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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

PRACTICE AND CHALLENGES OF FEMALE TEACHERS'
PARTICIPATION IN SECONDARY SCHOOL LEADERSHIP: THE
CASE OF SEKA CHEKORSA WOREDA.

BY

WASENU TESSEMA TULU

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This is to certify that the thesis prepared by Wasenu Tessema entitled “Practice and challenges of female teachers participation in school leadership” Seka Chekorsa woreda secondary schools Southwest Ethiopia” and submitted in partial fulfillment of the requirement for the degree of Masters of arts (MA) with school leadership, complies with the regulation of the university and meets the accepted standards with the originality and quality.

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I hereby declare that this MA. Specialty or equivalent thesis is my original work and has not been presented for degree in any other university, and all sources of material used for this thesis have been duly acknowledged.

Name: Wasenu Tessema Tulu

Signature-----

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List of Acronym

AWC	African Women convention
CEDAW	Convention on the Elimination of Declaration against Women
EFA	Education for all
ESDP	Education Sector Development Programme
FDER	Federal Democratic Republic of Ethiopia
GEWE	Gender Equality and Women Empowerment
GPS	Geographical Positioning System
IBDPA	Implementation of Beijing Declaration and Plat form for Action
IPU	Inter Parliamentary Union
MDB	Multilateral Development Banks
MOE	Ministry of Education
MOWCYA	Ministry of Women children Youth Affairs
NCTPE	National Committee on Traditional Practice of Ethiopia
TEO	T0wn Education office
WE-FI	Women Entrepreneurs Finance Initiative

ABSTRACT

The study was conducted to assess the practice and the challenges female teachers face in relation to leadership in six secondary schools in Seka Chekorsa Woreda, in south west Ethiopia. Both qualitative and quantitative data were collected using questionnaire and interview. Descriptive survey was employed in the study. Questionnaire was administered to 122 teachers while interview was held with 14 stakeholders. The quantitative data were analyzed using SPSS software (Version 21.0) and presented using figure and tables as weighted mean, SD, frequency, and percentage. Different items were used based on socio-cultural factors, attitudes of females towards themselves, challenges of female teachers to lead secondary schools and female teacher participation in secondary schools in Seka Chekorsa Woreda. The findings of the study revealed that 53% of the respondents replied that female teachers concentrated at lower grade leadership position, and 51% were replied that more female teachers liked teaching than leading schools. Also, lack of support from family and family, child bear and that women have less ability and skill than men who they said in leading schools. It was also found that women do not like taking responsibility; they are not interested in power; and they avoid risk-taking; it was found that stereotypes hinder females from leadership. On the other hand, many of the respondents responded that administration factors and selection criteria highly affect female teachers participation on school leadership. The study also revealed that females and males are socialized differently to perform different roles as household burden lowered females' leadership. The representation of females was not equal with males on all educational systems. Therefore, the Government should focus on females' motivation in educational leadership and improve leadership representation. Also, at the school level, females should participate on different responsibilities to develop their skills on leadership position.

CHAPTER ONE: INTRODUCTION

Under this chapter background of the study, statements of the problem, objectives, significances, delimitation, limitations, definition of key terms and organization of the study

were presented

1.1 Background of the Study

Leadership is defined as a way of influencing people and the method of using persuasion to have an impact on other people in a relationship (Rost, 1991). Most definitions of leadership show the assumption that it covers a social influence process whereby intentional influence is exercised by a person or a group over other people to construct the activities and relationships in a group, organization or institution (Yukl, 2002, as cited in Atkinson, 2013).

In relation to this, Tarnve (2000), cited in Leliftu Mekonnin (2014), notes that educational leadership is the incessant work of encouraging people to believe and behave in regard to shared vision that result in great achievement for every person. It is the way to support people in doing or finding about the result of their works confidently, without the fear of blame and judgment. Today throughout the world, women have great decision making power and influence many features of social, political and economical life than everywhere before (Domingo, 2016). Beijing platform for action (1995) struggled for women's enablement and their full participation on the basis of equality in all aspects of society including involvement in the decision making process to power are basic for the achievement of equality improvement and peace. Representation and involvement of women in key decision-making positions is catalytic to women's empowerment. In this manner, the period since Beijing plus 10 has seen the mounting of African women to key decision-making positions, including the election – and re-election of Africa's first female presidents. H. E. Ellen Sirleaf Johnson - the first elected female head of State in Africa - was elected President of Liberia. These benchmark were replicated at national level where an unprecedented level of women's representation in national parliaments was referenced. At present, Rwanda is the top in the world lead at 63.8 per cent, followed by Seychelles - 43.8 per cent, Senegal - 43.3 per cent, South Africa - 40.8 per cent (United Nations

economic and social council economic commission for Africa: African center for gender: Ninth Africa Regional conference on Women Beijing +20 (2014).

Also in Ethiopia women's representation in the Federal Parliament (the House of Peoples' Representatives-HPR) has shown a significant increase from 27.9 percent in 2010 to 38.8 percent in 2015. The substantial increase in the number of women in advanced government positions features one of the observable achievements in the current years. Primarily is the coming into position of a female president and the masculinity parity that was achieved in the Cabinet of the new Prime Minister Abiy Ahmed in 2018. Ethiopia has now linked the very few countries in the world with a cabinet comprised of 50 percent of women along with a female head of State or president (Fifth National Beijing Report on Progress made in the Implementation of the Beijing Declaration and Platform for Action, 2019).

Even if there is substantial improvement in the common outlooks towards gender equality and women's empowerment (GEWE), the historical heritage of inequality and discrimination is still a challenge in terms of overcoming existing inequalities and encouraging gender equality. In order to remedy this legacy, the government has been taking steps to ensure the implementation of favorable policy and legal frameworks (The federal democratic republic of Ethiopia national report on the implementation of the Beijing declaration and platform for action (1995)and the outcome of the 23rd special session of the united nation general assembly (2000).

The Ethiopia government has endorsed many legal documents aimed at eliminating discrimination against women. One such document is the gender equality which was put into effect in United Nation (2008), cited in Tasfaye Emiru (2018). The government approved the national plan of action on education for all, which aimed at achieving gender equality in education by 2015; the National goal of the strategy is to improve women's quality of education, marital and spiritual life this empower the female participation on office job.

The Beijing Platform for Action (BPA, 1995) supports the settlement on the eradication of all forms of discrimination against women and builds upon the Nairobi forward looking strategies for the progression of women, as well as relevant resolutions approved by the economic and social Council and the general assembly. The objective of the Platform for action, which is in full

conformity with the purposes and principles of the charter of the United Nations and international law, is the empowerment of all women. Also it aimed to improve the quality of education and equal opportunities for women and men in terms of access in order to ensure that women of all ages can obtain the knowledge, capacities, abilities, skills and ethical values needed to advance and to participate fully under equal conditions in the process of social, economic and political improvement.

As noted by Meaza (2009) as cited in Endale Alemu,(2014), Ethiopia is collecting to all major human right agreements including the most essential women's conventions, i.e., CEDAW which calls for equal membership of women in public decision making, Beijing declaration and platform of action (BDPA,1995), which requires governments to achieve a 30% benchmark for women's representation in all public decision making positions (Ibid). In overall, women are facing various forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education, leadership positions and training, basic health facilities, and engagement are common (National Committee for Traditional Practices Eradication (NCTPE, 2003) cited in women in Ethiopia country gender profile (2006). Thus, the aim of the study will discover the overall Practice and Challenges of Female Teachers Participation in school leadership: The Case of Seka Chekorsa Woreda Secondary Schools.

1.2 Statement of the Problem

As reported in Sperandio (2007), the underrepresentation of women in educational leadership and management from school to national level continues to be a feature of educational systems of worldwide. Ethiopia's education and training policy has emphasized the need for women's equal participation in teaching profession and educational leadership. Since the launching of the policy, affirmative actions have been implemented to increase female representation and advance leadership roles for women in the education system. As a result, in 2012/13 the share of female teachers has reached 37%, 15% and 16.4% from 36.3%, 11.8% and 15.9% from the base year in primary, secondary and TVET respectively. In spite of policy instruments and the commitment in ESDP IV to significantly enhance the percentage of female teachers and leaders in the

education system, their involvement in school leadership is still considerably low (The FDRE, MOE, Gender Strategy for the education and training policy, 2014) as cited in Hana Cherinet (2016).

However, a lot of works done to expand women's involvement, the number of females in administrative and leadership positions continue exceedingly low. The number is decreasing as one move from primary to secondary schools and institution of higher learning (ESDP 4, 2010, .). Similarly, even though, teaching has traditionally been seen as a "suitable" job for women, a many women's in the occupation, greatly underrepresented in positions of management (Coleman, 2005; Cubillo and Brown, 2003 as cited in Ashebir Legesse, 2014).

As shown in the evidence below, in Oromia regional state, the participation of women in school leadership is extremely low. For example, in secondary schools, the ratios are: 1, 343 male vs. 19 female principals; 888 male vice principals vs. 76 female principals (Education statistics annual abstract ,2018/19). To solve the problem the Ethiopian education and training policy of (1994) has strategy to enhancing women's participation in the educational leadership, management and administrative positions .

Similarly, as indicated in Seka Chekorsa Woreda education office report (2018) among six secondary schools with 16 principals, there is no woman assigned either as a principal or vice principal. This is hindering women's participation on school leadership. In other words the data indicate that very low female participation in educational leadership and it is yet to improve women empowerment in Seka Chekorsa Woreda in particular. Furthermore, the Seka Chekorsa Woreda Educational office annual report (2018) reveals that among 175 teachers involvement in department heads and unit leaders in secondary schools there are only 20 female teachers. Obviously, this shows limited involvement of women in secondary schools even in lower levels of leadership like unit leaders.

Thus, as the above facts indicate, the problem of underrepresentation of women in educational leadership in Seka Chekorsa Woreda seems worth studying. To the researcher's knowledge, no research has so far been conducted in response to this problem in the woreda. Hence, this study is designed to assess the major factors for low females' participation in School leadership.

Accordingly, the study has been guided by the following basic questions:

- ☞ To what extent female teachers aspire to participate in school leadership in seka chekorsa woreda secondary schools?
- ☞ What are some of the socio-cultural factors which challenge female teachers when exercising leader ship?
- ☞ Why are female teachers participation is low on leading secondary schools in seka chekorsa woreda?

1.3 Objectives of the Study

1.3.1 General Oobjective

The general objective of the study is to investigate the major problems faced by female teachers in their participation in school leadership.

1.3 .2 Specific Objectives

- ✓ To identify how extent female teachers aspire to participate in leading secondary schools in seka chekorsa woreda ?
- ✓ To assess some of the socio-cultural practices which challenge female teachers when exercising leadership in Seka Chekorsa Woreda;
- ✓ To identify the major factors affect female teachers' participation on secondary school leadership in seka chekorsa woreda?

1.4 Significance of the Study

The researcher believes that this study will have the following significance:

- It helps to increase the participation of women in educational leadership.
- The study may provide the mechanisms of reducing de-motivating factors existing in the work environment of female teachers, so that they could participate in secondary school leadership.
- It might serve as a feedback for Seka Chekorsa woreda secondary school education office regarding empowering and utilizing women's power in educational leadership.
- It helps to identify obstacles that prevent females from leading the schools.

1.5 Delimitation of the Study

In order to make the study more manageable and feasible, focus was made on female teachers' participation in secondary schools leadership and the challenges that affect their participation. This decision was made because school leadership is a broad term that encompasses leadership from lower level of educational institution to the leadership of higher educational institution. However, to minimize the scope of the study, the researcher was restricted to studying the practice and challenges of female teachers in six secondary schools of the woreda.

1.6 Limitation of the study

The researcher was faced with many problems during organized this thesis. Among these was the COVID 19 pandemic; it was difficult to get all respondents and distribute at once the questionnaire in school setting. The researcher had thus to go teachers' homes. In other words, contact only through online means had an impact on researcher. Conducting face-to-face interviews was not also possible. Therefore, telephone interview was undertaken instead.

1.7 Definition of Key Terms

Androgyny - having both male and female characteristics and qualities.

Androcentric - dominated by masculine interests or masculine point of view

Barriers - something that prevent from achieve a goal and make difficult for people to preform activities.

Gender mainstreaming - a prevailing current or direction of activities or influence.

Educational leaders- the term educational leaders under this paper used to represent the Individuals who are in leadership positions of school, school principals, Department heads, unit leaders and club heads.

Key Educational Leadership positions - represent individuals who are in leadership positions of School principals and vice principals.

Responsibility - a duty or task that someone required o expected to do.

Underrepresentation- it describes the disproportion (that is to small or none) representation of Women in educational leadership.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of study, basic research questions, significance and delimitation of the study, limitation of the study and definition of key terms. Chapter two consists of review of literature. Included in the third chapter is the methodological approach and design of the study. While Chapter four provides the data analysis and interpretation, the fifth chapter has the summary of the findings, the conclusion and the recommendations

CHAPTER TWO: LITERATURE REVIEW

2.1 Definition of Educational Leadership

The idea of Educational Leadership according to Tarnve, (2000) cited in Leliftu (2014) is the continuous work of encouraging People to believe and behave in regard to shared vision that result in high achievement for every child. It is the means to support people in accomplishing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words, leadership is a process whereby an individual influences a group of individuals to gain a needed goal (Northouse, 2007).

Leadership is the most important factor to bring improvements in school performance. Leaders differ from organization to organization. Yukl (2002) in Atkinson(2013) argues that the leadership is arbitrary and very subjective. In order to achieve success a school requires trained and committed teachers but (Atkinson, 2013) in return they need the leadership of a highly effective principal who achieve a goal.

According to Morrill (2010), colleges and universities complicate and problematize the exercise of administrative authority. He posits that an academic leader's most important forms of influence derive not from the administrative powers inherent in one's position, but from the platform it provides to function as an "intellectual and educational partner with the faculty.

2.2 Gender mainstreaming

Gender mainstreaming is a commitment that countries made at the fourth World Conference on Women held in Beijing, China (BPA, 1995). It is a way that requires awareness and commitment. One of the ways in which the Ethiopian Government has indicated its commitment is through the establishment of the national machinery, which includes the MoWA and the WADs. In this report, the efforts categorized as gender mainstreaming or a constituent of gender mainstreaming include activities undertaken to address gender in different policies, plans, and programmes, as well as any activities that facilitates the gender mainstreaming process. In the context where many challenges exist in addressing gender issues in general and gender mainstreaming in particular, these efforts are indicated as best practices that could be shared.

2.3 Barriers of women

Research on Women Leadership barriers or obstacles (Schmuck, 1981) as cited in Nurdian, (2011), divided it into several categories. Accordingly, research exploring the barriers women faced in pursuing their leadership roles categories in to three aspects: These are internal barriers, external barriers and strategies for overcoming barriers. Internal barriers include aspects of socialization, personality, aspiration level, individual beliefs and attitudes, motivation and self-image. External barriers include; aspects of sex-role stereotyping, sex discrimination, lack of professional training, and family responsibilities (Schmuck, 1981) as cited in Nurdian, (2011). Methods for overcoming these barriers include “general advice, sponsorship, role model, legislation and education another barriers like organizational barriers, selection barriers, and work place relationship also taken as barriers (Ibid).

2.3.1 Internal Barriers

Many present researchers on women and school leadership provide an explanation of the factors that may explain the low number of women in top positions. The research determines on the gender inequality, hierarchies, and structure and cultures of organizations (Adler & Izraeli, as cited in Hoare and Gell, 2008). These researchers also have questioned sex role stereotypes which are socially constructed instead of naturally constructed. The emergences of stereotypes, which lead to a belief that women and men are different, have blocked women’s career development. The work of Shakeshaft, in addressing the underrepresentation of women in administration, has become the inspiration for other women writers who have great focuses in studying the phenomena of women in administration. Her book, published in 1989, *Women in Educational Administration* received many compliments. It is a book which tries to re analysis and re conceptualize the problem of women in educational administration, one which has been mostly studied by White males. In their studies about women, White male researchers used their own concepts and standards and then applied those standards to women’s realm (Hoare and Gell, 2008).

2.3.1.1 Socio-cultural barriers

Socio-cultural beliefs, attitudes and practices dominant in our society have gender differentiated effects on boys' and girls' education. In most cases, more prejudice is placed on girls while boys are favored in all aspects of life. Traditionally, girls are considered to be inferior and therefore discriminated right from birth. Studies of the situation of girl indicated that their disadvantaged position emanates originated the parental and societal attitude which stresses the worth of boy' against girls'. As a result, girls' education is given little or no attention while that of boys' being very important since they are assumed to be the main source of income, successors, professional persons and leaders of society as articulated in the (UNICEF report, 2012) as cited in Monicaa, (2013).

Thus, the girl or daughter is socialized to be a self-sacrificing person intended for biological reproduction and service to others, especially her family. In the contrary , boys are much valued, wanted and preferred. Therefore, girls become assistants to their mothers at an early age and gradually internalize their roles and difficulties (Deventer, 2000) as cited in Monica (2013).

Shakeshaft underlined that internal barriers faced by women, such as lack self-confidence, absence of motivation can be the product of a “sex-structured society” that “generates” a belief in females that they lack ability (Shakeshaft, 1989). The belief, then, is adopted by the managerial system “which prevents women from developing confidence in public sphere activities through both lack of opportunity and lack of positive feedback . According to Abagi (2000) as argued by Monica (2013), our social appearance of the differences between women and men is a turning point of our cultural surroundings in which we live today. This appearance is a self -fulfilling prediction. In addition, formal education of girls is even considered with suspicion as a threat to their morality. Thus, parents fear losing honor, prestige and bride price due to effects of schooling of their daughters. In some cases occurrences of adolescent pregnancies make parents become unwilling to support their daughters' education. In a study by Abagi (2000), parents interviewed feared that their daughters could get pregnant or fail to get husbands due to 'unbecoming' behavior as an outcome of their education. Wamahiu (2005) as cited in Monica (2013) that girls' education is curtailed because early marriages are most preferable for their numerous advantages in the sight of some parents. This includes prevention

of premarital pregnancy, preservation of chastity, and attainment of bride wealth among others. In the same vein, attitudes towards girls' education tend to be undesirable among most parents. This is due to the low status ascribed to women in society. Girls and women are characterized up to today, in a uniform fixed in a one-side manner, and depicted as the weaker sex, dominated and controlled by males. In most societies, marriage means that a daughter becomes part of her husband's family to give birth. This weakens the parental incentive to educate the girl. For example parents often worry about wasting resources on girl's education because after marriage their husbands' families are the ones to advantage for them (Abagi, 2000) stated in Monica (2013) briefly.

2.3.1.2 Self - esteem (Self - Confidence) `

Lack of self-confidence is resulted from a sex-structured community that believes women incapability to join in different positions including managerial positions. Therefore, this creates women to develop lack of self-confidence in communal areas that resulted from absence of support and negative discriminatory actions that excludes women from the sphere. As a result, women develop low self-esteem and give chance to the formation of male dominated society (Shakeshaft, 1989) as cited in Hana Cherinet, (2016). Moreover, lack of self-confidence clues to unfamiliarity of conditions that distinguishes women from the society.

Women who desire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (2005) as cited in Hana Cherinet, (2016), found a noticeable lack of self-confidence. On the other hand, female Secondary School teachers who had been tapped for the principal ship but who didn't want to become administrators exhibited no signs of low self-esteem or lack of confidence according to Hewitt (1989). Although, Walker (1995) and Gupton (1998) as cited in Hana Cherinet, (2016), both noted that female administrators rarely see themselves as experts, often expressing a lack of a confidence about seeing themselves at the top, women superintendents studied by Lutz (1990) reported no internal barrier of poor self-image of lack of confidence (Ibid).

2.3.2 External barrier

External barriers can only be overcome by social and institutional changes, while internal barriers can be irradiated by each individual. The society's order or system has been structured from the perspective of males. Shakeshaft (1989) nominated this type of society as androcentrism. Androcentrism means male-centered. It arises from the philosophy of patriarchy which believes that women cannot occupy the leadership positions in schools and society.

2.3.2.1 Stereotypes and Bias

Males and females statuses are usually stereotyped based on the traits they are assumed to possess by virtue of being a man or woman (Halim & Ruble, 2010) stated in Tsion Asirat (2018). Compared to their male counterpart; the traits that are judged to be possessed by females are viewed more negative and contributed to their subordinate position in the society. The social status that females' are occupied inside as well as outside the house is coupled with less power, prestige or payment. These projects of inferior social positions led to the development as well as justification of undesirable stereotypes, sexism and stigmatization against women (Halim & Ruble, 2010). On the other hand, making group membership noticeable to improve stereotypical attitude may yield anxiety and mental preoccupation and interfere into individuals' performance (Steele, 1997) as cited in Tsion Asirat,(2018).

Moreover Tsion Asrat (2018) argued that previous perceptions of leadership skills, competence, and assertiveness may hinder the ability of women to succeed in management. Many companies associate masculine characteristics with success and achievement. These include assertiveness, aggressiveness, and task-oriented leadership abilities, Jogulu and Wood (2006) as stated in Tsion Asrat. Other stereotypes of women include the expectation of being modest, quiet, selfless, and nurturing. These simple characteristics may be seen as non- executive material. Entities desire a leader who will execute, take criticism, and do what is best for the company at all cost, Nelson and Levesque, (2007) as cited in Tsion Asrat (2018). A gender stereotype make female teacher to feel inferior as males dominates management position. This result shows low participation of women in educational management. Family responsibilities like marriage, parenting, domestic

work among other leave women with less time to participate actively as secondary school managers or principals. Husbands do not allow their spouses to go on transfer making women for feint such promotions to management position (Shepherd, 2000) as cited in Tesfaye Imiru (2018). Ethiopia is a male-controlled society that limits women in a subordinate position (Haregewoin & Emebet, 2003) as cited in Tsion Asrat, (2018). There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004). According to, many African countries, the majority of Ethiopian women hold low status in the society. Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991; Hirut, 2004; Mukuria, 2005) as cited in Tsion Asrat, (2018).

2.3.2.2 Discrimination and gender related barriers

Women secondary school principal felt isolated as leaders, with about two thirds reporting experience of discrimination and sexism, and feeling at some time that they have to justify their existence as women leaders. The male heads did not question their situation as leaders. Stereotypes about women identified them with the more 'domestic' and caring role in schools. Women were favored as heads of all-girls' schools. Becoming a woman head of co-ed or boys' school was comparatively more difficult. There were geographical differences, with women more likely to be a head in London and other metropolitan areas and less likely to be a head in the shire counties. Leading and the existence of role models were particularly important to women .There was not much of evidence of the heads giving any special support for women in terms of career development(Coleman, 2005).

2.3.2.3 Institutional barriers

Those informal barriers are related to the organizational culture as well, such as the presence of sex-role stereotyping, negative attitudes, prohibiting from male group, lack of mentors, minority groups, occupational separation, and lack of provision from managers. . The existence of sex-role stereotypes has an impact on recruitment and selection process, and affects ongoing career development. The myth surrounding this sex-role stereotyping is that effective leaders are men

and characteristics of good leadership are masculine traits. Another assumption is that the difference between men's and women's abilities and skills. This leads to the internalization of feminine values for women who assumed that females lack ability (Shakeshaft, 1989). This assumption is adopted and reinforced by organizational culture that prevents women from developing confidence in public sphere activities through both lack of opportunity and positive feedback (Shake shaft, as cited in Hoare and Gell, 2008). Traditional role expectation affects women to behave accordingly. Women are expected to behave in feminine way Thus women who show their nonaggressive behaviors are labeled as feminine and those who show their aggressive behavior are called unfeminine. Within this system, women are facing a conflict between conducting themselves as society expects, or conducting themselves to conform to masculine leadership models *ibid*

2.3.2.4 Gender and Educational Leadership Discourse.

With the exception of some literature Alder, *et al*, (1993) as cited y Leliftu Mekonnin, (2014), when one looked at literature on educational administration and leadership, much of it has been written based on the view of one gender (male).

According to Graceas (1995) as cited in Leliftu Mekonnin (2014) this masculine and male power has formed the concept of leadership, its culture, discourse, imaging and rehearsal for periods. In general, most of the literature on educational management and on theories of management and organization ignores women, either by making the assumption that all managers are male or by assuming gender-free position.

As defined by the international Labor organization Bureau of Gender-equality GENDER, (2000) as cited by Leliftu Mekonnin, (2014), gender refer to the social variances and relation between men and women which are educated, variable overtime, and have varied distinctions both within and between cultures.

2.3.2.5 Leadership discourse.

As identified by Drake & Owen (1998), as cited in Leliftu Mekonnin, (2014), in developing countries, women are cast as both bringers of change and guarding of the old culture. For some developing countries like Ethiopia, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through women that family values and traditions are transmitted and maintained.

2.3.2.6 Gender.

Achieving true gender equality continues to be a deep challenge. Many women around the world lack the voice and decision-making ability to improve their livelihoods for themselves or for their families, especially in developing countries. Because work defines an individual's place in society social standing, life style, prestige, and respect it is not surprising that many of the battles for gender role liberation has been fought in the work place. And the reasons for the battles are many. Historically, women have been kept out of many areas of employment. Women earn less than men in nearly every occupation. Defector vertical and horizontal occupational segregation of the work force keeps most women in a few low-paid occupations, while men have access to a wider variety of jobs. Occupations with a large percentage of women and minority workers are likely to have a high percentage of low-wage workers. Even in the face of unemployment, women fare worse than men (Blau and Ferber, 1992; Tsehai, 1991) as cited in Leliftu Mekonnin, (2014). Although both women and men have always worked, the traditional division of labour in industrialized societies has mandated that they work in different spheres: women in the private sphere of the home, men in the public (and paid) sphere of employment outside the home.

Moreover, sexual harassment is a common problem in the workplace, especially for women, and even more especially for women in token or pioneerl positions. Such harassment can serve to keep the gender-based division of labor in place by forcing the victims from their jobs or interfering with their job performance (Kanter, 1977; Lott, 1987; Fagenson, 1993) argued by (Leliftu Mekonine, 2014).

2.3.2.7 Getting Women Trained

The school principal is expected to manage and organize the human and financial resources of the school. So that, trainings play great role to bring women candidates to leadership position and improve their skills. In the other hand, Shakeshaft (1989), as cited in Hana Cherinet, (2016), lack of qualified female candidates is one of the factors that hinder the participation of women in leadership. Therefore, the main strategy to improve the number of women principals is Providing on- job and pre-job trainings and formal university educational administration courses that will enable women to acquire enough knowledge about school leadership and to equally compete academically in leadership position with men. As a result, once these women enter to administration, having the skills and knowledge of leadership, will participate in decision making and development of polices and strategies concerning women (Hoare and Gell, 2009).

Although there are changes in the numbers of women holding senior leadership positions in schools, particularly in the secondary sector, a man teacher still has a greater chance of being a head teacher than a woman in both the secondary and the primary phase and in special schools (Coleman,2005). It is evident that the attention of many countries including Ethiopia is integration of education to development and poverty reduction. To this end, there is also a need to raise the participation of women in the overall development process. So this requires the need to equip female population with the necessary knowledge and skills, because women should never be “missing piece in the development puzzle” (Seyoum, 1986) as cited in Ashebir Legesse, (2014).

2.3.2.8 Work and family balance

Work and life balance challenges can affect women's advancement and, if not dealt with, may contribute to the glass-ceiling phenomenon. Women are typically the primary family caregivers for children and/or the elderly. Assumptions are often made regarding women's availability to do a job without interference from family responsibilities. Further, some organizations may not offer work/life programs that support outside commitments, particularly for senior-level

positions. Nonetheless, an increasing number of companies are realizing the fact that women need some time out and have undertaken attempts to encourage women to remain longer in their careers as the participation of women is vital to the diversity and to the successes of corporations (Goff, 2005). Kamau, (2001) as cited in Monicaa, (2013) indicates that the different needs of women lead them to create a self-imposed glass ceiling, in this manner only artificially seeming as if a glass ceiling would block their careers.

2.4 Woman Leadership Styles

Leadership proposes appropriate particular competence for specific condition. A leader with particular competence whose capability is accepted by his group belongs to informal leader since the leadership emphasizes more at special features, in particular place and individual. Accordingly, the leader is elected based on particular skills or competences, instead of the ability to lead Lantara (2015). Based on how leaders use their authority, leadership styles are generally categorized into three: authoritarian (directive), democratic (participative), laissez-faire (non-directive) leadership styles. Global experiences have shown that women do have different leadership styles from men. For instance, in education, Coleman (2000) surveyed women head-teachers in England and Wales and found that they identify with a collaborative, people oriented styles of leadership. Research findings of Trinidad and Normore (2005) as cited in Ashabir Legesse, (2014) also revealed that women adopt democratic and participative leadership styles in the corporate world and in education.

Leadership also combines masculine and feminine maturity grown up in one person including firmness and sensitivity, courage and gentleness, stiffness and full of empathy Coleman, (2005). Leadership aims at developing androgyny for man and woman. Accordingly, woman will not ignore masculinity development. Woman who is able to behave and to act as a leader will have many personality either feminine woman or masculine woman because she is firm, courage, and stiff. These traits are necessary for making appropriate decision like the man can do. Without these required traits, leadership will face difficulties, considering many opinions that woman is weak person, even if it is not true. Frequently as a leader, woman faces many objections from cultural attitude of society considering that man functions as guard and head of a family. So does

physical obstacle where woman is underestimated by her incapability of performing heavy duties. According to Lantana, (2015), some obstacles to the leadership of woman as follows: These are physical obstacle; this view say that when women are to pregnant, give birth and nurse a child, they reduces freedom to keep active in work life. Another obstacle is theological view which claims that women are seen as human being for man and the duties cover standing next to man. It making men comfort and make women demoralize to participate in leadership area. An obstacle of socio cultural view describe that how stereotype affect women's participation. According to this view women are passive, weak, sensitive, dependent and surrender person. In the opposite, man is active, strong, intelligent and independent. An obstacle of female management area is also another factor. It arising the consequence of dichotomous thinking between men and women. It assumed that women accounted home body, while men are seen as out of home person. The last obstacle is historical obstacle which tells that the name of woman by itself confirm women incapability to participate similarly as man(Ibid).

Negative thinking permeate the workplace, questioning women's professional capabilities, inviting them in turn to work harder to prove their credibility and commitment as part of the 'invisible woman syndrome', Resign (1998). According to Helfat, *et al.* (2006), as cited in Monicaa, (2013), women in top management positions were nearly non-existent from the 1970s to the early 1990s. Information from Helfat, *et al.* (2006) shows a dramatic increase of women in business leadership roles as of 2005 women accounted for 46.5% of the United States workforce, but for less than 8% of its top management positions although at Fortune 500 companies the figure was a bit higher ,The Economist, (2005). Female managers' earnings now average 72% of their male colleagues' Emory, (2008). Babita, Mathur-Helm, (2006) as cited in Monicaa, (2013), examined the reality of the glass-ceiling phenomenon in South Africa's four major retail banks. The study investigated women's low numbers in their top management jobs.

2.5 Capacity related challenges

The promotion of gender equality as enshrined in various laws and policy frameworks very much depends on efficiency in mainstreaming gender concerns in planning and implementation processes. The challenges relate to limited capacity of these machineries in terms of educated and skilled personnel to follow up, monitor and evaluate the activities of the different divisions and departments from a perspective of gender. Capacity related problems are observed within mainstream policy implementing bodies as well that is mainly related with skill and knowledge limitation to deliver as expected level (Hoare, and Gell, 2008) as cited in Monica, (2013). Although gender mainstreaming guidelines are in place within the various sectorized ministries both at federal and regional levels, there are challenges in practice for instance, limited gender related performance indicators as part of the deliverables. This shows that there is a need for fully institutionalizing the system of gender mainstreaming across sectors at all levels in the country(Ibid).

2.6 Major factors for low female Participation on Educational Leadership

In Ethiopia, many research studies confirm with the factors that affect women teacher's participation in educational leadership. For example, Gregory (2000) and Blackman (2000) as cited in Hana Cherinet, (2016), women administrators in educational leadership are underrepresented as gender given that they make up the whole teaching profession. For their underrepresentation, they stated many factors that are related to the Organizational, and individual factors.

2.6.1 Lack of Effective Networks and Mentors

An available access of networks is critical to moving up the leadership grading. Different studies investigated that the social capital obtained from networking with influential leaders is even more important for advancement than job performance (Eagly & Carli, 2007 as cited in Hoare and Gell, 2008). Some studies suggests that, although women and men are equally likely to have leads, women may benefit less than men from this arrangement, especially in the areas of salary and promotions. More recently, scholars have concentrated on sponsorship, a form of mentorship

in which sponsors share both position and chance. For example, sponsors can co-author articles, deliver main contacts, share significant summit chances, and actively pursue out upcoming career opportunities. This important and specific professional relationship has been shown to be more actual than traditional mentorship (Catalyst, as cited in Hoare and Gell, 2008).

2.6.2 Gender and leadership in schools

In England most teachers in both secondary and primary schools are women, but most heads of secondary schools are men and the ratios of men who are heads in primary schools is large in comparison to the overall number of women in primary teaching. However, the proportion of women who are head teachers and deputy head teachers is growing; for example in 1997, 26 per cent of secondary head teachers and 35 percent of deputies were women in a teaching staff that was 52 per cent women. In 2002, 31 per cent of secondary heads and 39 per cent of deputy heads were women out of a teaching force that was 55 per cent women (DfES, 2004, cited in Coleman, (2005). In the nursery and primary sector the proportion of women teachers has family responsibilities *ibid*. The same as in Ethiopia, school administration has been dominated by male MOE, (2006).

As Coleman, (2005) stated that the biggest percentage of comments about discrimination from both primary and secondary women heads relate to family responsibilities, mainly child bearing

2.6.3 Administrative factors

An educational administration is a branch of school personnel accountable for the conservation and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative arrangement exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are also involved in academic or scholarly work (Powell & Graves, 2007) as cited in Monica (2013) Changes taking place in today's schools open a window of opportunity for more women to move into educational administration. Education reform brings a new governance structure, modifies leadership practices, and emphasizes accountability for results. In the midst of this school development, vacancies for principal and superintendent positions are increasing at

a time when more women than men are enrolled in preparation programs for educational administration. A number of conditions that currently exist affect educational administration and have potential for redirecting hiring practices for these positions. A convergence of school reform, supply and demand for administrators, and societal changes enhances opportunities for more women to become school administrators (Logan, 2010) argued by Monica (2013). Comparing the representation of women in school administration 20 years later” is not as easy as looking up the numbers. As was true in the mid 1980s, documenting women’s representation in formal leadership positions in schools continues to be difficult because of the absence of reliable and comparable data either nationally or within and across the world wide(Ibid).

Advancing in gender equity to guarantee opportunities for all the World Bank Group Gender Strategy emphasizes on four key areas to support countries in succeeding greater gender equality: improving human benefactions which is important to build human capital; eliminating barriers to women’s possession and control of assets; eliminating constraints for more and better jobs; and improving women’s voice and agency (World Bank annual report, 2018).

2.6.4 Religious factors

Religion is another important source of cultural beliefs in most countries. Arguments about women’s dependency to men are present across all dominant religions, and religion has long been used to ignore women from aspects of social, political, or religious life around the world (Uwizeyimana, 2014).

2.6.5 Economic factors

Female trainees from poor families are often incapable to cover costs of the course materials and cost of living while parted from their families (NCTPE,2003).In the other words as Shimalis Kassa (2016) states that women’s historical facts of perception puts them at a difficulty situation economically. Socio-economic status of women to a larger degree play an important role in growing their involvement and representation in political and economic status of women in society has a direct influence on their representation in political organizations and selected groups. In addition, lack of economic incomes is one of the biggest problems that stop women

from participating in politics highly. Constructing it easier for women to access economic resources, therefore, is a main in increasing women's occurrence in the political dominion. Some research studies also discovered that high number of women are economically dependent on their husbands or families. So it is difficult to them to participate in political, social and other organizations Shimalis kassa (2016).

2.7 Techniques to Support Women's participation in leadership position.

To discontinuity the cultural attitudes towards female leadership and to make sure women involvement in leadership positions, taking affirmative action, is one of the method which used to overcome the problem of gender discrimination. For example, quota system, increasing the number of female leaders by giving them large number of seats than males, is one of the means to increase women's participation in educational leadership. In support of this, as cited in African Women's report 2009 (2009), article 4 of CEDAW() on temporary provisional special measures state that, adoption by state parties of temporary special measures aimed at accelerating equal participation in leader ship between men and women shall not be considered discrimination as defined in the present convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards, these measures shall be discontinued when the objectives of equality, opportunity, and treatment have been achieved." Furthermore, African women's report of 2009 (2009), recommends the following actions to promote women's participation in leadership position and political participation. African governments, civil society, and UN agencies must: Improve and implement capacity building agendas to support women candidates and support building the foundations for numerical economies in African countries .

2.7.1 Capacity building to increase women's participation

As stated in FDRE National reports on IBDPA 1995 and the outcome of the 23rd special session of the UNGA (2000) several measures are articulated within policy and authorized frameworks to sufficiently implement these commitments. Some of the measures are temporary special measure, such as affirmative action, in recruitment and promotion as well as in education

and training to enhance the representation of women in decision making positions. The Constitution obviously delivers for the request of affirmative measures both in community and private organizations. MoWCYA has recently boarded on evaluating the implementation of affirmative action measures in many sectors.

Increasing the pool of available women candidates for decision making and leadership positions is another measure pursued by the government. To overcome the problems, government provides leadership training targeting women and benefits scholarship chances for women employees to gain the required educational qualifications 1st and 2nd degree FDRE National reports on IBDPA 1995 and the outcome of the 23rd special session of the UNGA (2000.)

Furthermore, the government has provide the necessary framework encouraging the association of women in platforms such as federations; trade unions; professional associations and women's League and these in turn serve as stepping stones for emerging women leaders.

2.8 Females in Teaching Profession and Educational Leadership

According to MOE (2014), Women's right to equal involvement in all aspects of the education and training system should consistently include their active participation in the teaching occupation as well as in administration and leadership positions. The International EFA strategy encourages support for women's empowerment in the teaching profession and educational leadership, including initiatives to train employee, employ and empower more female teachers, principals and educational leaders. Ethiopia's education and training policy has emphasized the need for women's equal participation in teaching profession and educational leadership. Since the launching of the policy, affirmative actions have been implemented to increase female representation and advance leadership roles for women in the education system. As a result, in 2012/13 the share of female teachers has reached 37%, 15% and 16.4% from 36.3%, 11.8% and 15.9% from the base year in primary, secondary and TVET respectively (MOE, 2014).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

By and large, descriptive survey design was employed in the study. It is chosen because the design is assumed to be valuable because, it enables to demonstrate the more situations both quantitatively as well as qualitatively (Gay, 2000).

3.2 Source of Data

The sources of data included both primary and secondary sources. Primary sources were data collected from respondents through questionnaire and interview while document analyses were used secondary source

3.3 Study population, Sample Size and Sampling Technique and study area

3.3.1 Study Population

The target population of this study was 176 teachers that are found all secondary schools of Seka Chekorsa Wored. They include 20 female and 156 male teachers. The schools included in the study include: Seka No.1 (with 75 teachers); Seka No.2 (with 38 teachers) Kersu (with 15 teachers) Lilu (with 12 teachers) , Sentema with 19 (teachers) and Geta (with 17 teachers). The researcher also used, from gender issue principals 1, women and child affairs 2, school supervisors, 2 , head officer 1, vice head officer 1, educational officers 7 were selected from the stakeholders. Totally, out of 21 stakeholders the researcher used 14 respondents for the interviews.

3.3.2 . Study area

The study would conducted in Seka Chekorsa Woreda, Jimma Zone Oromia Region South West of Ethiopia. Its Geographical location is that at latitude $07^{\circ} 35'N$ and $36^{\circ} 33'E$. The Woreda is bordered by east of Jimma Zone, East of Gera, West of Dedo Woreda, and South of Mena Woreda and North of Shebe Sombo woreda that consists Dega and Woina Dega with agro

climatic zone. The major river in the woreda consists, Abono, and Fafate. Seka town is about 18 km from Jimma town. The main source of livelihood in the area is agriculture. The woreda majorly consists cash crop of coffee.

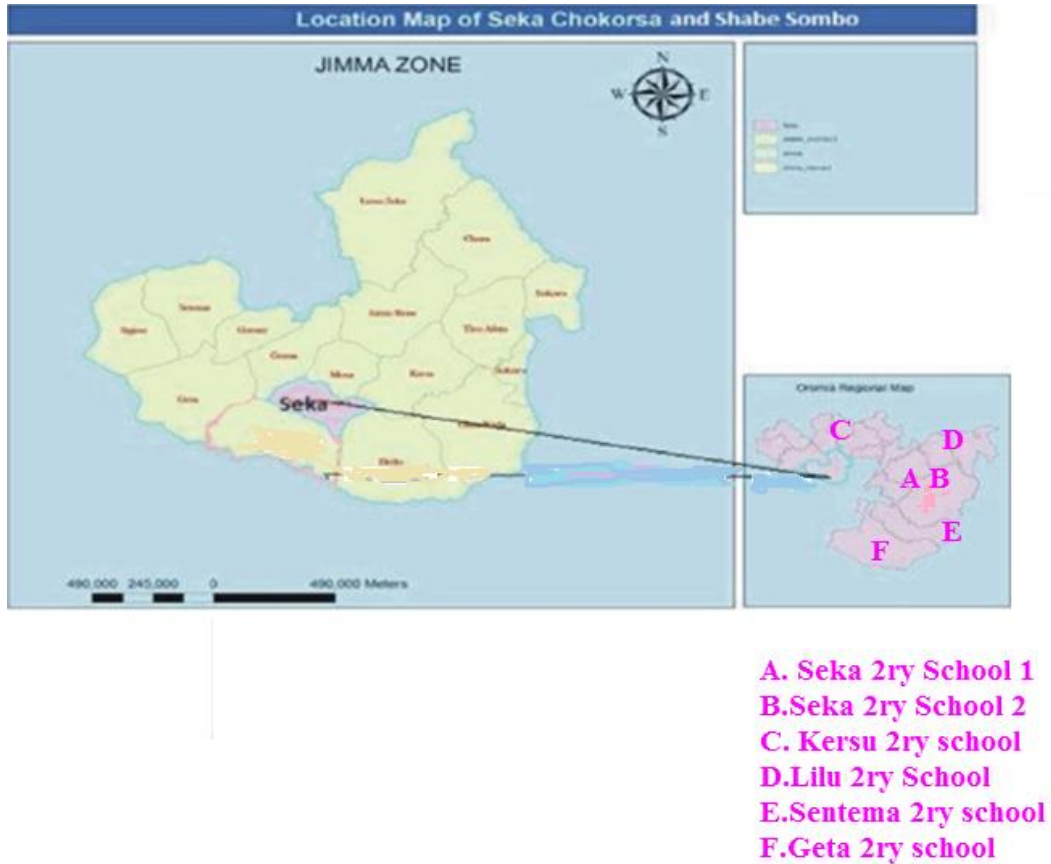


Figure 1. Map of Study Area from Arc GPS

The target population of this study was 176 teachers that are found all secondary schools of Seka Chekorsa Woreda. They include 20 female and 156 male teachers. The schools included in the study include: Seka No.1 (with 75 teachers); Seka No.2 (with 38 teachers) Kersu (with 15 teachers) Lilu (with 12 teachers), Sentema with 19 (teachers) and Geta (with 17 teachers). The researcher also used, from gender issue principals 1, women and child affairs 2, school supervisors, 2, head officer 1, vice head officer 1, educational officers 7 were selected from the stakeholders. Totally, out of 21 stakeholders the researcher used 14 respondents for the interviews.

3.3.3. Sample Size and Sampling Technique

Of the total 176 teachers in Seka Chekorsa Secondary schools the sample size was rrrre determined using Yamane (1967).

$$n = \frac{N}{1 + N(e)^2} \text{ where } n = \text{sample size, } N = \text{total no. of respondents in selected village,}$$

e=precision level or sampling of error 5% (0.05) to determine the sample size. As a result, the total sample size for the study has become **n=122, male=108, female=14** and hence, Seka No.1=52, Seka No.2=26, Karsu=10, Lilu=8, Sentama=13 and Geta=12. Finally, in order to identify respondents in each school the researcher used lottery methods:-Then the table below shows that how the sample size taken from the total population.

Table 1 respondents for questionnaire

No	Name of secondary schools	Total population			No. of sample taken		
	Name of secondary schools	M	F	T	M	F	T
1	Seka No.1	68	7	75	47	5	52
2	Seka No.2	33	5	38	23	3	26
3	Kersu	11	4	15	8	3	11
4	Lilluu	8	4	12	6	3	9
5	Sentema	18	-	18	12	-	12
6	Geta	17	-	17	12	-	12
Total		155	20	175	108	14	122

Table 2 how that interview respondents profile

no	Items	Total	Sample	Sampling technique
1	Educational officers	14	7	50%(Lottery method)
2	School supervisors	2	2	Purposive
3	Women and children affairs	2	2	Purposive
4	Education vice officer	1	1	Purposive
5	Head officer	1	1	purposive
6	Gender issue head officer	2	1	Purposive
	Total	21	14	

3.4 Data Gathering Tools and Procedure

Data types include both quantitative and qualitative data. Therefore, different procedures would employ to gather the required data from the field. These included questionnaires, interview and document review. The researcher attempted to conduct pre-test at two secondary schools that were seka secondary school 1 and seka secondary school 2.

3.4.1 Questionnaire

The questionnaire is a widely used and useful instrument for collecting structured often numerical data could able to administered (Wilson and Mclean, (1994) as cited in Chohen et al., 2007). Where as my questionnaire focus on identifying women' aspiration to lead secondary schools and the factors hinder female teachers participation on secondary schools. These questionnaires were categorized in to five items to found the problems of female teachers regarding secondary schools leadership. There are several kinds of question and response modes in questionnaire including close ended, open ended, ratio and rating (cohen,et.al,2007). Those questionnaire were designed for 1o8 male and 14 female teachers.The ultimate purpose of questionnaire is to collect data through the above type of questions.

3.4.2 Interviews

An interview is an interchange of views between two or more people on a topic of mutual interest sees the centrality of human interaction for knowledge production and emphasizes the social situated ness of research data (Cohen *et al.* 2007). The questions are structured interview; which included open ended question and it has been conducted to head of town education, head of town education vice, head of Women and children affairs and gender issue, cluster supervisor and educational officers.

3.4.3. Document Analysis

As questionnaire and interview, the researcher would prepare checklist to collect additional information from a document about female teachers" participation in secondary schools of Seka Chekorsa Woreda education office, women's and children affairs office and secondary schools in order to get relevant information.

3.5. . Procedures of Data Collection

The following procedure was applied to collect data from the respondents. Relevant literature was assessed and reviewed from books, journals, reports thesis and internet. Questionnaire was prepared in English language and distributed for all teachers. Data was also collected through interview (interview fist prepared in English and translated to Afan Oromo) to get relevant data from the respondents. Then, document of Education Office was analyzed accordingly. Finally, the collected data was arranged, analyzed, interpreted and tabulated on the computer software.

3.6 Method of Data Analysis and Interpretation

The data collected through the aforementioned instruments would categorize and organized by theme according to their conceptual similarity. Both the quantitative and qualitative data would analyzed with SPSS soft ware version 20.00 and then described or narrated based on the methods best suited to their nature. Accordingly, Quantitative Data i.e., Frequency and percentage distribution, weighted mean, standard deviation, would used to investigate various characteristics

of the sample population such as sex, marital status, academic qualification, field of study, socio-economic factors, challenges, strategy to settle the problems, and major practices were analyzed. Frequency and percentage, would also be employed to see the statistical difference of the response of the two groups (male and female) respondents. Qualitative Data i.e., the data collected from the structured interview, the open ended questionnaires and document analysis would analyzed and interpreted qualitatively. The hand written notes and discussion during interview would transcribed and compiled into themes. Finally, the overall course of the study has been summarized and conclusion would drawn and an optimal solution would recommended to the responsive body.

3.7 Ethical Consideration

Prior to data collection from study participants, the researcher will ensure the participants agreement to participate in the study. All potential study participants will inform about the procedures that will be used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection and any activities that matter to the research, the researcher will make positive interaction with respondent through permissions and approve. This will make possible by developing positive relationship with community leader and explaining the purpose of the research to them. Besides, the researcher will show respect for community and their values in general, females' leadership position, and females respect in particular.

CHAPTER FOUR: PRESENTAION, DATA ANALYSIS AND INTERPRETATION

4.1. PRESENTAION, DATA ANALYSIS AND INTERPRETATION

4.1.1. Socio-Demographic Profile

The results from socio-demographic profile of the respondents indicated that there were 104 (88.5%) male respondents and 14 (11.5%) female respondents. Accordingly, the maximum number, 79 (64.7%), of the respondents were within the age categories of 30-39 while 28 (22.9%) of the respondents were within the age categories of below 30 years. The remaining 13 (10.6%) were within the age category of 40-49, and 2 (1.6%) within the age category of 50 and above years. The highest qualification of the respondents was BSc/BA, 78 (63.9%), and MA/MSc (44(36.1%) (Table 1 bellow).

Table 1: Socio demographic profile of the respondents

Items		Gender of respondent	
		Male	Female
Age in years	below 30	25	3
	30-39	68	11
	40-49	13	0
	50 and Above	2	0
what is your highest qualification	phD	0	0
	MA/MSc	41	3
	BA/Bsc	67	11
	Diploma	0	0
	Others (specify)	0	0
What is your job position in institutional setups	Head of district education	0	0
	Gender issue	0	0
	deputy Head officer	0	0
	Education officer	0	0
	Teacher	108	14
	women and children affairs	0	0
	Supervisor	0	0

The socio-demographic profile of the respondents is also indicated in the figure bellow. It was revealed that the maximum number of the respondents, 100 (81.9%), were married while 14 (11.5%) of them were single. The remaining, 6 (4.9%), were divorced while 2 (1.6%) respondents were widowed.

The socio-demographic profile of the respondents is also indicated in the figure below. It was revealed that the maximum number of the respondents, 100 (81.9%), were married while 14 (11.5%) of them were single. The remaining, 6 (4.9%), were divorced while 2 (1.6%) respondents were widowed.

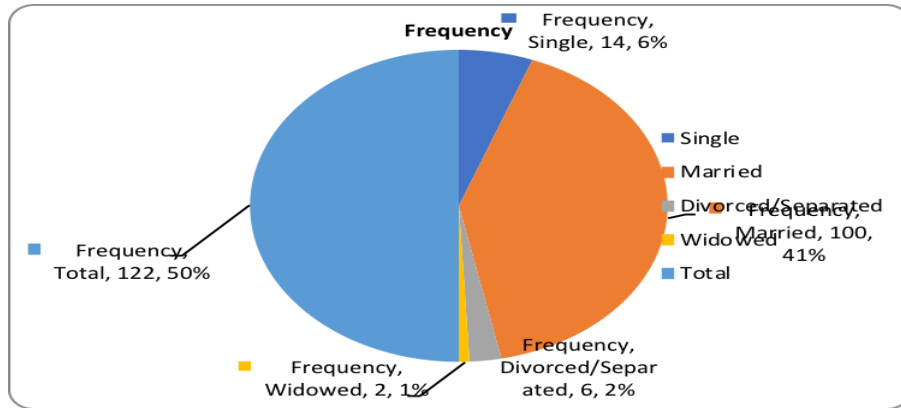


Figure 2 Socio demographic profile of the respondents

4.1.2. Socio-cultural Factors

The results on socio-cultural factors indicated that highly affect women’s participation on school leadership. For example results from women and men socialized differently to assume different roles with weighted mean 3.85 and 1.052 standard division. so, it show that it highly affect women’s participation. Similarly, women have less ability and skills than their male counterparts (weighted mean of 3.18, standard deviation 1.268) was another cause which affect female’s participation on school leadership. Few of the respondents disagreed with the idea that women have less ability and skills than their male counterparts. Most people still think that the decision making power of females is common with men (weighted mean of 2.7 and standard deviation of 1.46). The result also revealed that men feel more competent, capable and efficient in leadership than women (weighted mean 3.19 with the response of ‘agreed’). The response had a standard deviation of 1.268. In addition, men were more expert than women in profession (leadership) (weighted mean of 2.28 and standard deviation of 1.173 indicating disagreement with idea). According to the results, women do not like responsibility. These accounted for 2.46 weighted mean with standard deviation of 1.172. Many of the respondents disagreed that women were not interested in power with weighted mean of 2.21 and standard deviation of 1.085. A maximum number, 48, of the respondents disagreed with the idea that women have lack of skill in using information technology. The weighted mean of using network of the

females was 2.57 and the standard deviation was 4.904 with ‘disagreed’ response. The respondents responded that females and males are socialized differently to assume different roles with weighted mean 3.85 and standard deviation of 1.118 (with ‘agreed’ response as in Table 2 bellow).

Table 3: The socio-cultural factors of the respondents

No.	Items	Rating scale							
		Respondent	S. A	A	S.W.A	D	S.D	Weighted mean	S.Deviation
A	Women have less ability and skills than their male counterparts to lead school	T=122	20	40	22	22	18	3.18	1.318
		Percent (%)	16.3	32.9	18	18	14.8		
B	Most people still think the decision making power common with men	T=122	9	29	25	34	25	2.7	1.246
		Percent (%)	7.4	23.8	20.5	27.9	20.5		
C	Men feel more competent, capable and efficient in leadership than women	T=122	17	44	22	23	16	3.19	1.268
		Percent (%)	13.9	36.1	18.0	18.9	13.1		
D	Men are more expert than women in profession (leadership)	T=122	8	12	21	46	35	2.28	1.173
		Percent (%)	6.6	9.8	17.2	37.7	28.7		
E	Women do not like responsibility at all	T=122	8	14	34	36	30	2.46	1.172
		Percent (%)	6.6	11.5	27.9	29.5	24.6		
F	women are not interested in power	T=122	2	17	24	41	38	2.21	1.085
		Percent (%)	1.6	13.9	19.7	33.6	31.1		
G	women have lack of using network searching and information	T=122	8	4	25	48	37	2.57	4.904
		Percent (%)	6.5	3.3	20.5	39.3	30.3		
H	Females and males are socialized differently to assume different roles	T=122	43	40	20	16	3	3.85	1.118
		Percent (%)	35.2	32.8	16.4	13.1	2.5		
I	The male controlled thought that dominates the culture affects women’s participation in school leadership	T=122	43	40	20	16	3	2.3	1.322
		Percent (%)	35.2	32.8	16.4	2.5	2.4		

1. **NB.** SA-Strongly agree, A-Agree, SWA-Somewhat agree, D-Disagree, SD-Strongly disagree For the purpose of analysis, the weighted mean values were interpreted as follows. $>3.50 = \text{S.A}$, $2.50-3.50 = \text{'A'}$ and $<2.50 = \text{disagree}$ and strongly disagree. The findings presented on table above.

4.1.3: Attitude of Women towards Themselves

The result revealed that women exhibit poor risk-taking (weighted mean of 2.09 and standard of deviation 1.128). Few of the respondents highly agreed with poor risk-taking behavior of women. It was also indicated that many respondents disagreed with the idea that women perceived themselves as less skillful and more passive in leadership than their male counterparts. This idea had weighted mean of 2.24 and standard deviation of 1.068. In an addition to these, respondents somewhat agreed that women still admit that the world is of masculine rules (weighted mean of 2.94 and standard deviation of 1.307). Then most the respondents agreed on this points. Some of the respondents disagreed that women still admit that the world is of masculine rules. On the other case, some respondents disagreed with that women were not interested in power (weighted mean of 2.21 and 1.085). On the other hand, few of the respondents indicated that women were not interested in power (Table 3 bellow).

Table 4: Attitude of Women's towards themselves

Q	Items	Rating scale							Weighted mean	S.Deviation
		Respondent	S.A	A	S.W.A	D	S.D			
A	Women exhibit poor risk taking of themselves	T=122	5	11	20	40	46	2.09	1.128	
		Percent (%)	4.1	9.0	16.4	32.8	37.7			
B	Women perceive themselves as less skillful and more passive in leadership than their male counterparts	T=122	4	14	21	51	32	2.24	1,068	
		Percent (%)	3.3	11.5	17.2	41.8	26.2			
C	Women still admit	T=122	18	25	32	26	21	2.94	1.307	

	the world masculine rules	Percent (%)	14.8	20.5	26.2	21.3	17.2		
D	Women are not interested in power	T=122	2	17	24	41	38	2.21	1.085
		Percent (%)	1.6	13.9	19.7	33.6	31.1		

NB. SA-Strongly agree, A-Agree, SWA-Somewhat agree, D-Disagree, SD-Strongly disagree. For the purpose of analysis, the weighted mean values were interpreted as follows. >3.50 = S.A', $2.50-3.50$ = 'A ' and <2.50 =disagree 'and strongly dis agree. The findings presented on table above.

4.1.4: Challenges of Female Teachers to Lead Secondary School

The results on challenges of female teachers to lead school indicated weighted mean of 2.81 and standard deviation of 1.49. The respondents responded that religious factors are lesser challenges of female teachers to lead schools. The result also indicated that 26 of the respondents replied that religious factors are less serious challenges of females to lead schools. In addition to this, job requirement reduces female school leadership as indicated with weighted mean of 2.5 and 1.427. Accordingly, a small number of respondents replied that very high job requirement reduces female school leadership. In another case, the respondents believed that traditional practice affects females' leadership practices to a lesser extent (weighted mean of 3.06). Accordingly, very small number of respondents disagreed with the idea that traditional practice also affects females' leadership. Many respondents identified male prejudice as being lesser to hinder females from leadership (weighted mean of 2.24 and standard deviation of 1.373). Accordingly, few respondents replied 'agreed' regarding the idea that male prejudice hinders females from leadership. Maximum number of the respondents responded that stereotype affects females' leadership (weighted mean of 3.2). Economic factors did not hinder females from leadership (with a mean of 2.17 respondents disagreeing with the idea). Administrative factors posed great challenges on females' leadership (weighted mean of 3.48 and standard deviation of 1.187). A Small number of respondents disagreed with administrative challenges as hindering females from leadership (Table 4 bellow).

Table 5: Results from the Challenges of females teachers to lead secondary school

Q	Items	Rating scale							
		Respondent	SA	A	SWA	DA	.SDA	Weighted mean	S.Deviation
A	Religious factor are challenges of females to lead school	T=122	20	31	11	26	34	2.81	1.490
		Percent (%)	16.4	25.4	9.0	21.3	27.9		
B	Job requirement reduces female school leadership	T=122	16	18	19	27	42	2.50	1.427
		Percent (%)	12.7	14.3	15.1	21.4	33.3		
C	Traditional practice also affect females leadership	T=122	24	15	17	26	40	3.06	4.976
		Percent (%)	19.7	12.3	13.9	21.3	23.8		
D	Male prejudice hinder females from leadership	T=122	13	12	18	27	52	2.24	1.373
		Percent (%)	10.7	9.8	14.8	22.1	42.6		
E	Stereotypes affects females leadership	T=122	27	35	22	11	27	3.20	1.458
		Percent (%)	22.1	28.7	18.0	9.0	22.1		
F	Economic factors reduces females from leadership	T=122	14	10	15	27	56	2.17	1.389
		Percent (%)	11.5	8.2	12.3	22.1	45.9		
G	Administrative factors challenges females from leadership	T=122	23	49	25	14	11	3.48	1.187
		Percent (%)	18.9	40.2	20.5	11.5	9.0		

N.B. SA, A, SWA, DA and SDA

. For the purpose of analysis, the weighted mean values were interpreted as follows. >3.50 =S.A', $2.50-3.50$ = 'A ' and <2.50 =disagree' and strongly disagree. The findings presented on table above.

4.1.5: characteristics of Female Teachers' Participation in Secondary Schools Leadership

The results on female teachers' participation in leadership in secondary school indicated weighted mean of 4.3 and 0.935 with respondents highly agreeing that leadership is more appropriate to males than to females. It also revealed a weighted mean of 4.18. The response was very high with female's participation decreasing at higher leadership position than lower leadership position (clubs, departments and unity leader). The results indicated that 63 respondents responded that the number of female staffs was higher in teaching area than in leadership position with weighted mean of 4.18. On other hand, the respondents responded very low on both male and female teachers' equal participation in school leadership position. Respondents did not agree on the point that institutional factors affect women's participation in high school principalsship indicated with weighted mean of 2.12. Accordingly, very low institutional factors were indicated that affect women's participation in secondary school principalsship (Table 5 bellow). On the other hand, female leadership position decreases at higher leadership position than lower leadership position.

Table 6: Results from characteristics of Female Teacher Participation on Leadership in Secondary Schools.

Q	Items	Rating Scale							Weighted mean	S.Deviation
		Respondent	V.H	H	Fair	low	V.L			
A	Leadership is more appropriate to male than females	T=122	16	38	34	7	27	3.07	1.337	
		Percent(%)	13.1	31.1	27.9	5.7	22.1			
	Females participation decrease at higher leadership position than lower position (clubs, departments and unity leader)	T=122	65	38	13	3	3	4.30	0.935	
		Percent(%)	53.3	31.1	10.7	2.5	2.5			
C	High no of female staffs in teaching area than leadership position	T=122	63	39	7	5	8	4.18	1.143	
		Percent(%)	51.6	32.0	5.7	4.1	6.6			
D	Both male and female teachers equally participate in school leadership position	T=122	15	14	13	29	51	2.29	1.423	
		Percent (%)	12.3	11.5	10.7	23.8	41.8			
E	Institutional factors that affect women's participation in secondary school principals ship is high	T=122	8	15	16	28	55	2.12	1.289	
		Percent (%)	6.6	12.3	13.1	23.0	45.1			
F	Females are not motivated for leadership in secondary school	T=122	10	9	34	30	39	2.35	1.233	
		Percent (%)	8.2	7.4	27.9	24.6	32.0			

N.B SA =5,Agree =4,SWA=3,D=2, SD=1. For the purpose of analysis, the weighted mean values were interpreted as follows. >3.50= S.A’, 2.50-3.50= ‘A ’ and <2.50=disagree’. The findings presented on table above.

4.1.6: Women’s Family and Home Responsibility

The results on women’s family and home responsibility indicated weighted mean of 4.45 as agreed by respondents. A small number of respondents replied that home responsibility did not hinder women’s from leadership. Women’s lack of support from family (partners) with weighted mean of 4.37 was agreed by the respondents. In addition to this, women’s having responsibility of child bearing, and taking care of household properties affect their participation in leadership (weighted mean of 3.87 and standard deviation of 1.11 showed agreement with the ideas).

Table 7: Results from Women’s Family and Home Responsibility on Leadership

Q	Items	Rating scale							
		Respondent	S.A	A	Fair	D	S..D	Weighted mean	S.Deviation
A	Women’s are more responsible to home or family related issues than their male complements	T=122	49	45	24	2	2	4.45	3.72
		Percent (%)	41	36.1	19.7	1.6	1.6		
B	Women’s lack of supports from family (partners) affects their leader ship	T=122	49	47	13	8	5	4.37	3.773
		Percent (%)	41	37.7	10.7	6.6	4.1		
C	Women’s have minimal authority in controlling commanding and managing household properties than their counterparts	T=122	8	8	14	36	56	3.87	1.11
		Percent (%)	5.8	5.8	11.6	29.8	46.3		

D	Women's responsibility of family child bearing and taking care of home affects their participation in school leadership	T=122	42	53	18	7	1	4.06	0.897
		Percent (%)	34.7	43.8	14.9	5.8	0.8		

N.B. VH-Very high, H- High, VL- Very low. For the purpose of analysis, the weighted mean values were interpreted as follows. $>3.50 = \text{S.A}'$, $2.50-3.50 = \text{'A'}$ and $<2.50 = \text{disagree}$. The findings presented on table above.

4.1.7. Interview

The interview results revealed that females' ability in leadership was low but if they participate on educational leadership where they can perform with good leadership. The representation of females in leadership was based on the least consideration of new standards of education. The data indicated that there were few females in leadership position although the government declared equal chance on leadership representation of both sexes. Supporting females in school leadership was expected from all stakeholders, and the local governments should focus on female representation. From the reality, the respondents believed that both females and males perform equally the leadership. In addition, the interview revealed that females have household burdens, and that life rural schools and traditional problems hinder the females from the leadership. The stakeholders should work together to bring females to leadership position. Majority of the respondents replied that the factors that hinder female teachers from leading school are fear of risk taking, family and child care, lack of support from family to lead school, and the life of rural area affect female's leadership ones directly or indirectly. In the other words, female teachers attitude towards themselves, for example, male's superior, women's less ability and less competent, family impacts in regarding to child bearing are some problems raised among the respondents. A very few respondents replied that selection criteria and lack motivation from education office are taken as a problem. Only two respondents replied that lack of interest and level of education can affect female's leadership in seka chekorsa woreda. Finally the points put by those respondents as a comment is every body should work together to bring females to school leadership position.

4.1.8. Document Analysis

Based on document analysis, the researcher got some information from the written material of the educational office. It indicated that there were no female principals on the six secondary schools in the woreda. Generally, the document analysis revealed that all the six schools were headed by male principal. Also in some governmental offices the participation of women was extinct including education offices. But in the future, there is a plan to promote female's participation in different work positions. that need the coalition of regional ,zonal, woreda and societies at all.

4.2. DISCUSSION

4.2.1. Socio-cultural Factors

The results on socio-cultural factors indicated that women have less ability and skills than their male counterparts as revealed with the weight mean of 3.18. These indicates that girls' education is given little or no attention while that of boys' is considered very important since they are expected to be the breadwinners, heirs, professional persons and leaders of society. As articulated in the UNICEF report (2012), as cited in Monicaa (2013), many respondents agree that males felt more competent, capable and efficient in leadership than women with weighted mean of 3.19 and standard deviation of 1.268. Respondents, 34 (27.8%), disagreed that people still think that the decision making power is given for men. This was similar with Shakeshaft's claim that focuses on internal barriers faced by women, such as lack of self-confidence, lack of motivation which can be the product of a "sex-structured society" that "generates" a belief in females that they lack ability (Shakeshaft, 1989).

In addition, men were thought more expert than women in profession (leadership) as the weighted mean was 2.28 while the standard deviation of 1.173 showing disagreement with idea by the respondents. According to the results, women do not like responsibility as indicated by the respondents. This revealed 2.46 weighted mean with standard deviation of 1.172. Many of the respondents disagreed with the view that women were not interested in power (weighted mean of 2.21 and standard deviation of 1.085). Maximum number of the respondents disagreed

with the idea that women have lack of the skill in using information technology. The weighted mean of using network of the females was 2.57 and the standard deviation was 4.904.

The society's order or system has been structured from the perspective of males. Shakeshaft (1989) designated this kind of society as androcentrism. Androcentrism means male-centered. It derives from the ideology of patriarchy which believes that women cannot occupy the leadership positions in schools and society. In this study, the respondents responded that females and males are socialized differently to assume different roles (weighted mean of 3.85 and standard deviation of 1.118 as agreed by the respondents). This idea in line with the view that boys are much valued, wanted and favored. Therefore, girls become helpers to their mothers at an early age and gradually internalize their roles and disadvantages (Deventer, 2000). Ethiopia is a male-controlled society that keeps women in a subordinate position (Haregewoin & Emebet, 2003), as cited in Tsion Asrat, (2018). There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification.

4.2.2. Attitude of Women towards Themselves

The result revealed, with strong disagreement, women exhibit poor risk-taking (weighted mean of 2.09 and standard deviation of 1.128). Few of the respondents highly agreed with the idea on poor-risk taking behavior. It also indicated that many respondents disagreed with the point that women perceived themselves as less skillful and more passive in leadership than their male counterparts (weighted by mean results 2.24 and standard deviation of 1.068). In studies of females aspiring to become administrators, Brown and Irby (2005), as cited in Hana Cherinet, (2016), found a marked lack of self-confidence contrary with the study. It also indicated that many respondents disagreed with the view that women perceived themselves as less competent and less skilful (2.24 and standard deviation $\sigma = 1.068$). In an addition, respondents somewhat agreed that women still admit that the world is of masculine rules (weighted mean of 2.94 and standard deviation of 1.307). Some of the respondents disagreed that women still admit that the world is of masculine rules. These include assertiveness, aggressiveness, and task-oriented leadership abilities (Jogulu & Wood, (2006), as stated in Monica,(2013). Other stereotypes of women include the expectation of being modest, quiet, selfless, and nurturing. These simple

characteristics may be seen as non-executive material. Entities desire a leader who will execute, take criticism, and do what is best for the company at all costs (Nelson & Levesque, 2007). On the other case, respondents disagreed with the point that women were not interested in power that (weighted mean of 2.21 and 1.085). Few of the respondents indicated that women were not interested in power (Table 3 above).

4.2.3. Challenges of Female Teachers to Lead Secondary School

Religion is another important source of cultural beliefs in most countries. Arguments about women's inferiority to men are present across all dominant religions, and religion has long been used to exclude women from aspects of social, political, or religious life around the world (Uwizeyimana, 2014). In this study, results on challenges showed that religious factors were less hindrances to females' roles in leadership. In addition to this, job requirement prevents female school leadership (weighted mean of 2.5 and 1.427). Accordingly, a small number of respondents replied that very high job requirement reduces female school leadership. This idea contradicts with women fare worse than men (Blau and Ferber, 1992; Tsehai, 1991), as cited in Leliftu Mekonnin, (2014). In another case, respondents agreed that traditional practice affects females' leadership practices (weighted mean of 3.06). Accordingly, very large number of respondents agreed with the claim that traditional practice also affects females' leadership. The idea identified with harassment can serve to keep the gender-based division of labor in place by forcing the victims from their jobs or interfering with their job performance (Kanter, 1977; Lott, 1987; Fagenson, 1993), as cited in Leliftu Mokonine (,2014). Respondents strongly believed that traditional practice also affects females' leadership.

Many respondents believed that male prejudice is lesser to hinder females from leadership (weighted mean of 2.24 and standard deviation of 1.373). Accordingly, few respondents agreed with the point that male prejudice hinders females from leadership. Family responsibilities like marriage, parenting, domestic work (among others) leave women with less time to participate actively as secondary school managers or principals. Husbands do not allow their spouses to go on transfer making women for feint such promotions to management position (Shepherd, 2000), as cited in Tesfaye Imiru (2018).

Ethiopia is a male-controlled society that keeps women in a subordinate position (Haregewoin & Emebet, 2003), as cited in Tsion Asrat, (2018). Maximum number of the respondents strongly agreed that stereotype hinders females from leadership, and few respondents responded that stereotypes do not affect females' leadership. Economic factors did not prevent females from leadership (mean = 2.17 as disagreed by the respondents). It was contradictory with Shimalis (2016) who states that women's historical knowledge of discrimination puts them at a disadvantage position economically. Some type of separate administrative structure exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are also involved in academic or scholarly work (Powell & Graves, 2007), as cited in (Monica, 2013). Administrative factors had great challenges on females hindering them from leadership (weighted mean 3.48 and standard deviation of 1.187). A small number of respondents disagreed with the idea regarding administrative challenges as hindering females from leadership. Accordingly, Logan, 2010) argues comparing the representation of women in school administration that "20 years later" is not as easy as looking up the numbers. As was true in the mid 1980s, documenting women's representation in formal leadership positions in schools continues to be difficult because of the absence of reliable and comparable data either nationally or within and across the world (Table 4 above).

4.2.4:characterstics of Female Teachers' Participation in Leadership in Secondary School

Females have no equal participation in leadership position. This problem is revealed in Ethiopia's Education and Training Policy which emphasized the need for women's equal participation in teaching profession and educational leadership. Since the launching of the policy, affirmative actions have been implemented to increase female representation and advance leadership roles for women in the education system. As a result, in 2012/13, the share of female teachers has reached 37%, 15% and 16.4% from 36.3%, 11.8% and 15.9% from the base year in primary, secondary and TVET respectively (MOE, 2014.p.28). The results on female teacher participation in leadership in secondary school indicated that respondents highly agreed that leadership is more appropriate to males than to females. It also revealed that females'

participation decreases at higher leadership position than lower position (clubs, departments and unity leader).

In line with this, Gregory (2000) and Blackman (2000), as cited in Hana Cherinet (2016), female administrators in educational leadership are underrepresented despite the fact that they make up the whole teaching profession. Ethiopia's Education and Training Policy has emphasized the need for women's equal participation in teaching profession and educational leadership. Since the launching of the policy, affirmative actions have been implemented to increase female representation and advance leadership roles for women in the education system. As a result, in 2012/13 the share of female teachers has reached 37%, 15% and 16.4% from 36.3%, 11.8% and 15.9% from the base year in primary, secondary and TVET respectively (MOE, 2014). The findings of this study indicated that there were higher numbers of female staffs in teaching area than in leadership position. On other hand, the respondents responded very low on both male and female teachers equally participate in school leadership position. Respondents, however, disagreed that institutional factors affect much females' school leadership. Accordingly, very low institutional factors that affect women's participation in secondary school principalsship were mentioned. On the other hand, female leadership position decreases at higher leadership position than at lower leadership position.

4.2.5: Women's Family and Home Responsibility

According to Lantara (2015) females' obstacle, for example, emerges as the consequence of dichotomous thinking between responsibilities of men and women. Women are accounted as homebody, while men are seen as out-of-home person. Such dichotomous point of view might make woman uncomfortable to go out, while men disregard household matters because they are inappropriate for them. The results on women's family and home responsibility indicated weighted mean of 4.45 as agreed by respondents. Small number of respondents replied home responsibility did not affect women's from leadership. Women's availability to do job without interference made them take home responsibility. Nonetheless, an increasing number of companies are realizing the fact that women need some time out and have undertaken attempts to encourage women to remain longer in their careers as the participation of women is vital to the diversity and to the successes of corporations (Goff, 2005). Kamau (2001), as cited in Monicaa,

(2013), indicates that the different needs of women lead them to create a self-imposed glass ceiling, in this manner, only artificially seeming as if a glass ceiling would block their careers. Accordingly, women's lack of support from family (partners) was mentioned as a factor affecting women's participation in school leadership. In addition to this, women having responsibility in child bearing, and taking care of household properties affect their participation in leadership (weighted mean of 3.87 and standard deviation of 1.11) as indicated in Table 6 above.

CHAPTER FIVE: SUMMERY, CONCLUSSION AND RECOMMENDATION

5.1. SUMMARY

The study was aimed to identifying the practice and challenges of female teachers' participation in Jimmaa Zone Seka Chekorsa Woreda with the following purpose: -To illustrate the strategies employed to promote female teachers' participation in school leader ship in Seka Chekorsa Secondary Schools.

- To assess some of the socio-cultural practices which challenge female teachers when exercising leadership in seka Chekorsa Woreda.
- To identify major factors that affect female teachers' participation in Seka Chekorsa Woreda Secondary School leadership
- In order to attain the objective of the study, the following basic research questions were stated
What strategies are employed to promote female teachers' participation in school leadership in Seka Secondary schools?

What are some of the socio-cultural factors which challenge female teachers when exercising leadership?

What are the major practice and challenges that affect female participation in school leadership?

As descriptive survey study with qualitative and quantitative research design was employed in the study. The discussion of the finding summarized as follows: Many respondents agreed with the effect of socio-cultural factors on female teachers' leadership participation in Seka Secondary school. These indicated that girls' education is given little or no attention while that of boys' is considered very important since they are expected to be the breadwinners, heirs, professional persons and leaders of society as articulated in the (UNICEF report, 2012), as cited in Monicaa (2013). Many respondents, with weighted mean of 3.19, agreed that men felt more competent, capable and efficient in leadership than women. Most respondents, with weighted mean of 2.7, disagreed that people still think that the decision making power is common with men.

Accordingly, Shakeshaft determined internal barriers faced by women, such as lack of self-confidence, and lack of motivation can be the product of a “sex-structured society” that “generates” a belief in females that they lack ability (Shakeshaft, 1989). Many respondents, with weighted mean of 2.28, disagreed that men are more expert than women in profession (leadership). Wamahiu (2005) noted that girls' education is curtailed because early marriages is most preferable for their numerous advantages in the view of some parents. Generally, some of the respondents, with weighted mean of 2.46, disagreed that women do not like responsibility at all. In addition to this, respondents, with weighted mean of 2.21, disagreed that women are not interested in power, contrary to some literature such as Alder, *et al*, (1993), as cited y Lelifu Mekonnin (2014).

The results of women’s attitudes towards themselves indicated that respondents with weighted mean 2.09 revealed that women exhibit poor risk-taking. In studies of females aspiring to become administrators, Brown and Irby (2005), as cited in Hana Cherinet (2016), found a marked lack of self-confidence contrary with the study. Many respondents disagreed that women perceived themselves as less skillful and more passive in leadership than their male counterparts. In an addition, respondents, with mean of 2.94, somewhat agreed that women still admit that the world is of masculine rules. These include assertiveness, aggressiveness, and task-oriented leadership abilities (Jogulu & Wood, 2006). Other stereotypes of women include the expectation of being modest, quiet, selfless, and nurturing. These characteristics may be seen as non-executive material. Entities desire a leader who will execute, take criticism, and do what is best for the company at all cost (Nelson & Levesque, 2007). Generally, religious factors were not indicated as challenges (weighted mean of 2.81). The respondents described lesser that job requirement reduces female school leadership. This idea contradicted with women fare worse than men (Blau & Ferber, 1992; Tsehai, 1991), as cited in Lelifu Mekonnin, (2014).

Maximum number of respondents, with weighted mean of 3.2, responded that stereotypes affect female leadership. Family responsibilities like marriage, parenting, domestic work, among others, leave women with less time to participate actively as secondary school managers or principals. Husbands do not allow their spouses to go on transfer making women for feint such promotions to management position (Shepherd, 2000), as cited in Tesfaye Imiru (2018).

Ethiopia is a male-controlled society that keeps women in a subordinate position (Haregewoin & Emebet, 2003), as cited in Tsion Asrat (2018). Many respondents revealed that economic factors to some extent affect female from the leadership. Accordingly, respondents, with weighted mean of 3.48, responded that administrative factors highly challenged female teachers' leadership. Leadership participation in leadership in Seka Secondary is considered more appropriate to male than females. This problem is reflected in Ethiopia's Education and Training Policy which emphasized the need for women's equal participation in teaching profession and educational leadership.

It was also found that females' participation decreases at higher leadership position than lower position (clubs, departments and unity leader). In line with this, Gregory (2000) and Blackman (2000), as cited in Hana Cherinet (2016), state that female administrators in educational leadership are underrepresented despite the fact that they make up the whole teaching profession. Women's availability to do job without interference made them take home responsibility. Nonetheless, an increasing number of companies are realizing the fact that women need some time out and have undertaken attempts to encourage women to remain longer in their careers as the participation of women is vital to the diversity and to the successes of corporations (Goff, 2005). Kamau (2001), as cited in Monicaa (2013), indicates that the different needs of women lead them to create a self-imposed glass ceiling, in this manner, only artificially seeming as if a glass ceiling would block their careers.

5.2. CONCLUSSION

As indicated in the finding, the following are the major challenges to female teachers' participation in Seka Chekorsa secondary schools. Firstly, females' participation decreases at higher leadership position; there are a higher number of female staff in teaching area than in leadership position. Secondly, women's lack of support from family was found to affect female teachers' participation in school leadership. Thirdly the belief that females have less ability and skill than their male counterparts is also hindrance to their participation. The decision making of female was not common with male. Both male females are expert in education leadership.

The finding also indicated that females were interested in power. But, Females' leadership was found to be dominated by male. In Seka secondary schools, female teachers do not assume high risk-taking. Women did not perceive themselves as less skillful and more passive. In this finding, women admit that the world is of masculine rule. Stereotypes hinder many females from taking leadership positions. Administrative factors highly challenged Seka secondary school female teachers' leadership. Leadership was thought more appropriate to males than to females in Seka secondary schools teachers' perspectives. In addition to these, women's availability without interference makes them stay at home (Goff, 2005). The fact that women are not interested in power is the least challenge to females' leadership participation.

5.3. RECOMMENDATION

- The societies should accept the equality of men and women at work place.
- Women themselves should improve their lading style.
- The government should maintain equal participation of men and women in leadership positions.
- It is necessary to facilitate leadership education for females.
- Schools should avoid placing females at subordinate positions.
- The Government should focus on females' motivation in educational leadership and leadership representation.
- Since the base is from elementary school, the Governments should focus on representing females in elementary schools in leadership position.
- Zonal education offices should supervise the woredas educational office to know whether encourage females to take educational leadership positions.
- At the school level, females should participate in different managerial responsibilities to develop their skills on leadership position.
- The government could provide further education for women in order to improve their level of education.

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APPENDIX A

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

General direction; Questionnaire

Dear respondents, you are kindly requested to give your response. The purpose of this study is to assess the practices and challenges of female teacher's participation in secondary school leadership in Seka Chekorsa Woreda. The information collected through this questionnaire will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to complete the questionnaire carefully. Please, read the instruction and each item in the questionnaire.

N.B. No need to write your name. No need of consulting other to fill the questionnaires. Thank You Very much for your patience and interest to respond the entire question

PART 1: Demography

This part is to be completed by all respondents. Answer the following questions by putting a tick (√) in the box next to your correct answer.

Q1. Gender

Male Female

Q2. Marital Status

Single Married Divorced/Separated Widowed

Q3. Age (in years) below 30 30 – 39 40 – 49 50 and above

Q4. What is your highest professional qualification?

PhD MA/MSc BA/Bsc Diploma others (specify)

Q5. What is your Job Position in this institutional set up?

- Head of District Education

- Gender issue
- Deputy Head officer
- Education Officer
- Teacher
- Women and children affairs
- supervisor

PART 2: Socio Cultural Factors

The following are socio-cultural factors that affect women's participation in school leadership. Please indicate the extent of your agreement on regarding their impact on women's participation in school leadership in secondary schools by putting a tick mark (√) in one of the boxes provided for each possible factor using the scales given below. Strongly agree (5), Agree (4), somewhat agree (3), disagree (2), and strongly disagree (1)

Q6	Items	Rating scale				
	Socio Cultural Factors	5	4	3	2	1
A	Women have less ability and skills than their male counterparts to lead a school					
B	Most people still think the decision making power common with men					
C	Men feel more competent, capable and efficient in leadership than women					
D	Men are more expert than women in profession(leadership)					
E	Women do not like responsibility at all					
F	Women are not interested in power					
G	Women have Lack of using network searching and information					
H	Females and males are socialized differently to assume different roles					
I	The male-controlled thought that dominates the culture affects women's participation in school leadership					
Q7	Attitude of Women towards Themselves					

A	Women exhibit poor risk taking of themselves					
B	Women are perceive themselves as less skillful and more passive in leadership than their male counterparts					
C	Women still admit the world masculine rules					

Part 3. Characteristics, Challenges, Women’s Family and Home Responsibility of Females Teacher Participation in Leadership to lead secondary school

Please indicate the extent of your agreement on regarding their impact on women’s participation in school leadership in secondary schools by putting a tick mark (√) in one of the boxes provided for each possible factor using the scales given below. **5, very high, 4, high 3, fair 2, low 1, very low**

Rating scale

Q 8	Challenges of females teachers to lead secondary school	5	4	3	2	1
A	Religious factor are challenges of females to lead school					
B	Job requirements reduce females school leadership					
C	Traditional Practices also affect females leadership					
D	Male prejudice hinder females from leadership					
E	Stereotypes affects females leadership					
F	Economic Factors reduces females from leadership					
G	Administrative Factors challenges females from leadership					
H	Social taboo reduces females leadership					
Q 9	Females Teacher Participation in Leadership in Secondary School Characterized by					
A	Leadership is more appropriate to male than females					
B	Females participation decreases at higher leadership position than lower position (club heads, department and unit leader)					

C	High number of female staffs in teaching area than leadership position					
D	Both male and female teachers equally participate in school leadership position					
E	Institutional factors that affect women`s participation in secondary school principal ship is high					
F	Females are not motivated for secondary school leadership					
Q10	Women`s Family and Home Responsibility					
A	Women are more responsible to home or family related issues than their male complements					
B	Women`s lack of support from family (partner) affects their participation in leadership					
C	Women have minimal authority in controlling commanding and managing household properties than their counterparts women are more patience than men					
D	Women`s responsibility of family child bearing and taking care of home affect their participation in school leadership					

Part 4. For items (Q11--14, please give brief answers

11. In your opinion what are other major challenges that might contribute to the under representation of women in secondary school leadership? _____

12. State what possible strategies or actions should be follow to attract and increase the participation of women in secondary school leadership. _____

13. In your opinion, whose concern is to maximize female`s participation in secondary school leadership? _____

14 If you compare male and female leadership in your woreda`s secondary schools, how much present female holds? This proportion is enough as governmental and educational plan that empowering women?-----

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

General direction; Interview

The crucial purpose of this study is to assess the practices and challenges of female teacher's participation in secondary school leadership in seka chekorsa woreda. The information collected through this interview will be used purely for academic purpose. Therefore, you are kindly requested to reply on the interview.

N.B. No need to tell your name. No need of consulting other to reply orally. Thank You Very much for your patience and dedication to respond to the entire question

PART 1: Demography

Sec.1

Q1. Gender

Male Female

Q2. Marital Status

Single Married Divorced/Separated

Q3. Age (in years) below 25 25 – 45 45 – 55 55 and above

Q4. What is your Highest Professional Qualification?

PhD MEd 1stdegree Dip others (specify)

Q5. What is your Job Position in this institutional set up?

- Head of District Education supervisor

- Gender issue school director
- Deputy Head officer office workers
- Women and children affairs

PART 2: Open ended

1 From your practical experience and observation how do you evaluate the current standing of women in secondary school leadership in schools of seka chekorsa worda?

2'what is your attitude towards women school leaders' skill and competence in performing leadership functions in secondary schools? Does your institution encourage female teachers? how?-----

4.Is there unique opportunity for women to raise them in school leadership?

5, How feel administrator and societies If females exclude from secondary school leadership?--

6.To enhance females principals what measure should be taken by your organization?-----

7, Whom principal would you prefer to have? a male or a female principal? why? -----

8. What is the fear of female teachers to lead secondary school?-----

9 Is there any priority to women to bring them to a leadership position in your school/woreda educational office?-----

10, Do you believe that the existing transformational development of selecting and assigning school leaders has transparency? What is the function of bringing women to school leadership?-----

Gaaffii afaanii

Kaayyoongaaffii afaani kanaa inniguddaan barsiisota dubartoota agara hooggansamanabarumsaafidufhaalaqoo'achuudha. Haalumakanaan ragaaleensassa abamanbu, aqabeessummaa qorannichaaf gah eeninni qabuolaanadha. kanaafuutas gabiingaaffii gafatam tanakka deebiinuuf laattankabajaannigaafanna.

Hub. Maqaa himuu fii deebii kennuu fnamoota biromariisuu suundhoowwadha.

Kutaa 1ffaa, Gaaffii dhuunfaa

G1, saala, dhiira dubara

G2, Haalagaa 'ilaa, kanfuudhe kanhin fuune kanhike

G3, umurii, woggaa 25 gadi 25—40 41-----55 55 olii

G4, sadarka abarumsaa

-Doktora

-mastreetii

-Digirii 1ffaa

-dippiloomaa

-Kan biroo

G5 Gahehojii-Hoogganaawaajiraa Hojjetaawaajiraa Dhimma dubartii fi Daa'immanii

Supervizera -koorniyaa I/A hoogganaa

Kutaa 2ffaa Gaaffilee kanaa gadiifaaniindeebisaa

1. muuxannoo fi danddeettii qabdanirraa ka'uun m/b sad. 2ffaa hoogganuuf kaka'umsii fi dandeettiinbarsiisotadubarttootaamaalfakkaata?-----

2. Yeroammaa kana tooftaaleen filannoo hooggansa manabarumsaa muuduu maal fakkaata? Waajirri keessan shamarranni jajjabeessaa?akkamiin?-----

3,M/b sad.2ffaa
hoogganuufwonttoonbarsiisotashamarraniidaangessanmaalijettaniiyaaddu?-----

4, Barsiisonni dubaraa gara hooggansa m/b sad. 2ffaa dhufuuf carraa maalii qabu? -----

5 ,Barsiisonni shamarranii yeroo hooggansa m/b irraa fagaachaa deeman qaama baratee fi hawaasanaannichaa biratti maaltu mul'ta?-----

6, Hirmaannaabarsiisotashamarraniilguddisuufgaheenwaajjirakeessaniimaalfa'a?-----

7, Hooggansadhiiraa moo shamaraatu siitti hooggana jettanii yaaddu?-----

8, Basiisonni dubartootaaa akka garahooggansa m/b sad. 2ffaaa hin dhufne sodaani saanii maal jettanii yaaddu?-----

9, Barsiisotashamarraniigarahooggansaattifiduufgarafuulduraattimaaltunuraaeggama?-----

10- karooraa fi guddinatiraansfoormeeshiniammaa kana keessattihaallifilannoo fi qacarriihooggansamanaabarumsaaiftoominaqabajettaniiyaadduu?gaheendubartootagarahooggansa m/bfiduuqabumaali?-----