role of leadership, but I have no self-confidence. This effect is also to be made to come to our community and upbringing. I am my family's eldest daughter. It is difficult to get out of what is acceptable in our society. Self-confidence can gradually developed by our own. I think it's a loss of confidence generated by this.T1-

4.3.2. School System as Institutional Factor: Problem Related With the School Principal and Lack of MOE Controlling,

The challenges faced by female teachers during the study were the school system as an institutional factor, problems with the school principal, and lack of control from the Ministry of Education. These factors emerged as challenges that teachers face in carrying out their leadership roles in their schools.

Regarding the school system, it was noted that there is no clear promotion system in place in this school and there is no system in place to motivate female candidates. In addition, management attitudes towards women have proven to be a barrier to women's leadership.

One participant's response was as follows:

As a teacher, no one pushes me for my role as a student. I am alone. When I come to clubs, there is a man and a woman who come the same way. Both men and women work in the department. There is a problem, especially in the position of supervisor, head of unit and main position. No promotion system has been put in place in this school. I think management's attitude towards women is a barrier to women's leadership. There is no system for the female candidate. Because of the community, and for many women, birth defects are the impact that prevents them from overcoming. Maternity leave / will be affected, when they went, males mastered their position. T2

Aside from the school system not motivating female teachers for leadership roles, participants also reported that lack of administrative support is a challenge for female teachers. The challenges faced by female teachers associated with lack of support from the administration and principal have emerged from the research into lack of motivation, insufficient material support, and rare opportunities to provide training. In explaining the above challenges, one of the participants coded as K1 mentioned that one of the challenges female teachers face is the lack of support from the principal. She said that lack of resources needed for the task at hand and not completing it on time is the challenge she faces. Furthermore, the same respondent indicated that the principal's lack of motivation, lack of training and experience for the position are some of the contributing factors to prevent female teachers from taking on the position of leadership role.

Another response from a participant was this:

Problems are not solved through consultation. The customer makes the decision to implement. I often see that ignorance of government rules and regulations comes from a lack of commitment. As an institution, there is no governing body. In this school I have not seen a clear structure and a clear division of tasks that make female teachers stronger. The client focuses on the experiences rather than the knowledge of the teachers. Very often I presented serious matters to the director. However, I have not received satisfactory answers. Like it or not, I accept it because I don't want to lose my job. K2

The FGD findings also indicated that there are many factors hindering the participation of female teachers in management positions. During their discussions, the FGD participants explained that the school is a religious school and there is no good governance. Lack of understanding of government organization, insufficient inputs, workload and ignorance of culture by the school principal are factors that challenge female teachers.

FGD participant's response during the discussion was as follows:

It is a religious school. There is no good governance. There are insufficient inputs and insufficient evidence documents. The customer is a foreigner. There is ignorance about culture, there is pressure to work. Elsewhere it is two semesters. There are four quarters here. Before we finish one, there will be another. Lack of understanding of government organization is a big challenge for teachers.

The FGD participants also pointed out that there is a lack of acceptance of teachers by the administration and that this often leads teachers to lose interest. FGD participants said during the discussion:

“I studied here with the sisters and I worked here. When I approach the head nurse, the others think I'm talking about rumors. It made me lose interest. In my opinion, this happens because the principal is a woman and the teachers prefer to go to her and discuss their problems with her. But the male board members are not doing well, thinking there may be a chance they will lose.

As stated above, the school lacks an organizational understanding of government rules and regulations that need to be implemented in schools. During the FGD, the reason for this problem was explained by the participants. The reason given was the lack of government oversight of the MOE. During the discussion, the FGD participants said the following:

The education department does not see what the problem is in the institution to ensure the quality of the school. This shows that there is a lack of control by the education office. Something is misunderstood because the manager does not know the business. Creating gaps, career gaps have an impact. I think the contributing factor is that the institution couldn't fully declassify it to professionals.

The results of the focus group discussion with the participants also showed that female teachers face many challenges in school in their role as teachers and leaders. Some of the challenges discussed during the group discussion were that some leaders will be elected and appointed by

the organization in relation to religion. In addition, the lack of a clear school structure, the assignment of teachers based on merit and faith are cited as challenges for female teachers.

4.3.3. Lack of Motivation/ Incentive and Level and Stress Induced,

The results of the study showed that lack of motivation/incentive, due to the amount of time required at the high school level and the stress caused, are challenges faced by today's female teachers in school. During the interview, the participant coded as T3 replayed the following:

I don't want to shirk responsibility. When I started I was told it would be useful, if I did more it would be a stimulus. However, it has no advantage. However, for today's man there is an incentive, perhaps because he is a man. I am busy in class from Monday to Friday. Again I have to go to the department, review, review, review, annotate, plan shots, track monitoring, all things annual and weekly lens plan, distance, proximity and comment. That is why I didn't want to take on this role, because I'm like any other teacher. T3

Another participant said that she did not think the school wanted to motivate female teachers by offering incentives for additional tasks they took on at school. The participant also added that this lack of internal and external motivation does not place more women in the positions they deserve.

4.3.4. Gender Bias

Current research findings have shown that gender bias is one of the factors hindering the participation of female teachers in management positions in their schools. One of the gender biases identified by participants was the lack of accepting of married women for leadership position. One participant explains it this way:

In my opinion this school would not like to accept married women. When I first came here to get hired, I was asked if I was married or not. Fortunately, I was not married at one time. This shows violations of women's right to take maternity leave and to know their rights.

Other gender biases mentioned by participants were sex segregation. The participant's response in the interview also revealed that there are discouraging environments in the school practiced by male colleagues. One of the participants said the following:

As a woman, some male colleagues feel superior to women and undermine women's qualifications and experience. Instead of motivating and supporting female teachers, some male teachers often criticize you for doing so. This, I believe, is discrimination and what makes female teachers fearful of taking leadership positions.

4.3.5. Lack of Synergy

Lack of synergy was also identified as a challenge for current female teachers in the school during the study. For this participant, coded T4 said the following:

Walking the way I want my students to be, what a parent creates is a challenge. There is a gap between parents and teachers. For example, if you tell parents that their children's behavior has changed over the years, they may become upset. Parents don't see that. Students at school and at home vary. I am a woman, I feel like a woman. In making a speech, I bring 80% of it to myself. I try to adapt gradually. If I report it to the secretariat, the parent will be contacted. Before that, however, I use psychological motivation to get in touch

with the child and the parents. I learned to illustrate the use of psychological massage to create understanding between them. Students naturally hard for anything they want. "But I didn't push her directly. There's a lot to see in women." T4

Another participant said that the school is a Catholic Church school, but the power is centralized. She has neither the experience nor the desire to work with other schools. For example, there is a cathedral school for men here on the premises, but there is no synergy to work together.

4.3.6. Not Getting the Chance, Busy On Teaching/ Burdon, Home Responsibilities

The results of the study also showed that female teachers struggle in school when they do not have the opportunity, are busy/loaded with teaching and have to do their homework. Many responses from participants indicated that teachers are very busy teaching, have many responsibilities of their own, home activities and caring for children are factors that motivate them to take on the role of leader. The T5 encoded participant transmitted:

As I am very busy teaching and have many responsibilities myself, if given a leadership role, I will sacrifice all my free time here. ..., I now have a social life on Saturdays. Someone will come to visit. I learn from Monday to Friday that I must arrive on Saturday; there are things to fix at home, things to buy. I have all these chores at home. T5

Another response also came from a participant, coded F8. In her response, she pointed out that the most important thing about school was punctuality. The problem starts with taxis; Women are pressured at home to help children go to school and become pregnant. All of these factors put teachers under pressure.

4.3.7. Students and Parents as a Challenge

The result of the study showed that the relationship of students and parents to the school and teachers is a deterrent factor that puts pressure on teachers. During the interview, participants' responses regarding parent-student challenges were as follows:

The student wants the teacher to be less fair. If not, they say the teacher needs to change. I'm a good teacher, a bad administrator. Also, my former students have said, "I wish I'd heard your anger then.

Parents do not communicate with their children. They don't come when called.

Students depend on their phones. When they got caught, they didn't say it was our fault for keeping the phone. Instead they say the teacher took my phone.

This is a parental gap. Buy a cell phone and don't chase the kids. T4

Other participant adds that when parents are called to school, they do not come to check on the behavior of their children. Also, since the teachers come from different places, it feels like the best is mine. These largely become a challenge for the teachers in this school.

Research found that lack of consultation, ignorance of government rules and regulations, clear structure, no clear division of labor and poor management are the challenges women teachers face in school. It was also found that the school system, lack of school supplies, leadership style problem of the school principal, lack of control of the EOM, lack of respect from male peers, concern for teaching , their many responsibilities, household activities and looking after the children are factors that challenge them to assume the role of leader in the school. Furthermore, research findings indicated that lack of motivation/incentive, stress level, and gender bias are challenges faced by today's female teachers in school.

Determinants and contributors found in the study included women's self-image of their role, lack of self-confidence and girls' nurturing culture, lack of synergy, lack of adequate communication between parents and children, attitude and social behavior.

4.4. Coping Mechanisms Female Teachers Use to Overcome the Challenges They Faces

The study findings led to several coping mechanisms used by female teachers to overcome the challenges they face in their role as female leaders. Study participants reported that female teachers read books, according to school rules, leaving the role to men for fear of the unknown, clarifying parents and working hard on the role of teacher

Competitor code T2 said they met challenges by calming down and avoiding it. She said it gathers strength and then gives it back. Another contestant claimed to pass her challenges based on school rules. In her reply he forwarded the following:

I don't have many challenges in teaching. Sometimes there is no maternity care system, for example if your children are sick, there is something the school won't admit. By the way, according to the formality of the school, you can leave. Last year, I was a department head. A new person was introduced this year. If I choose, if I go down, there's no reason. When I was distraught, male teachers sometimes did not accept my comments. I check exams and lesson plans, I observe in class. If I change a test, you won't be happy if I tell you if this system fixes it. This comes from the idea that women cannot do that. Alternatively, you too have had an experience; our communities do not recognize it. And that will hit you. T2

Another participant said, “When I am faced with problems, I always seek the face of my God because the Bible says ask, seek and knock and he will come to our rescue. This participant said the following:

Growing up in a religious family, I went to Catholic school and learned to lean on God at all times, and this has been my source of strength in my daily activities.F7

Clarifying with parents and working hard on the role of the teacher were also different coping mechanisms that female teachers use to overcome the challenges they face in their role as leaders. To explain this participant code, T4 forwarded the following:

Sometimes I can handle it by explaining it to a parent. I mean, privately I tell them from which angle I see the problem. I mean, yours isn't the only child either, your child spent all the time with us, I'd say the meeting corner like this. They believe. However, they didn't accept me at first. Because the messages kids send and how parents see they are different. When they come home they are the angels, when they come here they are other people, there are so many things. T4

The coping mechanisms identified by this study are reading books, obeying school rules, clarifying parents, and working hard to teach the role, calming down, and avoiding it. strength and return to it, by disagreeing with and resisting everything people say, and by using effective communication skills. Another way to deal with challenges was to manage time, share responsibilities and use the right leadership style, and finally pray.

4.5. Leadership Styles That Motivate Female Teachers to Participate In Leadership and Contribute To the Maximum of Their Ability

Looking at the current study findings, it was found that a female teacher at the study area has different views regarding the type of leadership that motivates women teachers. Participant coded as T1 forwarded the following during the interview:

I teach civics. The leader must be a Democrat. Ideas come. What you need to do is talk about what you want to do with your life. Then I think we have to do the work. If there is a democratic style in school, it will motivate us to do more, as it allows us to talk about different issues and come up with ideas that will lead us to 1 idea. T1

Another participant said that she prefers democratic leadership style because democrats work by bringing people closer to you, discussing them, not making decisions. She further explained that the employee must have a role to play and should be involved in the decision, not when it is decided. The reason why this participant prefers democratic style was that it is democratic and promotes a sense of belonging.

Participant T3 was also supported the idea of T2 response. She added that democratic style encourages me to sharing ideas, and following the law. Nevertheless, here, she said they follow autocratic style.

This school decides everything for itself. If it is said so, it does not change. It is autocratic. Moreover, that makes us want to do something we do not want to do. It was good to be persuaded by the law. If the institution follows the law, it does not matter whether a person believes it or not. T3

The response of T4 was almost the same with T2 and T3. During the interview, she gave the following response:

Democrat, I would love to. You will have many opportunities in that. There are no restrictions, you can come up with ideas, I think that's a good line. This school decides everything for itself. If it is said so, it does not change. It is autocratic. In addition, that makes us want to do something we do not want to do. It was good to be persuaded by the law. If the institution follows the law, it does not matter whether a person believes it or not. T4

One key informant participant's code as K2 said that she prefers democratic style as this style allows leaders to treat the individuals equally, helps to give a reasonable idea, and believes in dialogue.

The results of the study also showed that situational and all rounded leadership styles are preferred ones by females. During the interview participants T5 said that situational leadership style is most appropriate for females. Regarding this T5 forwarded this:

We humans are difficult. Therefore, I say it is good that the leadership style is situational. When it comes to democratic, I think there is a lot of discussion for single work. In laissez-fair, the employee is more likely to be as he or she wants to be. Only when it is strong can he succeed. If it is autocratic and makes us hate our work. So I say it's good to have it all. T5

Other participants K1 and K2 said that it is better to be situational leader because it initiates to accepting orders from the principal and meeting the needs of the staff, and making it effective. Because the staff may not receive, the decision came from the principal.

Another participant of the study told that it is not always possible to be democrat. She further told that there are places where she finds it difficult to be a democrat as there are places that require leniency. There are times when leadership needs flexibility.

4.6. Perceptions and Feelings of Female Teachers as Working in Girls' School Led By a Woman Principal

The participants were also asked, “given your experience in other schools or your role in your community, what have you come to learn in this school about your role in your family, community and country at large?” For this question, they gave different responses. Some of their responses was that they have feel of acceptance, take more responsibilities, understand level of responsibility, sharing of life skill experiences, the teaching method, professional networking, free from tribe centered approach / political factor

Regarding the feeling of acceptance, taking more responsibilities, understanding level of responsibility, one participant said the following:

I have been teaching here on campus for 4 years. I did not teach elsewhere. My role in the community, once accepted me here. My role in my family did it my responsibility to increase further. Here is what helped me to know and understand the level of responsibility, what is my responsibility according to different people. When I say my level of responsibility, I teach civics. This is unique. Therefore, it makes me realize that I have the greatest responsibility to shape student behavior. When I think of it as a family, it helps me realize that I have the responsibility to manage my family. In addition, when I work here, my co-workers help me to understand my responsibilities, because, responsibility is not only what we know, but also what people give. T1

Participant coded T2 said that sharing of life skill experiences, the teaching method, professional networking, free from tribe centered approach / political factor are what she has come to learn in this school about your role in your family, community and country . In her response, she said the following:

The fact that I am teaching only women here is, in itself, no men. Therefore, it is not only the practice of teaching female students that you practice. Although informal, there are life skills training that I share with them. Here there is a different experience, I prompted. The teaching methods by itself, teaching-learning process, share my things with other people, raising my profession by communicating with other teachers. Ethnic politics is a problem elsewhere. But this school is free from racial. T2.

Apart from the above two responses , it was also found that Female teachers come to learn in this school about Students' behavior and academic performance, busy in teaching class and dating to student behavior.

Regarding students' behavior and academic performance, one participant forwarded the following:

The level of knowledge of the students in this school, of course, there are talented, talented students and they make me work harder. I did a better job and they keep me in their minds. At the same time, there is something not what I want that makes me hate the profession.T3

Participant T4- she has got treasurer of the women's association in my community and had a good acceptance

The above responses of participants regarding female teachers perception of in schools, community and society as working in girls' school led by a woman principal showed that female teachers have feelings of acceptance, take more responsibilities, understand level of responsibility, shares of life skill experiences, have professional networking, free from tribe centered approach / political factor. In addition, the result outlined that found that female teachers have come to learn in the school about students' behavior and academic performance, how to handle when being busy in teaching class and dating to student behavior.

Participants were also asked what it like is to be a woman teacher in girls' school led by a women principal. For this question participants has told the different experiences they have in being a woman teacher in girls' school led by a women principal. The responses of the discussant presented as follows:

Sister hired me to talk to me privately as soon as she came from abroad. She is directive. If there is a problem, they will immediately notify me. This gives us a chance to have immediate solution to our problem.

As a teacher and as a leader, this school has something different when I think it is run by women. The school encouraged female students to attend school properly. The school is for female students. Therefore, they should not be afraid to speak openly to their teachers and the administration about the challenges they will face when they are led by female teachers. So it allows them to learn without fear. In this regard, having a female leader contributes significantly to a student's self-confidence. As a female teacher gives me to approach students and help them.

Therefore, being a woman teacher in girls' school led by a women principal made me to be committed and hard worker.T1

The discussant form focus group discussion responded the following

For me it is great opportunity to work here because teaching a woman is teaching a country, raising the country, which is a great hope for the country. We all come from women. A woman is the mother of all. Therefore I see it as an opportunity.

There were also participants who said that to be a woman teacher in girls' school led by a women principal is being a role model for other female students. One of the participants forwarded the following:

Being a female teacher is to be a role model for women students.

It shows that most teachers in elementary school are women and this can help women teachers to educate and help female students. At the same time, I think it's better to have more girls in the high school, as there is a girls' school and a women's directorate because the role model is taken from the environment. T2-

This was also explained by participant coded as F2. This participant told that being women teacher at this school is to become a role model for other female students because when they see you they will have a better life. Another finding from the responses of the participants was that being a women teacher at the school they teach is being visionary, shape students mentality / attitude. One participant forwarded the following during the interview:

Working here as a women teacher helped me to make my vision far away. I have learned that a woman can be a leader, that if we use our time properly, we can lead. It made me think of the disappearance of man and woman, not man. When I was a freshman, I thought it was just going to work. The most important thing for human beings is where to find mental satisfaction. I want to be resilient, no matter where I am. Here I record the thoughts of my female students. I advise them that they will face many things in the future and I tell them that they can break that and get to where they want to be, for example, I tell them to have their own confidence during trials. T3

A focus group discussant told that they feel lucky and happy for working at girl's school and having female principal. In a similar manner they explained that they feel lucky and happy and are proud to see female as their doctor at school.

4.7. Women Teachers Relationship with Male Colleagues

During the study, female participants were asked to describe their relationship with their male colleague in exercising their roles in decision making, and exercising of power as a teacher and leader. During interviewing the interview participant codes as T1 told that female teachers have relation oriented relationship with other male colleagues at school. Her response during the interview was as follows:

We usually meet with men during student conduct. It is the collective set of all teachers that gives the student A, B, C. All teachers come up with logical ideas and then we decide on a good deal. Female students tell us their problems more than boys. So we know more about the causes of her behavior, so the boys accept

us in decision-making. We tell students what they have and get students to treat them. T1

Another participant who is 46 years old gave these responses:

We work collaborate work here with men colleagues. When you share your ideas they may support you or may not support you based the relevance of the idea. It's up to you to decide what to do. You don't know if you have decisions that are not right for them, they may say you like yourself (ለወደደ ሳይ) but we usually agree. T5

One participant coded as k1 said that she has good relationships with male colleagues. The participant response was like this:

I agree with everyone. I try to convince those who do not accept my decision. I work by understanding the organization's procedures and I do not agree with the decision of the governing body unless I am convinces. If there are problems, I do my best to resolve it verbally. I will not force the one who refuses to accept it. K1

The participant's response during the interview has also showed that there are encouraging and discouraging relationships between female teachers and other male colleagues that exists at school. One of the Participants said this:

As a woman, there are those who make me undermine me and there are those who respect my experience. Not all of us grew up in the same community. Some are encouraging and others are criticizing you for doing so. T3

Another participant continued and forwarded the following:

Men despise women. In some cases, they discriminate and isolate us and at the end they say that they have forgotten it. I do not believe that this has ever been inherited from the community, but that it has grown out of itself. This shows that disrespect for women still exists. T2

Participant coded as T4 explained that female teachers at the school have limited relationship with male colleagues. She explained that female and men's staff are different and they meet only during the meetings which made their relationship less important. She further explained that female teacher relationships with men is all reserved, they don't spend much time together and they don't have freedom in in their relationships.

Another participant also explained that men colleagues often have something to complain about as woman leaders. She further told the following:

When I make a decision on my own, I also take into account the responsibility and accountability because I do not just pass on what I have decided. So I guess I took a risk backfire. In return, women have the responsibility to do what they are commanded to do. They are chosen responsibly in different places because if they are given $1 + 1 = 3$ they will not say no. They act with determination. They have no contempt. Men, on the other hand, often have something to complain about as an expert. The female supervisor resists the temptation to say no. K2

The above responses of participants shows that female teachers have relationship oriented, encouraging and discouraging , categorized(gender stereotype) and limited relationship with their male colleague in exercising their roles in decision making, and exercising of power as a teacher and leader.

CHAPTER FIVE

DISCUSSIONS AND ANALYSIS

This chapter supports the discussion and analysis part of the study. The discussions are based on the main results presented above. The main results of the study are discussed in accordance with the reviewed literature and presented as follows.

5.1. Opportunities of Participation in Leadership Role as a Woman

Regarding opportunities to take on leadership roles as a woman, the study results indicated that being a teacher to better serve students, work experience, teaching girls, having a female principal are some of the opportunities mentioned by teachers. It has also been found that valid work experience can give female teachers the opportunity to move into leadership positions if they have valid work experience. Another opportunity for a female teacher to achieve a leadership position was to have a female principal as a role model. Previous studies related to these findings have suggested that when women who are not managers see other women managers involved in undertaking teaching and learning activities and interacting with children, their interest in becoming leaders will increase. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Ouston, 1993: 51). Having a female principal in the school as a role model is clearly an opportunity because, as Restine (1993) noted, having female role models help to encourage other young people who seeking to follow. It has been found that female teachers have been given the opportunity to assume leadership positions and as a result, there are women in managerial, supervisory and disciplinary positions in the school. The result of the study showed that female teachers with good education and communication skills had the opportunity

to take a leadership position. As a result, there are women in management, supervisory and disciplinary positions who can be seen as an opportunity.

The study findings also showed that female teachers see teaching at a girls' school as an opportunity to take on a leadership role in their own right, as most of their relationships are with female students. Indirectly, they guide female students beyond classroom instruction. The literature states that female teachers had the chance and the opportunity in Ethiopia. Affirmative action and gender mainstreaming frameworks were in place to encourage and empower women to participate on an equal footing with men. For example, even the Ministry of Education states that administration of education must encourage the participation of women un(MOE, 1994, p.30). However, affirmative action and gender mainstreaming frameworks need to be followed, and there are implications for women's empowerment.

5.2. Challenges Facing Current Female Teachers in the School

The result of the study showed that lack of guidance, ignorance of state rules and regulations, clear structures, lack of clear division of labor and poor management are the challenges facing teachers. at school. It was also found that the school system, lack of school materials, problems related to the principal's management style, lack of control of the MOE, lack of respect for male colleagues, busy with teaching, many responsibilities cleanliness, domestic activities and caring for children are factors that push her to take on the role of head teacher. Additionally, the study findings suggest that lack of motivation/incentive, stress levels, and gender bias are challenges faced by current female teachers at the school.

Determining and contributing factors found in the study included women's self-perception of their role, lack of confidence and culture of raising girls, lack of synergy, lack of appropriate communication between parents and children, and attitudinal and social issues.

Previous studies of teacher challenges and contributing factors have yielded mixed results. For example, Shakeshaft (2007) pointed out that some of the main barriers to women's participation in leadership positions are socio-cultural, institutional and individual barriers such as lack of self-confidence, fear of failure, lack of motivation and Interest in work.

The results of the current study on housekeeping and childcare are consistent with the previous study, which showed that family and household responsibilities influenced the career profiles of women more than men, and that family responsibilities were considered by women when deciding whether to apply for and retain leadership positions (Brown,2004, Shake-Welle et al., 2007, Grogan 1996; Gupton,1998, Wynn, 2003, Meron, 2003). They also showed that women are prevented from assuming leadership roles in educational institutions due to these multiple roles, being mothers, wives and breadwinners in their household.

Many previous studies have also found that female managers are exposed to more work-related problems and stress than male managers (Coopers and Davidson, 1980). Therefore, institutional factors may also contribute to the under-representation of women in leadership positions. Coopers and Davidson (1982), Institutional Structure and Climate; gender segregation and employment discrimination; lack of leadership mentors and support system; Unequal opportunities in education, training and promotion are specific issues and pressures that have been isolated as they are unique to female leaders. The result of the results of the current study therefore coincides with the conclusions of Coopers and Davidson, 1980.

Regarding individual factors, this study showed that women's self-image, lack of self-confidence, lack of synergies. This finding may be related to low self-confidence and low self-esteem reported as individual factors discouraging female teachers from taking on leadership roles. (Turan & Ebicilioglu, 2002).

Due to socialization and gender role stereotyping, women themselves and others in society do not immediately associate women with any form of leadership (Shakeshaft, 1989). Thus, gender-based socialization contributes as a factor to the underrepresentation of women in leadership positions. The attitude of women towards themselves (Women's Self Concept to Leadership) is one of the factors that hinder the assumption of the role of leadership. Ouston (1993) shows that women's attitudes and self-image are among the challenges in achieving competitive numbers of women in educational institutions, a factor identified in the study

5.3. Female Teachers' Coping Mechanisms

Considering the challenges faced by women in leadership positions that sometimes hamper their performance, the literature review from different theoretical and empirical perspectives revealed strategies and coping mechanisms to deal with the specific challenges faced. women in leadership positions face.

The results of the current study reveal different coping mechanisms that female teachers use to overcome the challenges they face in their role as leaders.

Some of the coping strategies used by female teachers to cope with the challenges they face in school are reading books, following school rules, letting men play the role fearing the 'unknown, to clarify the parents and work hard on the role of the teacher. Work other ideas from the finding about coping mechanisms include calming down and avoiding it, gathering strength and then going back to disagreeing with everything people say and resisting, and d use effective communication skills. Time management, sharing responsibilities and using an appropriate leadership style, and finally prayer were other ways of coping with challenges.

5.4. Leadership Styles That Motivate Female Teachers to Participate In Leadership

The school's leadership structure and dynamics are unique and depend on the leadership styles of senior and mid-level leaders. Various studies have been conducted on female leadership styles. Hirut (2014) also explained that female leadership qualities are characterized as emotional, sensitive, expressive, cooperative, intuitive, warm, tactful and receptive to ideas, talkative, gentle, empathetic and submissive. Also Pounder and Coleman (2002), cited in Manahet. Al., (2011) specified an appropriate form of leadership for women. They stated that the appropriate form of leadership for education is transformative leadership, which is a relational style of leadership and is one of the qualities of female leadership. Findings from the study showed that democratic, situational, and all-round (situational) leadership styles are styles that motivate female teachers to participate and contribute to their fullest capacity. Research has found that these leadership styles are preferred for several reasons. For example, female teachers prefer a democratic leadership style because it will motivate them to do more, allow them to talk about different issues and pitch different ideas. Furthermore, the result of the study showed that the democratic style is preferable because it brings people together, allows them to discuss, encourages them to share ideas and promotes a sense of belonging. The survey results also indicated that the autocratic leadership style is not preferred by female teachers as it makes them dislike their job. The result also showed that people's behavior is difficult to direct using a kind of leadership style; it is good that the leadership style is situational.

Many previous researchers have shown that the participatory leadership style is a leadership style in which the leader consults with subordinates and embodies their suggestions in making decisions. (Ahmed, S. (2017) Female principals are effective in time management in high school management because they are able to follow set policies and thus achieve the goals of their

institutions. Transformational leadership style this type of leadership style includes changing the institution (school) to become a better place. It's about creating a vision, communicating the vision, and building commitment to the vision. This type of leadership style allows female leaders to remain a driving force in a world of male leadership.

Research by several scientists indicates that women tend to be more transformative in leadership than their male counterparts. Using their intuitive power, female principals can transform high schools into centers of academic excellence. A better understanding of how social identities can be threatening in the domain of leadership. Strong leadership can help encourage and empower women and other underrepresented people to participate fully in the political, civic, social, economic and cultural life of society and contribute to the prosperity of political, civic, social, economic and cultural society (Li, M, December 2, 2020). Women leaders are more likely to care about the personal needs of their employees, are open to new ideas and opinions from others, and reward good performance from their employees consistently.

Although the literature review above shows that participatory leadership style is a style of leadership that transformational leadership style is favored by female leaders, the current study has shown differently than democratic, situational leadership styles and comprehensive (situational) are styles that motivate teachers to engage and participate. Contribute to the best of your ability.

5.5. Perceptions and Feelings of Female Teachers

The results of the study on female teachers' perceptions and feelings when working in girls' schools showed that female teachers felt a sense of acceptance, taking on more responsibility, understanding the level of responsibility, sharing of life skills experiences, teaching method, professional networking, lack of tribal centric approach/political factor

Evidence shows that teachers work more effectively and are more dedicated to their jobs when they feel accepted. This can motivate them to take on more responsibility and exercise leadership skills. Sharing life skills experiences and professional networking is also what teachers learned and experienced in school. Sharing life skills goes a long way in getting women to share their life experiences, which can help them reduce stress at work and in life. The above results show agreement with some of the reviewed literature.

Previous studies have shown that positive perceptions female teachers have of their school are more closely related to their academic performance. For example, Shakeshaft (1989) documents the claim that women enter education with clear educational goals, supported by a value system that emphasizes service, caring, and relationships. Women are observed to spend more time interacting with students and staff, spend more time discussing programming, and view their work from the perspective of master teachers or education leaders, as opposed to a management industry perspective. Shakeshaft (1989) goes on to explain that women's commitment to education is evidenced by their academic preparation and increasing membership in professional organizations; their greater knowledge of teaching methods and techniques and their focus on teaching and learning, methods, techniques, programs and progress that emphasize achievement in a supportive atmosphere. Therefore, creating a positive school climate and culture is essential to create a sense of belonging for female teachers.

The other experience they found was that by teaching in a girls school under the guidance of a female principal who was a female teacher in this school, a role gave them the opportunity to be role models for other female students and become more visionary. Studies have also found that the presence of women in leadership positions at the high school and high school levels

contributes to schools' sensitivity to the well-being of adolescent girls and causes girls to begin to view career choices with role models and decision leaders (Sperandio, 2006).

5.6. Women Teachers Relationship with Male Colleagues

Findings from studies related to this question showed that female teachers have a relationship-oriented, encouraging and discouraging, categorized (gender stereotyping) and limited relationship with their male colleague in exercising their role in making decisions and exercising power as a teacher and leader. It emerged that some female teachers collaborate with male colleagues and share their ideas. Furthermore, it has been indicated that there are men who undermine women and do not accept their experience. This happens because not all individuals grew up in the same community. Another finding from the study showed that female teachers at the school have limited relationships with male colleagues because male staff are diverse and they only meet at meetings, making their relationship less important. The different ratio of male teachers to lecturers may have a negative impact on the prevalence of female teachers in management positions. Several literature reviews may be related to current research findings. Lange (1995) revealed in her research that women were sexually harassed by a higher-ranking man and that sexual bribery by higher-ranking male colleagues was a problem.

They did not find this definition flexible or open to social construction. Principals studied by Colemans (1989) found that supportive work environments were integral to the decision to become a principal. Wynn's (2003) study of teachers with leadership qualities found that women chose to remain in the classroom rather than move into administration, in part because of their negative perception of the job of principal.

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

6.1. Summary

This chapter includes the conclusion which derives from the findings and implications.

To this end, underlying research questions are asked regarding issues relating to the opportunities and challenges experienced by female teachers in taking the leadership role of teachers in schools. To answer these questions and to achieve the research objective, a descriptive research design was used. To answer the questions, the researcher reviewed relevant literature and prepared group discussions and interview guides for study participants. After data collection, the information was analyzed using thematic analysis and presented thematically. Based on the data analysis, the study came to the following key findings:

- Regarding opportunities for female teachers to participate in a leadership role as a woman, the study findings showed that being a teacher to better serves students, gaining work experience, teaching girls and having a female principal. In addition, teachers have the opportunity to participate in management, supervisory and disciplinary positions within the school. The results of the study showed that female teachers face an individual, cultural and organizational challenge that prevents them from assuming leadership roles. The factors associated with these challenges are, according to the results of the study, the understanding of women's roles, the lack of self-confidence and of girls' education culture, the school system as an institutional factor, the lack of respect for male colleagues, lack of school supplies, lack of motivation/incentive to attend high school time required and stress and gender bias, lack of education and experience, lack of clear school structure, assignment of

teachers based on merit and belief. It was also found that the school system, lack of school materials, problems related to the principal's management style, lack of control of the MOE, lack of respect for male colleagues, busy with teaching, many responsibilities cleanliness, domestic activities and caring for children are factors that push her to take on the role of head teacher.

- Coping mechanisms found by this study are reading books, following school rules, leaving the role to men for fear of the unknown, clarifying with parents and working hard on the role of teaching, self-soothe and avoid it, gather strength and then come back to it, disagree and resist everything people say, and use effective communication skills. Another way to deal with challenges was to manage your time, share responsibilities, use appropriate leadership, and finally pray.
- Findings from the study showed that democratic and situational leadership styles are styles that motivate female teachers to participate and contribute to the fullest of their abilities. The study findings also indicated that autocratic leadership styles are not favored by female teachers that makes them do something that they do not want to do.
- Research findings on the perceptions and feelings of female teachers working in a girls' school led by a female principal showed that the sense of acceptance, taking on more responsibility, understanding the level of responsibility, sharing experiences of life, teaching method, professional networks, freedom from tribal approach/political factor. In addition, research indicated that female teachers came to school to learn about students' behavior and academic performance, how to manage when they are busy teaching and attending students' behavior, become a role model for other female students, be visionaries, shape the

mindset/attitude of the students and finally feel the happiness and happiness of working in a girls school and having a female principal.

- Research findings regarding the relationship of female teachers with their male colleagues in exercising their role in decision making and exercising power as teachers and leaders showed that female teachers have a relational, encouraging and discouraging orientation, categorized (gender stereotype)) and have limited relationships with their male peers in exercising their role in decision making and exercising power as teachers and leaders.

6.2. Implications of the Study

Research in the field of social work has contributed greatly to bringing new information, approaches and perspectives to the social work professions, education, research and policy. Supported by the main findings of the study and the conclusions drawn, the subsequent important implications of the study are provided.

6.2.1. Implication to Social Work Practice

The findings of the current study will have major implications in establishing the social work profession's involvement in social justice, which requires attention to women's rights as an intrinsic part of advancing human rights. To carry out their work with women, social workers could engage in cultural reorientation and outreach to change gender perceptions and stereotypes, promote women's human rights, advocate for new legislation and women's legal rights, promote women's empowerment, integrate gender balance in key sectors and promote women's political and economic participation. To date, this study finding will have important implications for social work practices with women, providing actionable insight into the challenges faced by female teachers in schools to participate in leadership positions.

6.2.2. Implication to Social Work Education

The results of these studies should make a greater contribution to social work training and other segments of education, supporting this push for a particular approach that will not only empower women, but also promote development and sustainability of the country through gender equality or gender equality initiatives.

Caring, inspiration and a sense of connection with others are important factors for women involved in management. However, this study found that women received little support and reinforcement from peers, family, supervisors, and educational institutions. This outcome of the study will therefore have a greater impact on the education sector by promoting the empowerment and inclusion of women in leadership roles, which increases the participation of women in leadership positions in the education sector.

6.2.3. Implication to Social Work Research

Social work research would also help in conducting systematic studies to identify different issues that can be helpful in early detection of the problem, besides helping social workers take concrete steps to take the best practice. According to the results of the current study, social, cultural, organizational and individual factors are the most important determinants that hinder women's participation in leadership roles in schools. These questions and many more could be understood and answered through the use of research knowledge. The results of the current study should help motivate other researchers and provide insight into the opportunities and challenges teachers face when taking on leadership roles in schools. For example, for the study on the correlation between female-led schools and students learning outcomes; women empowerment and teacher leadership.

6.2.4. Implication to Social Work Policy

The results of the current study showed that teachers struggle to take on leadership roles in schools. Some of the challenges require macro-level interventions to ensure social justice in the social environment. Therefore, this study will have greater relevance for policymakers by providing scientific information that will inspire them to incorporate new laws and legal rights that female teachers in schools or other organizations should have. It also initiates social workers to support policy expansion, program implementation, and social actions. It protect women's rights to have the opportunity to achieve success for themselves and their families regardless of their socio-economic status, cultural preference, sexual orientation in equal access to school leadership positions.

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APPENDIXES

Addis Ababa University

School of Social Work

Dear respondents! This interview questions are prepared as part of the facts for my masters take a look at titled “*Opportunities and Challenges Women Teachers Experience in Taking the Role of Teacher Leadership*’’: the case of Nativity Girl’s school. The information you offer will handiest be used for the motive of this studies and could be kept private. The result and achievement of the have a look at depends on the first-rate of your responses and therefore your honest responses to the questions are remarkably appreciated.

Thank you in advance

For your collaboration!

Tseganesh Getachew

Appendix I
Informed Consent Form

Opportunities and Challenges Women Teachers Experience in Taking The Role of Teacher Leadership: The Case of Nativity Girls School, Addis Ababa, Ethiopia.

I acknowledged that the researcher has explained my rights, the requirements of this study, and the potential risks involved in participating in this study. I understand there is no compensation for, or direct benefit of participating in this study. By signing below and providing my contact information I am indicating that I consent to participate in this study, that I am at least 18 years of age, and I am eligible to participate in this study.

You may withdraw from this study at any time by notifying me by email. If you have any concerns regarding your participation in this research study you may contact my faculty advisor, Emebet Mulugeta (PhD). You may ask for a copy of this document for your own records.

Signed Name: _____ Date: _____

Phone Number, Email Address, or Postal Address: _____

Thank you for your participation,

Tseganesh Getachew

Masters in Social Work

Addis Ababa University

Email Address: lilyanagetachew@gmail.com

Emebet Mulugeta(PhD)

Addis Ababa University, post:

@mailaddress:_____the subject line.

Appendix II

Key Informant Interview Guides for Respondents (Unit Leaders, school principals)

Part 1: Demographic characteristics of Unit Leaders, academic director

AGE: _____ Religion: _____
Family status: _____ Experiences: _____ Before,
Place of birth: _____ Current position: _____
Educational status _____ Sex: _____

Part 2: Interview Guide for respondents (Unit Leaders, principals)

1. Would you please tell the available opportunities of participating in leadership role as a woman?
2. Could you please tell the company challenges you are facing at your work place in exercising your role as a leader? What do you think is contributing to the challenges that you are facing?
3. What are the school cultures and live out at your work that helps you move forward into leadership role?
4. Would you explain how you cope up with challenges you face in your role as a leader at school?
5. Based on your experience in further schools or your role in your community, could you please explain what you have come to learn in this school about your role in your family and community at large?
6. Please explain and describe the leadership styles that encourage you to participate in leadership roles and helped you contribute to the maximum of your ability.
7. How would you describe your relationship with your male coworker in exercising your role in decision-making, and exercising of authority as a teacher and leader?

Appendix III

Semi Structured In-depth Interview Guide for Women Teachers

Part 1: Demographic characteristics of Women Teachers

AGE: _____ Religion: _____
Family status: _____ Experiences: _____
Place of birth: _____ Current position: _____
Educational status _____ Sex: _____

Part 2: Interview Guides

1. Could you explain the opportunities you got in participating in leadership role as women?
2. What do you think is contributing factors to the challenges that you are facing as you exercise your authority and power as a teacher and leader?
3. How do you cope up with challenges you face in your role as a women leader?
4. Given your experience in other schools or your role in your community, what have you come to learn in this school about your role in your family, community and country at large?
5. What is it to be a women teacher in girls' school led by a women principal? Please explain in detail.
6. Can you please describe the kind of leadership styles that prompt you to participate and contribute to the maximum of your ability?
7. How would you describe your relationship with your male colleague in exercising your role in decision making, and exercising of power as a teacher and leader?

Thank you very much!

Appendix IV

Addis Ababa University

School of Social Work

Focus Group Discussion for School Teachers

Code:-----

Time:-----

Part 1: Demographic characteristics of School Teachers

Age:_____

Religion: _____

Family status:_____

Experiences:_____

Place of birth:_____

Current position: _____

Educational status _____

Sex: _____

Part 2: Focus Group Discussion Guide

1. Please discuss at what point in your carrier did you consider moving into leadership position?
What steps to consider achieving your goal?
2. Please discuss the challenges you are facing at your work place in working out your role as a teacher and leader? What do you think is contributing to the challenges that you are facing
3. Can you please discuss how have you come to learn in this school about your role in your family and community at enormous?
4. Could you please discuss what it means to be a teacher/leader in girls' school led by a women principal?

Thank you in advance

For your collaboration!