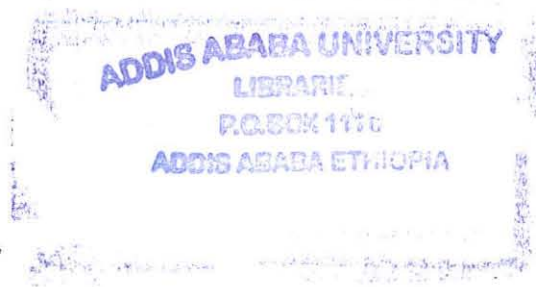


**A SURVEY STUDY OF FACTORS AFFECTING THE ROLES  
AND RESPONSIBILITIES OF PRIMARY EDUCATION  
FEMALE PRINCIPALS SCHOOL MANAGEMENT IN EAST  
HARARGE ZONE, OROMIA**

**Thesis Presented to the School of Graduate Studies of  
Addis Abba University**

**In Partial Fulfillment of the Requirements for the Degree of Master of  
Arts in Educational Planning and Management**

**By  
Takele Taddess**



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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

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# TABLE OF CONTENTS

	<b>Page</b>
<b>Acknowledgment.....</b>	<b>i</b>
<b>List of Tables.....</b>	<b>v</b>
<b>Abbreviations and Acronyms.....</b>	<b>vi</b>
<b>Abstract.....</b>	<b>vii</b>
<b>1.CHAPTER ONE</b>	
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	7
1.3 Objective of the Study .....	10
1.4 Significance of the Study .....	11
1.5 Delimitation .....	12
1.6 Limitation of the Study .....	12
1.7 The Research Design and Methodology .....	13
1.7.1 Method .....	13
1.7.2 Sources of Data.....	13
1.7.3 Sample Size and Sampling Technique .....	13
1.7.4 Instruments of Data Collection .....	15
1.7.4.1. Questionnaire .....	15
1.7.4.3. Pilot Testing .....	16
1.7.4.2. Interview .....	17
1.7.5 Methods of Data Analysis .....	17
1.8 Definition of Key Terms .....	18
1.9 Organization of the Study .....	20
<b>2.CHAPTER TWO</b>	
<b>Review of the Related Literature .....</b>	<b>21</b>
2.1 The Impact of Cultural Sex-role Stereotyped View on Women's Leadership Career .....	21

2.1.1	Sex-role Stereotyped Attitude of Ethiopian Societies .....	26
2.1.2	Prejudice against Women as School Principals .....	29
2.1.3	Gender Stereotype and Women's Self-image to School Principalship .....	31
2.2	Leadership Effectiveness of Men and Women .....	32
2.2.1	The Career Experience of Women and Men in School Leadership .....	33
2.2.2	Strategies and Skills Associated with Female and Male Principals Leadership .....	36
2.2.3	Decion-making Strategies of Male and Female Principals	39
2.2.4	Conflict Management Strategies of Women and Men School Principals .....	40
2.2.5	School Principalship and Gender Role .....	41
2.3	The Impact of Job-family Conflict on Principalship Role and Responsibilities .....	42
2.3.1	Personal and Family Impact as Disincentive to Female Principals .....	45
2.4	Actions and Strategies to Enhance Female Principals' Role in School Management .....	47
2.4.1	Confidence –building and Extending Potential Support .....	47
2.4.2	Providing Training Programmes .....	48
2.4.3	Establishing Women Networks .....	49

### **3.CHAPTER THREE**

<b>PRESENTATION, ANALYSIS AND INTERPRETATION.....</b>	<b>51</b>
3.1 Characteristics of Respondents .....	51
3.2 Social Factors that Affect Female Principalship Roles .....	53
3.3 Physical & Biological Factors Affecting Female Principalship Roles .....	57

3.4 Psychological Factors Affecting Female Principalship Roles .....	59
3.5 Leadership Qualities Exhibited by Female Principals .....	61
3.6 Family Related Factors that Affect Women’s Principalship Roles .....	63
3.7 Level of Support Given by Husbands to their Wives who are Principals .....	67
3.8 Sex related Problems Faced by Female Principals in schools and Measures Taken to Alleviate the Problems .....	69
3.9 Personal & Family Impacts as Disincentives to Female Principals .....	70
3.10 Comparison of Male and Female Principals in school Managerial qualities .....	72
3.11 Measures to be Taken to Alleviate Sex Stereotyping and Family Related Problems Faced by Female School Principals .....	74

**4. CHAPTER FOUR**

Summary, Conclusions & Recommendations .....	77
4.1 Major Findings .....	78
4.1.1 Societal Stereotyped Views that Affect the Roles & Responsibilities of Female Principals .....	78
4.1.2 Conflicting Expectations of Principalship Career & Family Roles .....	80
4.1.3 Whether there was Significant Difference in Managerial Qualities between Male & Female Principals .....	80
4.1.4 Strategies to be Employed to Improve Female Principals Work Performance .....	81
4.2 Conclusions .....	82
4.3 Recommendations .....	83
<b>Bibliography</b> .....	86

**Appendix- A**

**Appendix- B**

**Appendix- C**

## LIST OF TABLES

	<b>Page</b>
<b>Table 1.</b> Woredas included in the sample.....	14
<b>Table 2.</b> Biographic information of the respondents.....	52
<b>Table 3.</b> Degree of conformity to social factors.....	55
<b>Table 4.</b> Degree of conformity to physical & biological factors.....	58
<b>Table 5.</b> Degree of conformity to psychological factors.....	60
<b>Table 6.</b> Respondents' perception of leadership performance of female principals.....	62
<b>Table 7.</b> Family roles as an obstacle to female principals' career.....	65
<b>Table 8.</b> Married female principals by reported degrees of husband's help.....	67
<b>Table 9.</b> Sex related problems with teachers & students.....	68
<b>Table 10.</b> Degree of conflict between job and family roles.....	70
<b>Table 11.</b> Gender comparison of leadership styles.....	72

## **ABBREVIATIONS AND ACRONYMS**

AAU	Addis Ababa University
ANOVA	Analysis of Variance
DF	Degree of Freedom
EFA	Education for All
MOE	Ministry of Education
UN	United Nations
WEO	Woreda Education Office

## **Abstract**

*The main purpose of this study was to make an investigation into some of the factors that affect the roles and responsibilities of primary education female principals and to give recommendations so as to enhance their performances. The study was conducted in East Hararge Zone in Oromia. To meet the objective of the study, both internal and external variables were treated. These included the effect of societal stereotyped attitudes, job-family conflicts. In addition, leadership styles of male and female principals, and strategies to be employed to improve the female principals' work performance were considered. In this zone, there were 51 primary education female principals and all of them were included in the study. Besides, 40 male principals, 50 female teachers, 30 male teachers, 9 WEO heads, 9 WEO supervisors and 9 WEO women's affairs were also included in the study. Questionnaire and Interview were used to collect the necessary data. Obtained data were analyzed using statistical tools of percentage, mean, Chi-Square, T-test, standard deviation and one-way ANOVA. The result of the study indicates that there are still stereotypical views considering females to have less capacity, and thus, expecting to gain the support of males in some aspects. The dual role of principal women would obviously share their thought, energy and time. Thus, it could negatively affect their leadership qualities in school. In addition, the observed result concerning difference in the managerial qualities between men and female principals showed no difference in the dimensions the groups were assessed. It was evidenced that women exhibit good qualities of School leadership. Finally, coordinating discussion and experience sharing forums, special supervisory support for women principals, allocating page portions (column) of educational publications and mass-media to female principals' achievements; societal loyalty, the role of civic societies and NGO were forwarded as major recommendations in order to help improve the performance of female school principals.*

# CHAPTER ONE

## INTRODUCION

### 1.1 Background of the Study

Education, as it is manifested in its various types and levels of institutions, has a special formative and exemplary role to play in the development of society. Those holding leadership positions in educational institutions play a uniquely important role in shaping the institutions which in turn play such a crucial role in molding society and future. It is critical, therefore, that there should be an equal partnership of women and men in decision making positions within the academy in order that women provide an intellectual and moral leadership which will embrace their experience as that of men (Acker et al, 1984).

Researchers (such as, Shakeshaft, 1989; Weiler, 1988; Betz, 1987; Heller, 1982; Jacklin and Maccoby, 1975) agree that women are much better equipped for leadership and responsibility than they would believe, through their natural roles as spouses, mothers and care-givers. For them, women are trained problem solvers in their own homes and communities. They are infact, the best organizers. The skills women learn from their mothers and grandmothers, in managing a household are applied repeatedly in all aspects of their lives. Thus, these writers underline that women leaders are created by several forces, of which advanced learning is just one.

Similarly, Fapahunda cited in Damachi (1978) has given emphasis to the diverse roles of women and their contributions by stating that women are responsible for the biological and social tasks of bearing, nurturing and providing initial education for children, and ensuring the well-being of the family and that of the entire society. The writer

further adds, women are important human resources and by leaving them out from administrative tasks, the schools are missing the vital inputs that women with their own unique strengths and perspectives could bring to the schools.

However, many scholars (for examples, Brydon and Sylvia, 1989; Cann and Siegfried, 1987; Spencer and Podmore; 1987; Michel, 1986; Marini and Brinton, 1984; Taylor, 1978; Schein, 1975) comment that cultural values, attitudes, norms affect women's participation in leadership positions.

Findings from various studies show that cultural stereotypes, the social norms and traditions defined women as weaker than, and inferior to men. According to Broverman and others (1972), in terms of status positions, societies placed men at higher rank while women are given lower positions. Many societies believe that women are not equally capable in intelligence with men.

As reviewed by Colwill (1989) gender stereotypes usually try to portray the qualities women lack physically, mentally and spiritually. Although these are normally unacceptable since they are the formulation of cultural set up of a certain society, their influence on female principals in school management is damaging.

Since stereotypically masculine behaviors characterize leadership and feminine traits are devalued, in schools, teachers (especially males) have less esteem for female principals because they consider them as if they are less effective and less knowledgeable. Parents and community doubt the capacity of females to do the kind of work required of males (Jarvis, 1969).

Supporting this, Terborg (1977:19) in his polemical article, has said that "management is still very much a male discipline with all the

stereotypical characteristics of excellence being embodied with in a male character.”

According to Chabaud (1974), such discrimination not only prevents woman from achieving complete self- fulfillment as human beings; it also impedes the progress of society, because, according to this author, gender inequality is a waste of precious resources and potential.

Heller (1982) indicates that the problem of cultural stereotypes is that they assume females as inappropriate model for leadership positions. To Heller, gender stratification and imbalance hindered females to show their talent in leadership positions.

Friez and others also (1978) showed that men tend to overestimate their abilities while women tend to underestimate their abilities, although men and women may be equal in their abilities.

Rewegsira (1988) viewed the stereotyped attitudes the staffs and male teachers have towards female principals. According to this author, in the schools women are seen as if they could not make decisions without references to many other people, too reactive and time-consuming, and they could not be assertive.

In a sense, women are seen as too “soft” and ineffective to manage students’ discipline and teacher’s activities. Concerning this, Rosen and Jerdee (1973) said that many men still find it hard to cope with working with women where they are leaders because of the stereotyped perception society develops that considers men as efficient, competent, and successful while portraying women as inadequate, incompetent and inefficient.

Wilson and Byrnie (1987) reported that the gender biased ideology explains that women are by nature born only for household activities, and men for public leadership. For example, in Nigeria, Maduewes cited in Okoye (1994:11), stated how women are devalued in Nigerian society in that “the sources of the greatest damage to women’s self-esteem is through devalued socially mediated comments overheard by female children such as ‘He has no child, only daughters’... and the contemptuous ‘she is only a woman, what do you expect.’”

As it can be understood from the above statement, in Nigerian society women are highly devalued and one can not expect some thing good from women since they are naturally incapable and untrustworthy.

Similarly, in our culture, there are a lot of sayings (or proverbs) that portray the unreasonable and untrustworthy inability of women. Some frequently heard proverbs with their English translation as made by Seyoum (1986:9) are:

“ ሴት ብወቅት  
በወንድ ያልቅ”

“However Knowledgeable  
women may be, the final  
decision rests with a man”.

“ ሴት ልጅ በማጀት  
ወንድ ልጅ በችሎት”

“Woman’s place is in the kitchen, while  
that of a man’s is in the court of law.”

However, these historically deep-rooted practices, according to Agonito (1979) are unfair and unjust part of the long history of human societies that has not scientific objectivity, but rather cultural bias and stereotyped attitudes

It is scientifically true that human beings by nature have equal potential for knowledge of a normal condition. The main variation of human knowledge comes through education, culture and the general environment from which the individual is brought up and his/her genetic factors.

Thus, what the oral traditions of gender stereotypes portray as men having more positive traits, such as courage, intelligence, initiatives, efficient while women lacking these qualities have no practical proof (Brown, 1979; Deaux and Taynor, 1973).

Researchers have also looked into the influence of women's home and family roles as barriers to their leadership positions. According to Sekaran and Leong (1992), women, burdened with dual roles of home and work, are unable to devote time to updating their knowledge and keeping abreast of the latest developments in school administration.

Marriage also follows increased responsibility for women. Their success in principalship can be affected by factors such as pregnancy, child rearing, social participation, and home management. As a result, women are likely to perform low in their principalship and may be forced to drop the position (Leithwood and Montgomery, 1985).

According to Oplatica (2003), in comparison, married women who are school principals do greater work than their single counterparts. Thus, the "double duty" of the married women has a negative impact upon their professional career.

Supporting the same view, Evetts(1987) said that married women are more likely burdened with house hold tasks than single women and these are more likely to take precedence over school work for them than for their counterparts. Less time for work is likely to lower managerial performance.

The effect of family responsibility is very likely to bring different career orientation for woman and male principals. Dennison and

Ken (1987) have shown how the behavioral expectations regarding women's role in the family represent a very real obstacle to their managerial performances since the majority of the burden of child rearing still is placed on mothers, imposing additional responsibility on career women that is often not faced by a man.

Studies show even women who claim to have good time management skills feel strained and dissatisfied due to the expectation to fulfill various roles. Regarding this, Jarvis (1969) points out that the amount of time female principals spend on chores and other activities reduces the time and energy they spend in schools affecting their success. He further adds that the problem married women face in marriage-related cases is that during the time of pregnancy women may suffer some pregnancy related complications and illness. As a result, untimely they may be forced to be unavailable.

According to Ozga (1993) another problem a married female school principals face is that if wives are successful in their leadership positions, some husbands feel that they are inferior and they are not going to assist and encourage their wives in their jobs, rather they may try to force them discontinue.

In general, as indicated above, factors that adversely affect the career roles and responsibilities of female principals are varied. What is to be noted here is that these barriers are not only limited to a particular region or country.

In spite of the great cultural, ideological and economic differences among countries, the impediments to women already in management are similar in most cases (UN, 1992).

However, because of technological advancement, economic development, attitudinal change of the society with transformation in education, and others still there are relative determinants of the

problem in each country. Besides, the degree of influence of each factor varies from country to country based on the level of development of a given country.

In countries like Ethiopia, where the socio-economic development is extremely backward, these problems double, triple themselves. They are many and complex. Some are direct reflections of the cultural, social and economic while others are related to personal.

## **1.2. Statement of the problem**

Women in school principalship positions are subject to pressures and hardships which are not experienced by men. It may be argued that they share some of the same work-related pressures as their male counterparts. But some problems are unique to female principals. Women principals are usually loaded with dual expectations of family and principalship roles. They are occupied mentally and physically with the two roles each of which has its own demands.

Despite the many changes which have taken place in education in recent years in Ethiopia to promote the participation of women and eliminate gender stereotypes, women, in principalship positions are still in a minority and under various pressures.

At the same time, the pressure on women principals in school administration, related to sex stereotyping and family role burdens is a felt problem in Ethiopia.

In order to understand the extent to which women principals are subjected to various pressures, it is important to identify the factors that cause inconveniences in their school management roles.

Various studies have suggested different explanations on what accounts for the problems women principals face in their role of school administration. Among these are cultural scripts that identify feminine attributes as contributing to ineffective leadership (Curry, 2000; Blackmore, 1999). This stereotypical attitude divides the society into male and female arenas and attributes certain tasks and spheres of responsibility to each gender assuming that one must behave in accordance with the social expectations of one's gender (Limerick and Anderson, 1999, Shakeshaft, 1989).

Leadership positions in this sense "belong" to male members of the society and women should refrain from attempting to attain this kind of position (Celikten, 2005).

According to Yalew (1997) in Ethiopian tradition women have always been in the submissive roles both at home and in society. The cultural and social assumption that women are less strong than men and therefore can not hold managerial positions is common in our societies.

This cultural prejudice and bias are the sources of the impediments female principals encounter in their career. These impediments include issue of the teachers' not taking decisions made by women principals positively and the reluctance of female teachers to respect women principals regardless of their competence. Besides, women principals burden themselves with heavy duties to avoid confrontation with teachers which apparently leads to inefficiency (Coleman, 2002).

Normally most school principals depend to a great extent on the support and loyalty of staff. But, according to Cubillo and Brown's (2003) study, women felt that they often experienced more difficulty in being 'accepted' in this way. These writers further stated that the subjects of their study reported having difficulty with the staff. They

believe that the male teachers are threatening. And they also said that another serious difficulty they faced in their jobs was the reluctance of women teachers to work for women principals.

The other factor that affects the career of female principals is family responsibility. It is evident that the marital status influences their ability to carry out the responsibilities of the position of principalship. According to Limerick and Anderson's (1999), study, for example, among English principals included in their study, only childless female principals did not report having problems to achieve a balance between the conflicting family and career roles.

In Ethiopia, women are expected to be responsible for their families including remaining close to their children, the husband and the extended family. Likewise, heavy domestic responsibilities and too many tasks at home evidently handicap women's career in general and those in leadership positions in particular.

In general, it is true that women continue to suffer from the socialization process that sometimes proved a great impediment to their career development and role in society. It is common knowledge that the yoke is heavier on women in the struggle to prove oneself competent and rise up the ladder. Her multiple roles in the family, community and the society at large have not even been a blessing to win her the privilege of appreciation and acknowledgement.

Both the literature on the issue and the practice from around the world testify that lots of women still fall victims to the overarching male-dominated culture.

The increasing validation of the impact of this socialization process continues to call for various studies. To the researcher's knowledge, no research has so far been conducted in response to this problem in

particular in our country, especially in the area where this study is conducted. Only two studies were conducted a decade ago. The first one was by Abebayew (1995) on women's participation in educational administration in Ethiopia that showed the effects of stereotype on women's and men's aspiration for leadership position. The other was conducted by Yalew (1997) that attempted to investigate sex role stereotypical attitudes of the society as major obstacles to women's entry in to leadership positions.

Hence, this research is aimed at getting some special insight into the major difficulties faced by women principals as well as showing an enabling environment for potential women to assume leadership positions in education. Thus, in due course, the study attempts to answer the following basic questions:

1. What are the societal stereotypical views that affect the roles and responsibilities of female principals?
2. Do male principals and female principals show significant difference in their managerial actions in school?
3. To what extent is women's principalship career affected by conflicting expectations of career and family roles?
4. What strategies are to be employed to improve the competency of female principals?

### **1.3 Objectives of the Study**

Any research work is meant for solving existing social problem and creating or raising awareness on existing social phenomena. Likewise, the purpose of the study is presented briefly as shown hereunder. Thus, the specific objectives of the study are:

- To know the extent to which female principals are subject to various social pressures;

- To identify some of the major factors accounted for the problems faced by women principals in school management particularly associated with societal stereotyping and home responsibilities;
- To examine whether there was difference between male principals' and female principals' effectiveness in school leadership; and
- To identify ways and means of promoting women's principal ship performance.

#### **1.4 Significance of the Study**

One might legitimately ask who is likely to be audience of the research on women in school principalship, and what is its benefit? I, the researcher, believe that any research on women, in our country, Ethiopia, whatever the topic may be, is warranted as long as cultural stereotypical attitudes, prejudice and bias that severely devalue women becomes history, and equality is maintained between the two sexes in all aspects. In light of this, the study becomes useful and timely in considering the impediments to the principalship career development of women.

Therefore, this study is felt to be important for the following reasons:

1. by identifying the major cultural stereotypical attitudes about female principals, the study could show means of overcoming the problem;
2. by identifying the major barriers to female principals' career, the study could help the development of career strategies that are compatible with cultural and social contexts of the country;
3. the study may provide policy-makers with information that may help them aware of the

possible problems female principals encounter because of their sex; and

4. It may also give some suggestions for researchers who want to undertake further study in the future.

### **1.5 Delimitation of the Study**

As the title of the research indicates the study is delimited to the investigation of some of the major factors that affect the roles and responsibilities of primary education female principals in East Hararge zone in Oromia. According to data obtained from Oromia education bureau gender department (**refer to appendix-C**), East Hararge zone was selected because of that relatively large number of primary school female principals were found in this sample zone.

Delimitation has also been made because the research would not be more manageable and concise if other zones from different areas were included in the study.

### **1.6 Limitation of the Study**

Originally, in addition to primary education, the study intended to include secondary education female principals. However, according to the data obtained from Oromia education bureau, no women had been evidenced to work at this level.

In addition, because of the inadequacy of reference materials related to this study in the country; the researcher has been forced to rely almost on foreign sources.

## **1.7 The Research Design and Methodology**

### **1.7.1 Method**

As mentioned earlier, the study focuses on investigating some of the major impediments to female principals' career in East Hararge zone. To this effect, descriptive survey method was employed with the assumption that it could help gather data with wider coverage on current status related to the subject under investigation. Its appropriateness for such kind of study has been recommended by Seyoum and Ayalew (1989), and Best and Kahn (2004).

### **1.7.2 Source of Data**

All data were gathered from primary sources. Teachers (both male and female), male and female principals, female working at woreda education office in charge of women's affairs, supervisors and heads of woreda education offices were included as sources of data.

### **1.7.3 Sample Size and Sampling Techniques**

There are eighteen woredas in the zone. Out of these, female principals were found in fourteen woredas. Schools ran by female principals were identified (based on the information obtained from the fourteen woreda education offices) and out of 574 schools in this woredas 51 schools ran by female principals were selected using availability sampling to include all the female principals.

**Table 1. Woredas Included in the Sampling and Number of Schools they constitute.**

No	Name of Woreda	No of Schools	No of Female Principals	Percentage of Female Principals
1	Babbile	23	1	4.35
2	Baddano	60	2	3.33
3	Dadar	50	2	4.00
4	Fadis	36	3	8.33
5	Gola oda	28	5	17.86
6	Gurawa	48	5	10.42
7	Gursum	45	6	13.33
8	Haro-Maya	50	6	12.00
9	Jarso	31	1	3.23
10	Kombolca	25	1	4.00
11	Kurfa Challe	22	4	18.9
12	Malka Ballo	51	3	5.9
13	Meta	65	2	3.1
14	Qarsa	40	10	22.5
	<b>Total</b>	<b>574</b>	<b>51</b>	<b>8.89</b>

On other hand, among the fourteen woredas shown on Table 1 above; nine woredas were randomly selected to have sufficient inclusion of female and male teachers, and male principal respondents. The assumption for simple random selection was uniformity of all woredas in underlying social and sex stereotyping factors that had implications against female principals. Schools run by male principals were randomly selected since there was no significant social difference among the woredas and schools in the zone. Thus, 51 female principals, 40 male principals, 50 female teachers, and 30 male teachers, that is, a total of 171 respondents were selected from the sample zone.

Female teachers and male teachers were selected using simple random sampling for two reasons; for one thing, both groups of teachers were sufficiently available, secondly, the social setting in which they were working was similar. The size of the respondent for each group was to have reliable data for analysis. Many research literatures describe that sample size of 30 generally ensures representativeness of the data. Therefore, as sample size more than 30 is testable for research, for its more manageability and concise with the limited time available at the researcher's disposal, the above mentioned numbers were decided as an adequate sample size.

#### **1.7.4 Instruments of Data Collection**

As mentioned earlier, the methodology is descriptive survey on the problem. Thus, in collecting data the researcher employed questionnaire and interview with the assumption that they are more appropriate to gather reliable information particularly when the study is a descriptive survey.

##### **1.7.4.1 Questionnaire**

It is believed that the information through questionnaires is convenient, reliable and adequate which can be obtained from a large number of respondents within a short span of time. The questionnaires were prepared, originally in English, which were later translated into Afan Oromo to prevent misunderstandings and misinterpretation on the parts of the respondents. It was filled out by female principals and male principals as well as by female and male teachers.

The questionnaire has four parts. Most of the questionnaires were common for all the four groups of respondents while some were sex-specific to principals. The first part was prepared in the form of likert-

type scale and filled by both sexes of teachers and principals. It was attitudinal question that were prepared with the intention to obtain information on the level of teachers agreement or disagreement with cultural stereotypical attitudes that devalue women's school principalship roles.

The second part was only filled by the teachers (both male and female). Items in this part were prepared by the investigator from the existing literature and based on the guideline material for the roles and duties of school principals (MOE, 2002). Each item in this regard represents a particular behavior or style of a principal. For each item five alternatives were given (i.e. very high, high, moderate, low, very low) in order to label the degree to which both male and female principals exhibit a particular behavior or style effectively.

For section three multiple types of items were prepared. These items focus on women's dual role (family-career conflict), career orientation and gender bias were filled by both female and male principals with some sex specific items only filled by female principals. With the intention to disclose free responses of respondents, some open ended items were also included in this section. The last one was prepared for male and female teachers. It was entirely an open ended prepared with the intention to get suggestions to alleviate problems female principals face in school management.

In sum, the reason why the questionnaires were also filled by male teachers and principals was due to the fact that the information obtained by female teachers and principals needs to be cross-checked.

#### **1.7.4.2 Pilot Testing**

In order to undertake some necessary corrections before it is going to be distributed to the target population, try out of the questionnaire is

important. Thus, the draft questionnaire was first administrated to 1 female principal, 3 vice female principals, 6 male principals and 20 teachers for pilot testing at Bishoftu town. After the questionnaire had been filled and returned, each of the items in the questionnaire was thoroughly examined. Ambiguous and unclear statements were corrected and the final questionnaire was distributed to each of the entire sample population

#### **1.7.4.3 Interview**

In addition to questionnaire, the researcher employed structured interview questions as a second instrument for data collection to complement and obtain relevant data that were not handled by the questionnaires. Structured interview questionnaires were designed and administered to woreda education office officials (women's affairs, supervisors and heads of WEO). The interview questions were made to address the problems faced by female principals in their roles of school management.

#### **1.7.5 Methods of Data Analysis**

Data collected through sets of questionnaires were analyzed using software for statistical packages for social sciences (SPSS). Scales of five used during data collection were reduced to three scales for analytical simplicity as '1' for 'low', '2' for 'partial' (medium) and '3' to represent 'high' or 'strong'. Based on this scale, mean responses were grouped in to three levels. Mean responses between 1.00 and 1.75 were labeled as 'low' or 'rare', mean responses between 1.76 and 2.25 were labeled as 'partial' or 'medium', and mean responses between 2.26 and 3.00 were attributed as 'high' or 'strong'. Percentages was used to know reported degree of husbands' help amongst married female principals; mean scores of male and female teachers were separately summarized and then the differences of these mean scores

were examined through t-test. In addition, t-test was also used in order to examine the degree to which female versus male principals perform their managerial duties effectively, mean scores given to female and male principals by both sexes of teachers were calculated for each dimensions or styles in order to show the relationship between principals' sex and managerial effectiveness. To consider whether school management is affected by physical and biological factors one way ANOVA was used. This was to see whether or not female principals are less capable and physically less strong as it is explained stereotypically. Chi-square was used to examine whether there was difference in opinion between female and male principals on the level of support offered by husbands to married female principals. Generally, percentage, chi-square, mean, t-test, and one way ANOVA were used on the basis of their appropriateness to each question. Statistical significance used in the study was level of confidence at 95%, that is, probability level of less than 0.05. The probability level less than 0.05 is commonly accepted in quantitative educational researches and other wider areas.

### **1.8 Definition of Important Terms**

**Sex- Role Stereotypes-** The generalized beliefs the society holds that particular behaviors are characteristics of one sex group as opposed to the other (Lerner and Spanier, 1980).

**Sex-Role (Gender Role)** - socially defined set of prescriptions for behavior for people of a particular sex group (Lerner and Spanier, 1980).

**Responsibility-** the obligation that an individual assumes when he/she accepts a general work assignment or job, to perform properly

the functions and duties that have been assigned him/her to the best of his/her ability, in accordance with the directions of the executive to whom he/she is accountable (Unger, 1996).

**Stereotypical Proverbs-** Sayings that are told by the society regarding men's and women's sex roles.

**Sex Role Orientation-** The tendency of an individual to show behavioral patterns that can be labeled either as egalitarian or traditional (Beere, 1990).

**Masculinity-** male characteristics such as aggressiveness, which are generally regarded as opposed to feminine passivity, social responses indicative of male, used with the connotation that masculine feelings are superior and feminine feelings are inferior (Good, 1973).

**Administration/Management/Leadership/Principalship:-**

directing, planning, organizing, coordinating, controlling all matters pertaining to school affairs within the limits of delegated responsibilities and authority (Good, 1973)

## **1.9 Organization of the Study**

One of the important components of any research is its organization. Hence, this paper is organized in to four chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study and delimitation. The methodology and procedures employed to collect and analyses the data and definitions of key terms are also included in this chapter. The second chapter presents the review of the related literature. The third chapter deals with the presentation, analysis and interpretation of the data, while summary, conclusion and recommendations are included in the last chapter.

## **CHAPTER TWO**

### **Review of the Related Literature**

Factors that affect the roles and responsibilities of female principals in school management are many and interrelated. Some of the major ones which are indicated in the works of different researchers (Oplatka, 2003; Colman, 2002; Evetts, 1994; Shakeshaft, 1989) include: the impact of cultural sex- role stereotypical attitude, job-family conflicts, and biases attached to leadership styles and job performance of women principals. The strategies and actions to be implemented to promote the competency and performance of female principals in school principalship roles are also treated in this chapter.

#### **2.1. The Impact of Cultural Sex-Role Stereotypical View on Women's Leadership Career**

In various societies, assuming leadership positions has been conceived of as a sole province of masculine concept. Such conceptualization of leadership as a masculine province has been concretized because of the nature of the workplaces and organizational atmospheres that reflect traditional masculine values of competition, aggression, and achievement (Zellman, 1976).

As a result, value traits and activities of leadership are traditionally associated with masculinity (Spence and Hembreich, 1972). This indicates that "stereotypically masculine behaviors characterize leadership and that stereotypically feminine traits are devalued" (Cann and Siegfried, 1987:401)

As reviewed and concluded by Fitzgerald and Betz (1983), the number of women who get into masculine-oriented occupations, specifically in

management is limited because it is presupposed that they lack the drive, aggressiveness, and leadership ability required for success.

Researchers who investigated the effect of sex role stereotypical attitudes on women's assuming leadership positions reported that the society as a whole seem to have unfavorable attitudes towards them (Rice et al., 1980; Stevens and Denisi, 1980; Schein, 1975; Rosen and Jerdee, 1973; Broverman and others, 1972). Supporting the same view, Fitzgerald and Betz (1983:130) have the following to say:

*...although there are no clear-cut sex difference in management style, both supervisors and subordinates may believe that there should be differences...These beliefs can be detrimental to women's career adjustment because they may affect both evaluations and effectiveness of women's leadership efforts.*

As thoroughly expounded in this statement, irrespective of their ability to lead as their male counterparts, females are judged inferior and incapable to lead on mere subjective basis. This societal stereotypical attitude describes women as passive, submissive, dependent (Rosen and Jerdee, 1973). Other studies (such as Fauth, 1984; Marini and Brinton, 1984) indicate that while females are considered as more fearful, timid, and likely to seek help and reassurance from others, while men are considered as courageous and determined.

Apart from the biological variations that differentiate the female from the male, there are psycho- social facets of the society that make boundaries for behavioral manifestations that are considered appropriate for each sex.

These psychosocial pressures would directly or indirectly dictate every sex member of the society to act according to its rules and regulations (BukatKo and Marvin, 1992; Colwill, 1989). The community spells out some of the rules and regulations clearly in black and white and their

effect would be direct on the behavior of its members. Stereotypes begin to influence the behavioral and personality developments of individuals from early years of life.

They are indicative of discrimination to the existence of sex role and occupational stereotypes. Adkison (1981:313-314) maintained that "since management is stereotyped as a masculine area, communities do not accept women in leadership positions; decision makers will not recruit and hire women for managerial positions."

However, what is really true about sex-role stereotyping is that since men and women have different hormones and body parts, it is natural for some real difference to exist between the two sexes (Ronald, 1992).

Thus, according to some researchers (Bukatko and Marvin, 1992; Marini and Brinton, 1984; Jacklin and Maccoby; 1975) some of the sex role stereotyping may have biological ground. Bukatko and Marvin (1992:495) contend "the sex hormones, physical characteristics of boys and girls can potentially influence how they behave." For them, the tendency for men to be more aggressive than women seems to result from differences in dispositional traits.

Findings of Maccoby and Jacklin (1981), Block cited in Marini and Brinton (1984) evidence sex difference in terms of women's superiority in visual-spatial ability. Their superiority in verbal ability has also been reported. It is found that men are physically stronger than women.

What do these differences tell us? And how do they affect women's career advancement to leadership positions? Do the existing trait differences between the sexes outweigh the similarities? Some researchers (for example Ronald, 1992; Dipboye, 1989) argue that the difference between men and women are not that wide to evidence as much difference as observed in status gap between men and women.

After making an extensive research, Maccoby and Jacclin (1981) came to believe that the real differences between the behaviors of men and women are insignificant.

A few neurological studies also indicate that “even the largest difference in cognitive functioning is not as large as the differences in male and female height” (Ronald, 1992:40).

On top of this since people are cultural animals the observed sexual difference is highly shaped by cultural factors. Ronald (1992) forwards one instance that implies the impact of environment on trait differences between sexes. The researcher, for example, explains how women are more intuitive than men, and men less emotional than women. According to this authority, the ability of girls to be intuitive comes from society’s emphasis on raising girls to be sensitive. On the other hand younger boys are told to ignore pain and not to cry. Thus, if not all, most of the differences are largely reinforced by cultural factors.

Theories of sex role socialization explain the process by which individuals learn the behavior that a culture defines as suitable for their sexes. Just from birth, children learn the behavior that is appropriate for their sex via the process of sex role socialization (Yelfign, 1990).

As per this division of labor while men are expected to support the family income, women shoulder the responsibility of home management, child care and catering the emotional needs of the family. Women’s home making and family roles further transcend to their work lives. Their sex role becomes their work role.

The carry over of the sex role to the work role primarily emanates from society’s insistence that an individual’s sex makes a difference in very domain of human experience. Thus, a person often seen as a man or a

women first, a nurse or pipe fitter second (Nelson cited in Gutek and Morsasch, 1982).

According to some researchers (Marini and Brinton, 1984; Grambs, 1978 Coles, 1975) women's separate roles (which are largely attuned to family affairs) perpetuate their exclusion from positions of prestige in several ways.

First, women's concentration on jobs that complement their traditional roles affect the status of the occupations they hold, creating a relationship between the status and sex typing of occupations, high status of occupations being accepted as male (Marini and Brinton, 1984).

Secondly, female jobs have been perceived as having characteristics such as greater flexibility of working hours and are thus considered easier for women to combine with family responsibility. This in turn lessens their managerial and administrative performances. According to Geiger (1989) schedule flexibility is rarely accepted for administrative and managerial jobs as these jobs are considered challenging and time taking.

In their review of the effects of societal attitudes and beliefs about women's roles and capabilities in leadership, Fitzgerald and Betz (1983:97) noted that "...society influences girls and young women to limit their life roles and occupational options on the basis of gender alone, without regard for or interest in their unique individual capabilities and potential for development."

Generally, in many societies females and males are expected to show behavioral characteristics that are considered appropriate for their sex members. Researchers who assessed the direct influences of sex role stereotypes on the evaluation and treatment of women and male in managerial and leadership positions disclosed those individuals

who have traditional sex role orientations seem to have negative attitudes and react unfavorably to female leaders (Rise et al., 1980). Thus, since leadership is traditionally viewed as a masculine concept (Hollander and Yoder, 1980), women will not have the vigor to enter this male-dominated area. Coupled with this notion of leadership, Johnson (1978) further discussed that fear of being criticized and/or ostracized by her associates for the violation of sex role expectations will limit females to exercise power strategies that accord with traditional role expectations.

Brown (1979) in his review of male and female leadership studies, reported that many of the studies that used students as their subjects support the traditional female stereotypes and those studies that used practicing managers as their subjects did not show such stereotyped conceptions of leadership. He supposed that the socialization experiences in the real work world might have modified their attitudes.

### **2.1.1 Sex-Role Stereotypical Views of the Ethiopian Peoples on Women**

In Ethiopia, there are many sayings that signify the impact of sex role stereotypes on women. The male child receives treatment in ways that encourage self-efficiency, independence, aggressiveness, high achievement behavior and the like. But the girl is mainly, if not completely, brought up in ways that she will be a good wife, thus inducing the sense of dependence.

According to Tesfaye (1997), women had a lower place than men in traditional Ethiopia, because a man is considered to be the bread winner of the family in most of Ethiopian cultures. In support of this view Seyoum (1986) commented that since men were considered to be the bread winners, they were supposed to get education, a job, and a better treatment in general. Moreover, women were considered to exist

to please men; accordingly, they were expected to be good wives or mistress and mothers.

Because of these cultural beliefs, families tend to influence the upbringing of their daughters based on the cultural values and religious norms (MOE, 2004). These cultural values include (Emebet, 2000) traditional division of labor which creates huge problems on females. They are often required to help their mothers with domestic activities and looking after children.

The proverbs usually reflect that women are weaker than men and as a result they are not considered appropriate for leadership roles and other high-status occupations. If we take the following proverbs, they can illustrate the extent to which they could create psychological repercussions on both sexes:

“ወንድ የወለደ  
እንደ እግዚአብሔር ከበደ”      which can be translated as “one who  
gives birth to a son gets respected like God”  
On the other hand,

“ሴት የወለደ  
መቅ የወረደ”      “One who gives birth to a female, goes down to  
hell.” (Mekuria, 1982E.C)

The above proverbs indicate that the society seems to have negative or unfavorable attitudes towards women. Besides, there are sayings that affect the inability of women to analyze things in their everyday lives.

Let see the following proverb:

ሴት ማገዶ ቢቸግራት  
ምስሶ ትጎቅላለች      “If a women lacks fire wood, she uses the  
pillar of the house” (Mekuria, 1982E.C)

When we critically get into these and other sayings, most of them, if not all, put women down in the social, political, economical aspects of the society. Despite their contribution to the social welfare and development of the country, they are not usually considered as significant in playing in leadership positions and other decision making processes.

However, although trait differences between men and women are not that wide, women's career progress and planning seem to have always been affected by the belief attached to the norm that "women are different from men". The crux of the issue is not in the categorization of "masculine" and "feminine" traits. But the problem lies on the value attached to the assumed differing masculine and feminine traits (Colwill, 1989).

It so happens that while masculine traits have always been considered as suitable for one's career progress, but feminine traits are considered as irrelevant, mainly for one's progress to administrative and managerial positions (Grambs, 1978; Schein, 1973).

According to Shakeshaft (1989) the male hegemony takes all men (as a category) suitable for leadership, and all women as possessing traits irrelevant to administration and managerial duties.

The impact of stereotypes and the potential bias that male attitudinal belief imposes upon women's career progress mainly into the field of educational leadership is, therefore, the focus of the next topic.

### **2.1.2 Prejudice against Women as School Principalship**

As explained earlier, sex-role stereotypes are individual level explanations as to why women do not succeed to administrative positions. As per this assumption, female deficiencies in knowledge, skill and personality have been presented as blocking women from entering and advancing in the field of administration.

For example, women have been considered as less task- oriented than men and they are reported to lack the so called “task oriented traits such as aggressiveness, rationality, enterprising and toughness so as to make out good administrators” (Dipboye, 1989). Many of these beliefs are usually forwarded in the form of sex stereotyped assumptions. For example, for Shakeshaft (1989) male school board members believe that women can not stand the emotional and physical stress that school administration demands. One instance, which is documented by some researchers (such as Shakeshaft, 1989; Grambs, 1978) is women’s incapability to handle student disciplinary problems. In this regard, women’s small and supposed lack of strength has been presented as reason for their inadequacies for managing student disciplinary problems.

Another frequently heard comment about women’s shortcomings in administration is that they lack self confidence mainly in order to exercise command and set things done (Browman et al,1965).

However, the finding of Maccoby and Jacclin (cited in Ababayehu, 1995) evidences no sex differences in terms of the level of confidence men and women develop. In fact, it is found that there are areas in which men and women exhibit self confidence are different. While men are observed to show self confidence in public sphere activities, women show this in private sphere areas (Shakeshaft, 1989).

As Shakeshaft (1989) further argues the thing is that women's self-confidence has always been judged in terms of male defined standards, i.e. in light of the level of confidence women develop in public sphere activities.

Thus, since women have been kept separate from public sphere activities, obviously they lack the experience (Yeaky, 1986). Their lack of experience, therefore, has been misinterpreted for lack of self confidence. For instance, based on the report of educational research service, Shakeshaft (1989:114) documents the biases held by male superintendents regarding behaviors and activities featuring women. As per this claim, thus women more likely than men are expected:

*...To enjoy doing routine tasks; not to set long range goals or work towards them; to want less responsibilities; to be home rather than job oriented; to be more sensitive to criticism; to be less aggressive than men; to be less likely to stand under fire; to be less independent and self sufficient; to cry more easily; to be good at detail work; to be unable to understand formal matters.*

That women experience frequent absenteeism and that they take more maternity leaves, that they suffer more work related problems, and that they are excessively emotional at work have also been presented as their deficiency in management (Rosen and Jerdee, 1973). And also they are considered as passive and more dedicated to their family.

However, apart from the common assumption which is based on stereotyped beliefs, different findings conducted at different settings (with women in administration) do not bear this out. That women fail as administrators because of their excessive emotions and their passive behaviors and frequent absenteeism at work have not been evidenced so far.

The consequences of sex-role stereotyping could be manifold. After all, individuals who have traditional sex role orientations seem to have

attitudes and react unfavorably to female leaders. Likewise, as discussed by Johnson (1978), this societal sex-role stereotyping can limit women's entrance and advancement into leadership positions, because the social norms make them to have low self-image. Every society has its own stereotyped behavioral patterns where the males and females are expected to follow (Brehm and Kassin, 1990).

### **2.1.3 Gender Stereotype and Women's Self-image to School Principalship**

Although male bias is one of the most strong factors that affects the duties of women in school administrations, the extent to which women themselves internalize, or reject traditional sex-role stereotyping also limit their career responsibilities (Shakesshaft,1989).

According to Morriss and others (1999) throughout the various patriarchal system, while men have guarded their own positions, women have uncritically accepted the economic and social conditioning, which in effect has contributed to their inferior position.

Despite tremendous jobs that women accomplish in society, they fail to realize their potential and trend to underscore their own achievements (Yelfign, 1990). For instance, evidences show that in the evaluation of principals, women principals receive higher rating than men both from their subordinates and superiors.

However, women tend to see themselves as performing more poorly than their male peers (Deaux cited in Dipboye, 1989). Lack of courage to try new skills, and fear to join leadership positions lest they should encounter failure as administrators among many women (Stracher, 1993). Thus as women underestimate their own values, they tend to put low trust upon other women further perpetuating their own subordination to lower position.

However, it should be noted that socialization and sex-role stereotyping may not put similar adverse effect on all women. In other words, some women somehow come to manage and overcome sex-role stereotypes and thus, succeed in their careers.

Generally, in many societies' women and men are expected to show behavioral characteristics that are considered appropriate for their sex members. Accordingly, the male population are described as having personal traits that are appropriate and fit for leadership while women traits make them unable to challenge administrative and managerial jobs and append them in what one calls "soft" jobs (Dembo,1995; Haccoun et al,1978; Schein, 1975; Broverman et al, 1972).

Shakeshaft (1989) examined 19 studies that focused on attitudes towards and opinions about women in school administration. Surveys of administrators, board members and students show that those populations tend to hold attitudes more favorable to men than to women in administration. However, another survey found that female board members, superintendents, and educational administration, students tend to hold more favorable attitudes towards women than men in the same positions.

## **2.2. Leadership Effectiveness of Men and Women School Principalship**

As various researchers maintain (Davies and Gunawardena, 1992; McGrath and Goin, 1992; Shakeshaft, 1989) there is a need to look into the existing differences between women and men educational administrators regarding the behavior they exhibit in the work as administrators.

Whether there is justification in the claim that women are less competent than men on the way they manage their schools is, therefore, the focus on this part.

While examining the managerial performances of women and men in school administration, different findings focus on different issues. However, the summary of many of these findings (for example, Stracher, 1993; Shakeshaft, 1989; Coles, 1975; Morsink, 1970) seem to fall in identifying the existing differences in the areas of work environment, leadership, communication, decision making and conflict resolution.

### **2.2.1. The Career Experiences of Women and Men in School Leadership**

According to some researchers (McGrath and Goin, 1992; Shakeshaft, 1989) although activities that women and men school principals undertake to meet their job responsibilities are basically the same with some differences too. Differences in the manner they spend their time, in their day-to-day interactions in the priorities that shape their actions, in the perceptions of them by others and in the satisfaction they derive out of their work are some of the areas where sex differences seem apparent. Therefore, these differences combine to create a work environment which is somewhat different for women school principals than male counterparts.

In light of this, first it is observed that areas of emphasis women and men school principals lay in budgeting (spending) their time is somewhat different. For example, women principals more often than men principals are observed conducting unscheduled meetings, taking fewer trips away from the building and observing teachers frequently (McGrath, 1992). It is also noted that female principals take shorter desk work sessions during the school day and spend less time during and after school hours (Davies and Gunawardena, 1992). The

managing the business side of school administration. Thus, management was supposed to come before teaching.

It should be noted that it is not only the administrator's perception of himself or herself and the mission that each carries out that make a different working environment for women and men principals.

The perception others hold about the sex of the principal also influences a working environment which is somewhat different for women and men principals.

On the whole, studies (for instance Davies and Gunawardena, 1992; Coles, 1975) report that male teachers prefer to work with male principals, whereas, female teachers prefer to work with female principals.

However, working experience with women and men principals may change the attitudes that teachers hold about the sex of the leader. For instance, as found out in Davies and Gunawardena (1992) who had never served under female principals declined to choose a female as a head; while those who had the exposure to both group of principals don't present gender as a variable in evaluating a principal. Eventually, the source of satisfaction women administrators derive out of their work is identified as one determinant in shaping their working environments. It is evidenced that many women obtain satisfaction more from intrinsic aspects of their job than from its extrinsic aspects (such as money, prestige, etc) where as, Lloyd (1991) notes that the link between men's mind, money and power is obvious.

The writer keeps on saying that "many men feel unsuccessful and even unmanly in the company of women who earn more than they earn." Women on the other hand capture money and power for the sake of good personal relationship at work.

From the foregoing discussion it looks that although men and women tend to do the same things in undertaking their duties, the emphasis they lay on the importance of tasks, and the manner they behave in discharging their duties is to some extent different. Overall, however, the observed differences seem to favor women than men.

Bearing in mind ones first loyalty more with teachers and students, their primary commitment to the instructional aspects of school management are the most glaring ones woman to out- rank their male counterparts. The last issues, that is, the commitment women pay to the instructional side of school administration as indicated in the works of Davies and Gunawardena (1992) is the bench mark around which all is calculated. The writers further maintain that all other roles and duties are facilitators than central to the educational work of the school.

### **2.2.2 Strategies and Skills Associated with Female and Male Principals in School Leadership**

Based on LBDQ (Leader's Behavior Descriptive Questionnaire), Morsink (1970) attempted to find out if there are sex differences between women and men school principals in terms of twelve dimensions. The dimensions include: representation, demand reconciliation, tolerance of uncertainty, persuasiveness, and initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration and superior orientation. Morsink shows non significant difference between the styles of women and men principals in any of these dimensions.

Employing instruments other than LBDQ, other researchers have come up with some differences in the leadership styles of women and men educational administrators. For instance, Stratcher (1993) finds

out women school principals to score high in interpersonal dimensions; such as student and teacher moral compared to male counterparts. Jarvis (Cited in Adkison, 1981) has also reported that women principals out-ranked men on the trust and consideration dimension.

As far as differences between men and women in leadership positions are concerned, two contradictory views appear in the literature. While some researchers found no substantial evidence for gender difference in educational leadership (Jirasinghe and Lyons, 1996; Mertz and McNeely, 1998), others argue ardently that men and women differ in the ways they manage people, although the difference are not considered to be innate, but, rather, the outcome of different socialization patterns (example, Hall, 1996; Marshall, 1995; Regan and Brooks, 1995).

Female principals commonly tend to adopt a democratic, participative style, to pay much attention to vision-building for the school, to spend much time in change initiation and implementation, and more familiar to curriculum and teaching issues (Oplatka, 2003; Shakeshaft, 1989).

For example, a caring attitude is expressed by one of a Singaporean female principal (Morriss and others 1999:194) who states that "I like to believe that I am open and supportive, very supportive. I listen to my teachers, especially where their personal problems are concerned."

The writers further add that the female principals' concern for harmonious staff relationships, which they saw as crucial to realizing their vision for the school, led most of them to adopt a collaborative style of management which stressed team work above individual effort.

Accordingly to Celikten's (2005) study in Turkey, for example, teachers were found to believe that women principals create a friendlier atmosphere by spending more time listening to their personal problems than they are not as authoritarian as men.

Eagly and others (1992) have made a comparative study on the leadership styles of women and men school principals.

In the measure of task oriented styles, women principals scored higher than male principals. Similarly, Gross and Trask (as cited in Shakeshaft, 1989) report the superiority of female principals in task oriented styles. For examples, women are evidenced to exert more control of teachers' professional activities by requiring teachers to keep the principal informed about problems of children, by checking whether teachers had prepared lesson plans, etc. According to Heller (1982:10) women's superiority in task oriented dimensions is an important observation in deciphering the commonly held belief "women are like earth mother and that they sacrifice their duties for people."

Generally, while the debate about gender differences in leadership styles has been hotly contested, it is less difficult to show gender dissimilarities in the experiences of principals, simply because men and women are influenced differently by their gender during childhood, with family issues and throughout their professional adult lives.

The findings so far discussed reveal that while the pre-socialization and pre-placement patterns of men and women are different, these differences don't bear out the inferiority of women's leadership styles to men's.

Yet, Schmuck (1986: 181) has evidenced that there always appears to be differential expectations from others depending upon whether a leader is a male or a female. According to Schmuck, women's devaluated status in the society transcend, to the work place creating "a legitimating gap" to the styles of leadership exercised by women.

### **2.2.3 Decision Making Strategies of Women and Men Principals**

Researchers like Eagly and others (1992), Heller (1982:) and Shakeshaft (1989) found out that woman are perceived as more democratic and participatory than men in their styles of decision making.

Shakeshaft (1989) evidences the work of female principals or more characterized by asking subordinates for information more often than their male counterparts.

Berman (cited in Shakeshaft, 1989) also observes women principals as competitive in meetings. And that they are less committed to the formal hierarchy and more willing to submerge displays of personal power in order to get the efforts of others.

Emphasizing women's inclusive and participatory strategies and the advantages gained in sharing ones power in decision making, Graham (1991:154) has this to say:

*Power is not a lump of heat that can be cut up and shared...it is interactive and increases the total power of the group...By pooling individual powers, we get not only the addition of the separated personal power of those in the group but also something extra- the extra value created through their interaction. Women leaders are in fact pooling the power of the members in their group, thus increasing individual and overall effectiveness.*

On top of exercising a more participative and inclusive strategies in decision making, women educational administrators are also found to

be evaluating their decisions more often than their male counterparts (Morsink, 1979). Women are also reported as including long range planning and evaluative data in making decisions and thus have been rated as better planners (Shakeshaft, 1989).

#### **2.2.4 Conflict Management Strategies of Women and Men Principals**

Researchers (Shakeshaft, 1989; Fauth, 1984; Grambs, 1978) realize women and men educational administrators as enforcing a variety of conflict management styles.

Overall, however, it is noted that women most often than men withdraw from conflict, or use collaborative strategies where as men use authoritarian response (Fauth, 1984; Grambs, 1978). In school situations handling students disciplinary problems as one of the most important areas where the administrator's adequacy in managing conflict is evaluated.

The evidence shows that the response of men principals for student disciplinary problems is authoritarian. As noted by Grambs (1978:41) "aggression by students is met by counter aggression by administrators".

On the other hand Grambs (1978) argues that women don't react to aggression-producing situations in the same way and the same degree as men do. And they seldom respond to attacks with attacks. Instead, they use more problem solving approach. Unlike men, women are more prone to find out what caused the behavior while men tend to deal more with the behavior itself.

The different strategies employed by women and men school principals in handling conflict are largely the out growth of the

socialization process. The fact that men have been brought up and encouraged to be adventurous and combatant from early childhood (Maccoby and Jacclin, 1981) gradually makes them to be more aggressive in manner. While women's socialization, which is more attuned to affiliate manners does not allow them to prescribe aggression for aggressive behaviors. According to Shakeshaft (1989:190), therefore, "women cool conflict out than hit it up."

### **2.2.5 School Principalship and Gender Role**

As far as cultural role expectations are persistent, it is no wonder if women and men exhibit a different approach in the management of schools. The crux of the issue is, however, whether women's management strategies are deficient to men's.

According to Heller (1988:61) while deciding a strategy suitable for educational management, first of all, one has to see the central purpose of schools. Considering a student as a focal point and a good teaching-learning others to meet the objectives of the educational system.

On the other hand, Rosner(1991) notes the command and control which has largely been considered a masculine virtue is not suitable for giving institutions (such as schools).

As Davies and Gunawardena (1992) contend, a school leadership, thus, need a shift of norm from "hierarchy" to "collegiality".

It should be, however, noted that all feminine style are not the best styles and the only way for good school management. Nor does it mean that those which are masculine are deficient for management of schools.

In the first place, without forgetting that women and men educational leaders behave differently due to the impact of socialization, stressing on gender differences of leadership styles is one concern.

Second, as women and men school principals work together and get much of management exposure, the styles they use will be more complimentary than different (Sonnenfield, 1991).

Third, many of the successful men school principals are evidenced as employing those leadership styles that are largely considered as featuring successful principals (Epstein, 1991). This entails that many of the accepted styles which largely feature women (such as collegiality and participatory approaches) are also employed by successful male principals. Fourth and most important, there is a need to make an amalgamation between feminine-masculine styles in order to be eclectic and situational (Strober and Gordon, 1975).

Thus, as workable management strategies are being chosen out of blended styles, and as women and men start learning from each other, the tendency to categorize styles along sexual lines gets less strong, and both sexes are treated equally as individual leaders than as a category of women and men.

### **2.3 The Impact of Job-family Conflicts on Women's Principalship Duties and Responsibilities**

It is an age long tradition in many cultures and societies irrespective of race or color when the issue of women's career lives are considered, that they are highly contingent up on their family lives (Shakeshaft,1989; Marshal,1985; Adkison, 1981). And indeed the impact of women's home making roles is especially difficult for women's progress into administrative areas (Marshall, 1985).

In light of this, a number of factors have been identified as having an important influence on women principalship activities. First, it is women's marital status. It is assumed that single women are expected to have more time and less constraint for their career than married ones (Browman et al, 1965). According to this contention, it is believed that the road for self fulfillment can not be selected if the woman is married. The decision as to how much time, effort each wife and mother devotes to career outside the home, has essentially been considered a family matter.

However, there are relative determinants of the extent to which women's marital status affects the advancement of women to administrative positions. One such determinant is the characteristics of her marital partner. Generally, it is believed that those women administrators who become successful in their career are the ones who obtain substantial help from their husbands (Nancy, 1989). Yet findings in this regard are mixed. For example Coffi and Ekstrom (cited in Shakeshaft, 1989) underscore the impact of husbands help.

The finding evidences the profiles of many women educational administrators who claim that they did not get any help from their husband for their success. On the other hand, Nancy (1989) reports that women principals, in her study, owe much their husband for their success. And still another determinant of husband help is the situation in dual career families.

The evidence shows that women administrators take the larger share of the work in the home than they do in relationship when only the husband works outside the home (Shakeshaft, 1989).

In the end, among married women child bearing and child rearing practice are expected to be important variables. In light of this, the number and age of children are generally considered to influence

women's career advancement. Many and younger children are for instant considered to inhibit career progress of women (Rosen and Jeredee, 1974).

The burden of child care is found to be difficult particularly for female principals because as, Nancy (1989) explains that women in upper management can possibly afford at home child care which enables them to go full speed ahead with their careers, but like school principalship, the cost of good child care is crippling for women at lower and middle management levels.

On the whole, the above findings indicate that women educational administrators who are successful in their administrative career are the ones who have no or few children, whose children are grown, and those who can privately afford child in the form of full time house keeper.

Shakeshaft (1989), referring to the study conducted by American Association of School Administrators (AASA) reports that 78% of super intendments and school board presidents, believe that women more than men put family on top of their jobs. Women are also depicted as taking more time off for personal reasons than do men.

As reported by Shakeshaft (1989), home and family responsibilities that lay obstacles for women in two ways: first women should effectively juggle all their tasks. Secondly, they must contend with male executives who are totally convinced that not only are women, unable to manage the balancing act but that it is odd for them to even attempt it.

### **2.3.1 Personal and Family Impact as Disincentives to Female Principals**

One of the barriers to women's effectiveness in school principalship is the way how leadership is conceptualized. It has its own powerful implications. For example, many women in positions of leadership in schools find it difficult to lead in preferred ways because, as Hackney and Runnestrand (2002) point out that early theorists of leadership failed to include the social, historical and cultural contexts of women, the organizations behavioral expectations for women leaders are often incompatible with women leaders' world views and life experiences.

Caldwell (1996) indicates the emphasis on more instrumental, market-driven competition dimensions and a strong focus on outcomes, has located school leadership more deeply in the corporate mode, which is clearly at odds with school leaders as community leaders. According to this writer, this style of leadership seems to reinforce many characteristics of stereotypical masculine behavior.

This is observed because of that , as Power (2002) noted women's identities and roles have traditionally been associated with parenting and caring, whilst men's identities tend to be associated with paid employment and becoming leaders. These differing socialization process and the perceptions that develop around them clearly advantage men in gaining knowledge, skills and networks suited to leading institutions (organizations). On the other hand, women are perceived to be inadequately qualified, particularly, in terms of experience and capacity to make 'the tough' decisions.

According to Sharafudeen (2000), the apparent women's under-achievement in management of schools is observed because of internal barriers such as low self-image and lack of confidence resulted from men's position of power and privilege over women with in schools.

Factors such as the complexities and tensions of student discipline, the size of the workload and the need to attend large numbers of meetings out of school hours intrude in to and reduce, physical and psychological time and space which female principals wish to allocate to themselves and their families (Sinclair, 1998).

Dean (1995) points out those family responsibilities are of fundamental importance to female teachers and can influence their career decisions to a great degree. Supporting this, Grace (1995:184) has presented, what a female primary school principal complains her dual role as follows:

*...my time at home with my family and friends is constantly being eroded-- I have never begrudge time given for the children and the school but I am becoming more and more resentful that it is my own personal space and time that is being eroded otherwise I am made to feel that I am failing in my professional duties. This situation is becoming unacceptTable to me even though my family is grown up. It must be intolerable for younger teachers with young families.*

Thus, according to Grace's research, it seems that female principals around the world are being dominated by the higher needs of the family and there is no doubt that this need is of greater importance than any other need. For instance, lack of aspiration in women is largely the reflection of reality in terms of home and family responsibilities (Marshall, 1985).

Shakeshaft (1989:89) also points out that if a woman works outside home, she will continue to do the major portion of work inside the home as well. She also underlies, "for males to be husbands, fathers and school administrator entail not two careers, but one. For most men, family responsibility is work responsibility-bring home the paycheck. For most women, work responsibilities are added to home tasks." Household activities, which include child rearing, cleaning, food preparation, and others which women shoulder leave them little

time and energy for school activities that lessens their success (Teshome, 2003).

As a result women tend to give less attention to their work responsibilities as means of keeping their sense of femininity. This is, in fact, an expected response to societal pressures on the part of women.

Regarding this, Horner (1972) states that anticipation of success for administrative positions against the male competition poses a threat to the sense of femininity and self-esteem. And this serves as a potential bias for being socially rejected. Thus, in order to appear more feminine, women disguise their abilities and act in a more self limiting way.

## **2.4 Actions and Strategies to Enhance Female Principals' Role in School Management**

### **2.4 .1\_Confidence-Building and Extending Potential\_Support and Facilities**

In order to lesson their stress, women principals should listen to themselves and should not totally rely on archetypes (Colman, 2002). Cubillo and Brown (2003) argue that women can emerge successful in leadership if they are self-reliant and self-motivated in spite of having faced unwelcoming, even hostile, male-dominated environment. Olser (1997) comments that to increase women's belief and confidence in their abilities, women need moral support and a sense of trust from their families as well as extensive mass educational programs coupled with conscious effort to change traditional values.

Firm belief in their competence and abilities to improve education are contributing factors for women's managerial performance (Mendez-Morse, 2000).

World Bank (2002) comments that in order to tackle the problem of deep-rooted societal stereotyped attitude that devalue women irrespective of their multiple roles, establishing supportive national policies (more gender specific policies) is critically important. These policies should include like establishing child care center for women at school and community, modifying home technology, such as fuel-efficient, wood burning stoves, accessible water walls, etc. which in one way or the other may help minimize the interface of women's dual role upon their career development.

#### **2.4.2 Providing Training Programs**

According to Hyde (1994), women lack of appropriate competencies and skills, both social and managerial, is an important barrier to their abilities to compete on an equal footing with men. Training programs for women principals thus represent an important strategy for enhancing their knowledge about school management as well as sharpening their skills and competencies in a range of activities of school administration. The writer further explains that the training can be short term courses and training workshops offered by higher education institutions or organizations which can be fully residential over a few days or a week, spread over two or three optional days or half day/few hours per hours per week over a semester.

Similarly, Almaz (1995) suggests that giving gender-awareness training for teachers, educational officials and society at large helps reduce gender stereotypical attitudes of the society towards women. The writer further adds, encouraging the setting up of professional females association that helps challenge gender bias and the

dominant group. Besides, it can guide them to articulate their needs and interests to government and policy makers with a unified voice.

### **2.4.3 Establishing Women's Networks**

According to Eagly and others (1992) women can overcome some of their problems in school management by being a part of networks which are specially designed to enable women easy access to experience sharing and to critically support, counseling and advice they may need to enhance their performance function more effectively in their career.

Hyde (1993) indicates women networks as they assist them effectively. To the authority, the networks can undertake a range of initiative to help promote their members. These include holding workshops, seminars, meetings, leadership development programs and advocacy.

Similarly, Fennel (1999) has suggested that government and others who give attention to women's pressure and impediments should embark on changing policies, raising awareness of the problem, improving skills and competencies for women, and changing attitude of men and women and creating a more enabling women-friendly environment.

Sinclair (1998) has proposed that the government has to strength women's feeling of connection by creating and developing both formal and informal networks, take a good look at women's performance evaluation system as well as usage of appropriate promotion criteria and norms of work groups and interpersonal relationships that need to change to create a performance culture inclusive of women. On the other hand, another action a government has to take is eliminating sex-role stereotyping in educational curricula. The educational materials have often presented images of traditional, social, domestic and occupational roles for both women and men. From an early age,

children thus develop notions of male and female roles which are outdated and an old fashioned. Wirth (2001) has stressed that since social roles constantly evolve as societies change, school texts should reflect the latest development and the governments should implement equality policies and laws so as to systematically reduce sex role stereotyping at all levels in the curricula of educational institutions.

## **CHAPTER THREE**

### **PRESENTATION, ANALYSIS AND INTERPRETATION**

Findings of the research are analyzed thoroughly in this chapter. The chapter is sub divided into four parts, and analyzed accordingly-that is: characteristics of the respondent; social factors, physical and biological factors, and family related factors that affect female principalship roles and leadership qualities exhibited by female principals.

#### **3.1. Characteristics of the Respondents**

Four groups of respondents were included in the study, specifically, female principals, male principals, female teachers and male teachers. Four sets of questionnaires were distributed to each respondent group. All the 171 respondents returned the questionnaires. Most of the questions were common to all the four groups of respondents while some were sex-specific to principals and teachers. The difference in some of the questions was related to the differing roles that might be played by the different sexes.

**Table .2 Sex, Educational background, Work Experience and Marital Status of Respondents by Type**

Item no.	Issue	Respondent by Type												
		Female Principals		Male Principals		Female Teachers		Male Teachers		Female Total		Male Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Sex	51	29.8	40	23.5	50	29.2	30	17.5	101	59.1	70	40.9	
2	Age	18-30 yrs.	37	72.50	30	75	38	76.0	20	66.67	75	43.9	50	29.1
		31-40 yrs.	12	23.5	9	22.5	10	20.0	10	33.33	22	12.8	19	10.3
		41-50 yrs.	1	2.00	1	2.50	2	4.0	-	-	3	1.7	1	0.60
		51-60 yrs.	1	2.0	-	-	-	-	-	-	1	0.60	-	-
		Total	51	100	40	100	50	100	30	100	101	59.0	70	41.0
3	Educational Level	Certificate	39	76.5	21	52.5	41	82	19	63.3	80	79.2	40	57.1
		Diploma	12	23.5	19	47.5	9	18	11	36.7	21	20.8	30	42.9
		Total	51	100	40	100	50	100	30	100	101	100	70	100
4	Work experience in teaching	1-5 yrs.	11	21.6	15	37.5	19	38.0	12	40.0	30	29.7	27	38.6
		6-10 yrs.	23	45.1	16	40.0	24	48.0	18	60.0	47	46.5	34	48.6
		11-15 yrs.	13	25.5	6	15.0	6	12.0	-	-	19	18.8	6	8.6
		16-20 yrs.	2	3.9	2	5.0	1	2.0	-	-	3	3.0	2	2.8
		>20 yrs.	2	3.9	1	2.5	-	-	-	-	2	2.0	1	1.4
		Total	51	100	40	100	50	100	30	100	101	59.0	70	41.0
5	Marital Status	Married	35	68.63	26	65.0	33	66.0	22	73.33	67	66.3	48	68.6
		Unmarried	16	31.37	14	35.0	17	34.0	8	26.67	33	32.7	22	31.4
		Total	51	100	40	100	50	100	30	100	101	59.0	70	41.00
6	No. of owned children	None	23	45.1	13	32.5	24	48.0	13	43.3	47	46.5	26	37.1
		1-4	28	54.9	27	67.5	26	52.0	17	56.7	54	53.5	44	62.9
		Total	51	100.0	40	100.0	50	100	30	100.0	101	100	70	41.0

Table 2 above depicts the sample size of each group, and the general background of the respondents. Thus, 51 of the respondents (29.8 percent) were female principals, 40 of the respondents (23.5 percent) were male principals, 50 of them (29.2 percent) were female teachers and 30 of them (17.5 percent) were male teachers. Male principals were included to see how they considered the strengths and weaknesses of their female counterparts. The inclusion of female teachers and male teachers is to identify their reaction on female principalship qualities with respect to male counterparts.

Educationally, 39 (76.5 percent) of the female respondents had certificate in teaching, 12 (23.5 percent) had diploma. Male principal respondents had better educational level than female principals. 47.5 percent of them had diploma in teaching areas. Similarly, educational level of teachers was better for males than female ones. Over thirty six percent of the male teachers had held diploma while the percentage of female teachers for similar educational level was only 18.

Most of the female and male principals had experience in teaching and school principalship between five to ten years of service (45.1 percent and 40.0 percent respectively). Over thirty three percent of the female principals and 22.5 percent of the male principals had work experience more than ten years. Usually, the more experience is accumulated by principals in teaching and educational management areas, the better they would be able to lead the teaching learning process. As indicated, female principals had work experience similar to, even better than their male counterparts.

### **3.2. Social Factors that Affect Female Principalship Roles.**

The social factors can have adverse effects on the roles played by female principals at school. The influence may be high since home related activities like food preparation, child rearing, and others are considered (especially in Ethiopian case) to be mostly females' roles.

With this view, major social factors that may have undesirable effects on female's principalship roles were forwarded to the four respondent groups to rate the degree of their influence in this respect, as depicted in Table three below.

Accordingly, the effects of home roles against women's principalship duties were responded by all respondent groups to have medium influence (grand mean= 2.22).

**Table. 3 Mean Distributions of the Social Factors that May Affect Female Principalship Roles**

Item no.	Affecting factors	Mean and S.D.	Responder by Type						Df.	F ratio
			Female Principals	Male Principals	Female Teachers	Male Teachers	Grand Mean			
1	Women's home role handicaps their principal ship roles	Mean S.D.	2.10 .96	2.33 .94	2.24 .95	2.27 .98	2.22 .96	3 167	.46	
2	Women need to have extra talents to males to be principals	Mean S.D.	1.47 .86	1.65 .95	1.82 .96	1.67 .96	1.65 .93	3 167	.119	
3	Principalship position holding require frequent visibility to the public	Mean S.D.	1.65 .91	2.60 .78	2.04 1.01	2.40 .93	2.12 .98	3 167	9.23	
4	School community does not like female to be principal	Mean S.D.	2.14 1.00	2.23 .97	2.16 1.00	2.07 1.02	2.15 1.00	3 167	.15	
5	Success in principalship for females demands being single	Mean S.D.	1.76 .88	1.75 .94	1.90 1.01	1.75 .94	1.77 .95	3 167		
6	Family responsibilities are equally shared by couples ( husband & wife)	Mean S.D.	1.39 .80	1.48 .85	1.32 .74	1.63 .93	1.43 .82	3 167		
7	Women with large family size fail to accomplish principal roles as expected	Mean S.D.	2.29 .92	2.30 .97	2.26 .94	2.27 .98	2.28 .94	3 167		
8	Women lack self confidence to exercise leadership	Mean S.D.	1.41 .80	2.23 .97	1.92 1.01	1.60 .89	1.78 .97	3 167		
9	Single women have more time and less constraints to realize leadership role	Mean S.D.	2.37 .94	2.13 .94	2.44 .91	2.20 1.00	2.30 .94	3 167		

*N=171; Mean b/n 1-1.75 'rarely agree'; mean 1.76-2.25 'partially agree'; mean > 2.25 'agree', p<0.05*

The following explanations are given on basis of Table 3 above. Thus, the view that women were expected to have extra talents to male counterpart to gain the position of school management was generally responded by all respondent groups as having a low importance (grand mean= 1.65).

The importance of frequent visibility to the public to gain school principalship position was responded as having medium value (grand mean= 1.84) by female respondents (both female principals and female teachers) while it was responded by both male respondent groups that frequent visibility to the public had high significance in this respect (grand mean= 2.50).

Respondents were also asked whether school community was happy when they had female principals, and it was responded that such sex related biases had partial importance (grand mean=2.15). That is to say, school community did have some special feeling with type of sex holding the position. Whether being single is required from females to assume principal position was responded by all respondent groups to have partial contribution (grand mean=1.77). The importance might be related to the stress exerted owing to double responsibilities of home and school. It was also responded by all respondent groups that single women had more time and less constraints to realize leadership roles (grand mean=2.30). In this respect, respondents were asked whether family responsibilities were equally shared by husbands and wives. The rating showed that husbands used to share such responsibility only rarely (grand mean=1.43). In relation to this, respondents were asked if women with large family size faced challenges in accomplishing principalship responsibilities as expected. The responses revealed that such female principals were highly confronted with overlapping responsibilities (grand mean=2.28).

### **3.3. Physical and Biological Factors Affecting Female Principalship Roles**

The impact of physical and biological factors on management capacity of females is at times controversial, but it is generally believed that its significance is negligible. However, some researchers reported that sex stereotyping may be grounded on biological factors. It is said that men are physically stronger than women (Maccoby and Jackline in Marini and Berinton,1984). On the other hand, as Colwill (1989) states, although trait differences between men and women are not that wide, women career progress seems to have always been affected by the belief attached to the norm women are different from men. This idea is supported by another researcher, Grambs(1978). According to him, feminine traits are considered, mainly, as irrelevant for one's progress to administrative and managerial positions.

In this context, the school community sometimes tends to believe that the complex problems in school management require principal's physical strength. As indicated in Table 4 below, respondent groups were asked if there was a view among them that physical and biological factors have adverse effects on women's principalship roles.

One of the questions presented was whether nature favors males alone to be principals, not females. Female principals did not accept the assumption (mean=1.36). The other groups of respondents responded that nature partially favors males than females to be leaders (grand mean =1.76). The implication probably is that while female principals had practically confirmed nature did not favor male, female teachers who did not have the chance to prove the assumption and male who had stereotypical view considered women as having unfavorable trait for leadership. The importance of physical strength of principals in order to maintain student discipline through physical attack was responded by all respondent groups as partial (grand mean= 1.81).

**Table .4 Mean Distributions of Responses on Physical and Biological Factors that Affect Female Principalship Roles**

Item no.	Affecting factors	Mean and S.D.	Respondent by Type						Df.	F ratio
			Female Principals	Male Principals	Female Teachers	Male Teachers	Grand Mean			
1	Nature favors males more to be managers than females	Mean S.D.	1.36 .94	1.72 .97	1.68 .96	1.80 1.00	1.69 .95	3 167	.207	
2	Physical strength is demanded to maintain discipline as principal	Mean S.D.	1.79 .98	1.80 .98	1.92 .94	1.75 .98	1.81 .96	3 167	.137	
3	Women by nature are more emotional than men	Mean S.D.	1.51 .88	1.90 1.01	1.80 .97	1.87 1.01	1.75 .97	3 167	1.584	
4	Women by nature are fearful and suspicious to have confidence in making decisions	Mean S.D.	1.41 .81	2.23 .97	1.92 1.01	1.60 .98	1.78 .97	3 167	6.571	
5	Women can't challenge hardships as men do	Mean S.D.	1.47 .88	1.55 .90	1.64 .94	1.70 .95	1.58 .91	3 167	.506	

*N=171; Mean ≤ 1.1.75 'rarely agree'; mean 1.76-2.25 'partially agree'; mean > 2.25 'agree', p < 0.05*

ANOVA test of significance with df. of 3 and 167, and probability level less than 0.05 showed that statistically there was no significant difference among the respondent groups on the issue. From this, it might be inferred that school management is not the attribute of art alone but needs relatively energetic physical strength as well to effect physical punishment. This holds true especially if the leader believes that physical punishment exercises (which is accompanied by aggressiveness) are necessary to manage student discipline, although such concept of leadership generally does not lead to effectiveness.

According to Bukatko and Marvin (1998) men tend to be more aggressive than women as a result of dispositional trait differences. Actually, some research findings indicated that women's lower physical strength have been

reflected as a reason for their inadequacies in managing students' disciplinary problems.

Besides, whether women are able to challenge hardships as men do was forwarded to respondents, expecting that respondents might view school principalship roles are related to physical perseverance in times of hardships. All respondent groups replied its importance in this respect was low (grand mean=1.58). Statistically, no significant difference was observed among the means. That is to say, there was a similar view among all respondent groups that women could stand hardships as men do. This response seems to have gone against the finding documented by Shakeshaft (1989) that male school board members believed that women could not stand the emotional stress school leadership demands. In fact, the cultural and social factors under which Shakeshaft studied are not the same with that of the sample zone considered in this study. At the same time the variations might be related to respondent types. While in this study the respondents were teachers and principals, in Shakeshaft's research, the respondents were school board members.

### **3.4. Psychological Factors Affecting Females Principalship Roles**

Sex stereotyping is more of social and is often accompanied by psychological attacks that are aimed at suppressing women's leadership and other public aspirations. Otherwise, the logic behind sex role stereotyping is generally unsubstantiated.

Yet, it is widely alleged women are so sensitive and dependant that they require assurance from men (Rosen and Jerde, 1973). Other study showed that women are kept alien from public spheres in leadership, and hence, are deficient in such experiences (Yeaky, 1986). Lack of experience undoubtedly can lead to poor self-confidence in leadership. Among many psychological factors, the researcher selected three of them for practical reasons. That is,

with the premise that if these three had any setback on their leadership responsibilities, other associated factors would have similar impact.

**Table. 5 Mean and Standard Deviation Distribution of Psychological Factors Affecting Women’s Principalship Roles**

Item no.	Affecting factors	Mean and S.D	Respondent by Type						Df.	F ratio
			Female Principals	Male Principals	Female Teachers	Male Teachers	Grand Mean			
1	Women are inferior to men	Mean S.D.	1.16 .54	1.30 .72	1.32 .71	1.53 .90	1.30 .71	3 167	1.797	
2	Women need reassurance for their work from others	Mean S.D.	1.31 .74	1.60 .93	1.48 .86	1.80 .100	1.51 .88	3 167	2.146	
3	Women lack self confidence to exercise leadership	Mean S.D.	1.41 .80	2.23 .97	1.92 1.01	1.60 .89	1.78 .97	3 167	6.51*	

*N=171; Mean b/n 1 and 1.75 ‘rarely agree’; mean 1.76-2.25 ‘partially agree’; mean > 2.25 ‘agree’, p<0.05*

As indicated in Table 5 above, the view that women are inferior to men in exercising leadership was rarely accepted by all respondent groups. Although female principals did not reject the view as non sense, they accepted that women are inferior to men. It was rarely accepted that women need reassurance from others in their work (mean=1.51).

A mere look at the means of the response groups demonstrates the view that women lacked self confidence to exercise leadership in school seemed to have been well accepted by male principals more than other groups (mean=2.23). Interview made with WEO heads and WEO supervisors also showed that women principals lacked self confidence.

A further look at statistical analysis using ANOVA test of significance on the difference of the means showed that there was significant variation between male principals and female principals on the view that women lacked self confidence. In other words, while male principals considered that female principals had serious problem of self confidence in exercising leadership, female principals regarded that their lack of self confidence was not as such serious. The difference in their opinion was, however, only a matter of degree. Other wise, female principals did not totally reject the view.

The foregoing analyses of the responses in the above Table indicate that while women principals accomplish remarkable activities in their school leadership responsibilities, at times, they undermined their achievements without the presence of men's reassurance. On the other hand, female principals considered the view that female are inferior to men to be a futile assumption. It may be possible to conclude from the responses that, in some instances, women principals lacked consistency in the way they considered their self concept in relation to their principalship qualities. The confusion might be a result of the deep-rooted influence of what Sharafudeen (2000) called "men's position of power and privilege over women".

### **3.5. Leadership Qualities Exhibited by Female Principals**

Empirical evidences showed women were observed demonstrating unique managerial qualities. For example, it was found out that women school principals were observed conducting unscheduled meetings, watch teachers' performance more frequently, take little time for walk, and interact with teachers and students more frequently and friendly (McGrath, 1992).

In relation to such desirable qualities, teacher respondents (both male and female respondent groups) were asked (in Table 6 below) what level of leadership qualities their respective female principals usually demonstrate. The qualities may not be common to all female principals but the purpose was to see the positive aspects of leadership issues observed in most female principals.

**Table .6 Mean Distribution of Responses on Leadership Roles Exhibited by Women Principals**

Item no.	Leadership qualities of women principals	Mean and S.D.	Respondent by Type				
			Female Teachers	Male Teachers	Grand Mean	Df.	T-value
1	Women assume full responsibility for activities, actions and behaviors	Mean S.D.	2.42 .79	2.43 .82	2.43 .79	78	-.072
2	Women set accepted standard of norms for school community	Mean S.D.	2.34 .80	2.60 .68	2.44 .76	78	-1.492
3	Women deal effectively with pressures from outside the school that might interfere with teaching learning	Mean S.D.	2.46 .76	2.67 .66	2.54 .73	78	-1.233
4	Women maintain emotional stability and ability to relax under pressure	Mean S.D.	2.48 .68	2.53 .73	2.50 .69	78	-.331
5	Women employ diplomacy and wise judgment that wins teachers' approval	Mean S.D.	2.44 .73	2.70 .65	2.54 .71	78	-1.600
6	Take remedial actions for wrong doings	Mean S.D.	2.70 .54	2.73 .64	2.71 .58	78	-1.011
7	Participate the staff in decision making	Mean S.D.	2.56 .68	2.77 .57	2.64 .64	78	-2.018
8	Encourage innovations and noble ideas	Mean S.D.	2.52 .74	2.70 .70	2.59 .72	78	-.248
9	Sets plan, and watch their performance	Mean S.D.	2.54 .73	2.57 .73	2.59 .72	78	-.158
10	Mobilize stakeholders for support	Mean S.D.	2.54 .76	2.57 .73	2.55 .76		-.154

*N=171; Mean ≤ 1.75 'rarely agree'; mean 1.76-2.25 'partially agree'; mean > 2.25 'agree', p < 0.05*

As indicated in Table 6 above, asked the level of full responsibility female principals assume for activities, actions and behaviors, both respondent groups rated high (grand mean=2.43). Besides, level of setting accepted standard of norms for school community, maintaining emotional stability and ability to relax under pressure, employing capacity to use diplomacy and wise judgment, level of taking remedial actions for wrong doings, intensity of participating staff in decision making, level of encouraging noble ideas, capacity to set plans, and watch their performance, and the art of mobilizing stakeholders for support were all rated by both groups of respondents as high exercises.

Statistically, no significant difference was identified between male and female teachers on the leadership quality variables (as illustrated in the Table 6 above) indicating agreement of responses. Most of these managerial quality variables might have emanated from their frequent and friendly relations they could maintain with, especially, teachers.

In other words, diplomatic approach, fair judgment, participatory decision making, preparation of quality plans, and success in winning others' support are all linked to creation of intimacy and discussions with colleagues. Interview conducted with Woreda Education Office heads and Woreda heads of Women's Affairs showed that female principals were more human-oriented than male counterparts. This finding goes with the result evidenced by Deaux (cited in Dipboye, 1989) that women principals received higher ratings than their men counterparts with regard to ensuring quality school leadership.

### **3.6. Family Related Factors that Affect Women's Principalship Roles**

As mentioned elsewhere in the literature, women's career is subject to their family lives, and this situation is similar across cultures (Marshal, 1985). A study by Browman, and others (1965), for instance, showed that single

women had more time and fewer constraints for their career than married ones.

Unfortunately, the impact of women's home roles is, especially, difficult for their progress into administrative areas (Marshal, 1985). The road to holding position is not as such easy if a woman is married. Women facing frequent absenteeism, taking maternity leaves more often, being more dedicated to their family roles, and suffering from more work problems have been presented as their deficiency in management (Rosen and Jerde, 1973). In Ethiopian case, women home roles are repeatedly reported to have great influence on their out of home job responsibilities.

**Table .7 Family Related Factors that Affect Women Principalship Roles**

Item no.	Item	Respondent by type	Frequency and Percentage of Respondents' Reaction						Significance level	
			Yes		No		Total		Df.	X <sup>2</sup> value
			F	%	F	%	F	%		
1	Women principals need more help than male ones	Female principals	45	88.2	6	11.7	51	100	1	.011
		Male principals	5	12.5	35	87.5	40	100		
		Total	50	54.9	41	45.0	91	100		
2	Women's marital status affects their school principalship roles	Female principals	28	54.9	23	45.1	51	100	1	.061
		Male principals	23	45.1	17	54.9	40	100		
		Total	51	56.0	40	44.0	91	100		
3	Female principals perform equal to male counterparts in leadership	Female principals	35	67.3	16	33.7	51	100	1	6.249*
		Male principals	17	32.7	23	67.3	40	100		
		Total	52	57.1	39	42.9	91	100		
4	Women's marital status affects their advancement in leadership positions	Female principals	26	51	25	49	51	100	1	.145
		Male principals	18	45	22	55	40	100		
		Total	44	48.4	47	51.6	91	100		
5	Home roles are obstacles for females to accomplish their principalship duties	Female principals	20	86.9	3	13.1	23	100	1	.558
		Male principals	27	93.1	2	6.9	29	100		
		Total	47	90.4	5	9.6	52	100		
6	Child care is a difficult task for women principals	Female principals	26	51.0	25	49.0	51	100	1	.145
		Male principals	22	55.0	18	45.0	40	100		
		Total	48	52.8	43	47.2	91	100		

*N=171; 1; Mean ≤ 1.175 'rarely agree'; mean 1.76-2.25 'partially agree'; mean > 2.25 'agree', p < 0.05*

With this view, both female and male principal groups were asked whether family related factors exert influence uniquely on female principalship roles (Table 7). Most (54.9 percent) of female principals responded that female's marital status affects their school principalship roles. On the other hand, most (54.9 percent) of male principals did not accept the view that females' marital status had an inverse relationship with their school leadership roles. In relation to women principals' advancement in leadership positions, most (51 percent) of female respondents responded that marital status affects it while most of male respondents (55 percent) did not accept its effect. But, both groups of respondents agreed that child care was a difficult task for women principals in playing leadership roles.

It seems paradoxical that most (87.5 percent) of male principal respondents did not accept the need of special help to be given to female principals. However, most female principals (88.4 percent) replied there was a need to provide special support to them. The implication is that male principal respondents did not have consistent view on the family related factors that hampered women's leadership roles and the logical importance of particular support required to enable female principals achieve their leadership roles.

### **3.7. Level of Support Given by Husbands to Their Wives Who are Principals**

The impact of marital status against women's desire to hold school leadership position seems an implicit conclusion. The question is what factors have relative importance in determining the advancement of women to administrative positions? One of the determinants is the characteristics of their marriage partner. Generally, it is believed that women principals who become successful in their career are the ones who obtain substantial support from their husbands (Nancy, 1989). Research findings by different scholars indicated the existence of combination of support from some husbands and lack of it from others (Nancy, 1989; Coffin and Ekstrom cited in Shakeshaft, 1989).

Female principals and male principals of the sample zone were asked the status of support offered by husbands to school principal wives.

**Table 8. Level of Support Given by Husbands to Female Principals in Home Roles**

Item	Level of support	Respondent by Type						Significance level	
		Female principals		Male principals		Total		Df.	X <sup>2</sup> value
		F	%	F	%	F	%		
Support given by husbands	Low	10	28.6	26	96.3	36	58.1	2	28.924
	Moderate	10	28.6	1	3.7	11	17.7		
	High	15	42.8	-	-	15	24.2		
	Total	35	100	27	100	62	100		

As indicated in Table 8 above, most of female principals (42.8 percent) replied they received support from their husbands highly. Only few (28.6 percent) proportion of the female respondents replied that they hardly received help from their husbands. On the other hand, most of the male principals (58.1 percent) responded that husbands rarely gave support to their principal wives.

Statistical analysis using chi-square showed that there was significant difference between female principals and male counterparts on the level of support offered by husbands to their wives who were principals. In other words, while female principals appreciated the support given to them by their partners to be high, male principals took the position that husband had less inclination to help their partners who were principals. The implication is that the positive attitude female principals had to their husbands might be associated with their success in holding the position was related to the support given to them by their husbands. As shown in Table eight above, most of them responded that the impact of family roles on their principalship duties had only partial contribution, perhaps because husbands supported them in their home roles.

### 3.8. Sex Related Problems Faced by Female Principals in Schools and Measures Taken to Alleviate the Problems

Female principals were asked whether they had encountered problems because of their sex. Accordingly, they were asked if teachers considered them inferior.

**Table. 9 Problems faced by Female Principals because of their Sex and their Roles and Measures Taken to Alleviate**

Item	Response	F	%
Whether Problems are faced by Female Principals from teachers because of their Sex	No problem is faced	30	58.8
	There is problem	21	41.2
	Total	51	100
Item	Response	F	%
Whether Problems are faced by Female Principals from students because of their Sex	No problem is faced	30	58.8
	There is problem	21	41.2
	Total	51	100
Item	Response	F	%
Whether female principals perform less than male counterparts at school	Perform equal to males	29	57.1
	Perform less than males	22	42.9
	Total	51	100
Item	Response	F	%
Reasons for women to perform less than men principals	Family responsibility	19	86.4
	Lack of training in educational management	1	4.5
	Lack of self confidence related to stereotyping	2	9.1
	Total	22	100
Item	Response	F	%
Opinion of husbands concerning wives jobs	Family responsibility	13	37.1
	Job career	22	62.9
	Total	35	100

Most (58.8 percent) responded they did not face such problem, and 41.2 percent of them replied that they encountered problems from teachers because of their sex. Female principals replied elsewhere in this analysis that females were inferior to males in some aspects. Such low self concept might be partially related to harassment by male teachers.

Female principals were asked similar question vis-à-vis students. Not a few of them (41.2 percent) responded that they were disrespected by students because of their sex. Interview result of WEO heads, WEO supervisors and WEO women's affairs representatives showed that female principals had repeatedly encountered gender related problems that required their respective office interventions.

Female principals were also asked how far their leadership roles coped with their male counterparts. Most of them (57.1 percent) said that their work was comparable to their male counterparts, but about 42.9 percent responded they did not perform their job as male principals. Asked why their performance was less than male teachers, most of them (86.4 percent) responded family responsibility had undesirable effect on their principalship duties. Few of them related the setback to lack of training (4.5 percent) and lack of self confidence associated with sex stereotyping (9.1 percent).

### **3.9. Personal and Family Impact as Disincentives to Female Principals**

One of the barriers to female school leadership effectiveness is the way school leadership is conceptualized. Leadership theories and practices failed to consider the social, historical, and cultural factors of female leaders (Hackney and Ruunstrand, 2002).

School leadership expectations give less attention to the role female principals play in community as family leaders and replications it has on school leadership effectiveness.

In relation to this, women principals were asked the level of divergence between school leadership duties and home roles. Most (80.4 percent) of them replied conflicting expectations of family and school roles was a frequent episode. Only 19.6 percent of the female principal respondents responded that they rarely faced opposing expectations of home roles and

principalship leadership practices. Asked how they used to alleviate the problems, most (58.5 percent) replied they handover home roles and expectations to maids or equivalents. The rest responded that they have lived with the problem.

**Table .10 Degree of Conflict between School Leadership Responsibilities and Home Roles**

Item	Frequency of conflict	F	%
Level of conflict arising between home and principalship duties	Always	14	27.5
	Some times	27	52.9
	Rare	10	19.6
	Total	51	100
Item	strategy used	F	%
Ways used to alleviate conflict between home and principalship duties	Employing house maid	24	58.5
	Affording both home and school leadership expectations	17	41.5
	Total	41	100

Such conflicting expectations might affect effectiveness of female principals in their school leadership. As Sharafudeen (2000) indicates, the apparent women's under achievement in school leadership is observed because of school related factors on the one hand and family related expectations on the other. Specifically, factors such as the complexities and tensions in managing student disciplines, the size of the work load in school, and the need to attend large number of meetings out of school hours intrude into and reduce the physical and psychological time and space which female principals wish to allocate to their families.

As a result, women might tend to give less attention to their work responsibilities as a means of keeping their family roles. Such problems can influence female principals' career decisions to a great degree.

Interview made with 27 of WEO officials reflected that lack of courage to join leadership positions lest they might encounter failure as administrators have commonly been observed characterizing among many women in the zone under study. By implication, the failure of female principalship effectiveness can and should not be associated solely (if at all) with leadership inefficiencies. Social and family related pressures need to be considered.

### **3.10. Comparison of Male and Female Principals in School Managerial Qualities**

Whether schools are led by male or female principals, the purpose is to have the school being visionary and acting on its mandates with short and long term objectives. The question is whether school leadership show difference in the type of sex that the school is led by. Various research works seem to deal with the variables in such as identifying differences in work environment, leadership, communication, decision making styles and techniques of conflict resolution. According to some researchers like Shakeshaft (1989), McGrath and Gion (1992) and Coles (1975) although activities that women and male school principals undertake to meet their job responsibilities are basically the same, some differences were also identified. The manner they spend their time in the day-to-day activities, in the priorities that shape their actions, in others' perception to them, and in the satisfaction they derive out of their work are some of the areas where sex differences seem apparent.

It is with this concept that female principal led school teachers and male principal led school teachers were asked what differences were observed between male principals and their female counterparts.

**Table 11. Comparison of School Principals' Qualities between Males and Females**

Item no.	Leadership qualities of women principals	Mean and S.D.	Respondent by Type				
			Female Led Teachers	Male Led Teachers	Grand Mean	Df.	T-value
1	Women assume full responsibility for activities, actions and behaviors	Mean S.D.	2.33 .829	2.53 .751	2.43 .792	78	-1.131
2	Sets accepted standard of norms for school community	Mean S.D.	2.38 2.38	2.53 .714	2.46 .762	78	-1.027
3	Women deal effectively with pressures from outside the school that might interfere with teaching learning	Mean S.D.	2.45 2.45	2.55 .667	2.54 .728	78	-1.076
4	Women maintain emotional stability and ability to relax under pressure	Mean S.D.	2.43 .747	2.63 .716	2.46 .728	78	-.458
5	Women employ diplomacy and wise judgment that wins teachers' approval	Mean S.D.	2.55 .714	2.50 .716	2.54 .711	78	.156
6	Take remedial actions for wrong doings	Mean S.D.	2.63 .667	2.53 .464	2.64 .641	78	-1.361
7	Participate the staff in decision making	Mean S.D.	2.78 .530	2.80 .716	2.59 .724	78	1.952
8	Encourage innovations and noble ideas	Mean S.D.	2.55 .749	2.50 .705	2.63 .614	78	-.461
9	Set plans, and watch their performance	Mean S.D.	2.40 .810	2.69 .810	2.54 .748	78	-1.804
10	Mobilize stakeholders for support	Mean S.D.	2.40 .823	2.77 .583	2.55 .76	78	-2.918*

*N=171; Mean ≤ 1.75 'rarely agree'; mean 1.76-2.25 'partially agree'; mean > 2.25 'agree', p < 0.05*

As indicated in Table 11 above teachers led by both male and female principals responded that both types of principals assumed full responsibility for their actions, set accepted standard of norms for school community, withstand pressures from outside the school in similar fashion, maintains emotional stability at higher rate, usually employ diplomacy and wise judgment equally, takes remedial action for wrong doings, practice participatory decision making, encourage innovations, sets plans and supervise its implementation most often. Statistical analysis using t-test indicated no significant difference among the two groups of respondents in the leadership qualities demonstrated. Although teachers responded that both sex principals usually mobilize stakeholders for support, t-test analysis of significance indicated statistical difference.

In other words, male principals tended to mobilize stakeholders for support more often than female principals. The responses given by teachers that the degree to which women maintains emotional stability and ability to relax under pressure goes against a finding by Rosen and Jerde (1973) that claimed women were excessively emotional at work and, thus were deficient in holding leadership position. In general, the distinction viewed between men and women in their capacity to hold leadership positions seems to be stereotyped conclusion. Otherwise, as the finding of this research revealed there was no significant difference between women and men in exercising school leadership.

### **3.11. Measures to be Taken to Alleviate Sex Stereotyping and Family Related Problems Faced by Female School Principals**

Summary of the responses given by respondents hitherto reflect that irrespective of women principal's leadership competence, there still exists sex stereotyping and over burdening by home roles. Making school leadership inclusive to females that make up fifty percent of the school community is unarguable. Otherwise schools would remain under the mandate of males. Strategies need to be designed to support women principals in their school leadership duties. In relation to this, Olser (1997) commented that women need moral support and sense of trust from their families, and extensive mass educational programs coupled with conscious efforts, to change

traditional values as a means of increasing their belief and confidence in their abilities. The World Bank (2002) also suggested that in order to tackle the deep-rooted societal stereotyped attitude that devalue women irrespective of their multiple roles, establishing supportive national policies (more gender specific) is critically important.

It was with this logic that respondents were asked to suggest up on ways to alleviate problems faced by female school principals. Questions were forwarded to respondents by categorizing issues in terms of measures to be taken by women principals themselves, by the society in general, and by the government in particular.

Demonstrating their abilities in leadership positions, building confidence in work and community related activities, achieving visible results in their principalship roles, good use of time management, standing against failures, and having small family size by making use of family planning were commented by respondents as actions expected from the side of women principals.

From the societies' point of view, believing in mental and physical equality of men and women irrespective of biological differences and treating sons and daughters equally without any gender prejudices to this end, avoiding harmful traditional norms and cultures that in many aspects favor men and disfavor women, changing one's attitude with regard to home making responsibilities (like child care, food preparation, maintaining family sanitation), especially, the spouse; indoctrination of religious leaders on equality of sex, and emphasizing on gender education were the major comments given by respondents.

From the government side, issuance and implementing (with commitment) gender-specific policies, provision of trainings on issues ranging from career development to family responsibilities, enhancing gender sensitization strategies, increasing number of women leaders in school and other educational hierarchies, assigning male assistant principals in women-led schools so as to handle sex-related unavoidable occurrences (like absenteeism due to maternal leave), and provision of reward for female principals whose school leadership performances are encouraging.

To summarize, respondents' suggestions indicated that far-reaching job waits ahead of policy makers, policy implementers, non government organizations and civic societies to reduce sex related biases and social influences to a remarkable degree so much so that females play a greater role in school leadership. It revealed that although what was done until then was promising, breaking the imbalance that exists in favor of males requires systematic work and patience.

## CHAPTER FOUR

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with summary of the findings, conclusions drawn from the findings, and recommendations given for the improvement of female principalship roles and chances to occupy the positions.

The main objective of this study was to identify social and sex stereotyped factors that affect females' principalship roles in school.

The specific objectives were:

1. To know the extent to which female principals were subject to various social pressures;
2. To identify some of the major factors accounted for the problems faced by women principals in school management, particularly associated with societal stereotyping and home responsibilities;
3. To examine whether there was difference between male principals' and female principals' effectiveness in school leadership; and
4. To identify ways and means of promoting women's principalship performance.

Sets of questionnaires and interviews were instruments used for data collection. Statistical tools used for data analysis were percentage, mean, chi-square, t-test and ANOVA.

To this effect, descriptive survey method was employed.

The following basic questions were forwarded to attain the objectives.

- a. What are the societal stereotypical views that affect the roles and responsibilities of female principals?
- b. Do male principals and female principals show significant difference in their managerial actions in school?
- c. To what extent women's principalship career is affected by conflicting expectations of career and family roles?
- d. What strategies are to be employed to improve the competence of female principals?

Stratified sampling technique was employed to identify respondent groups. In selecting sample respondent teachers, simple random sampling was used. Availability sampling technique was employed to include female principals while simple random sampling technique was utilized to select male principals. A total 171 respondents were included in the study from East Hararge zone.

Data were collected by using four sets of questionnaires; one for female school principals, another for male school principals and still another for teachers (both male and female). Besides, interview was conducted with nine heads of woreda education offices, nine woreda education office supervisors and nine woreda education office women's affairs. As indicated earlier, data were presented and analyzed using statistical tools of percent, mean, standard deviation, Chi Square, t-test and one-way ANOVA.

#### **4.1. Major Findings**

The following are summary of the major findings.

##### **4.1.1. Societal Stereotypical Views that Affect the Roles and Responsibilities of Female Principals.**

- i. Respondent groups responded that such sex related biases had partial importance among the school community in having sex-specific principal. That is to say, school community had some feeling with type of sex holding principalship position.
- ii. On the other hand, many of the female principals (41.2 percent) responded that they encountered problems from male teachers because of their sex. Female principals were also asked similar question vis-à-vis students. Not a few of them (41.2 percent) responded that they faced problems from students because of their sex.
- iii. The existence of a view that women are inferior to men in exercising leadership was generally less accepted by all respondent groups. In

fact, female principals did not reject as non sense. They rather responded, though rare, that women principals were inferior to their male counterparts (mean= 1.16).

- iv. The need for reassurance from others, especially from males, for their principalship duties was responded by all respondent groups as having less importance (grand mean=1.51).
- v. Significant difference was observed between male principals and female principals on the view that women badly lacked self confidence. While male principals considered that female principals had partial problem of self confidence in exercising leadership, female principals regarded that their lack of self confidence was not worthy mentioning. Interview conducted with woreda education officials also showed that women lacked self confidence in exercising school principalship. The difference women principals exhibited in their opinion was only a matter of degree. Other wise, female principals did not conclude it as a null view.
- vi. Female principals negated the assumption that nature favors males more to be principals than females (mean=1.36). The other groups of respondents replied that nature partially favors males to females to be leaders (grand mean =1.76).

The importance of having physical strength to maintain student discipline through exercising physical punishment was responded by all respondent groups to be partial.

- vii. The question of whether women are able to challenge hardships as men do was forwarded to respondents, expecting that respondents might view school principalship roles are related to physical perseverance in times of hardships. All respondent groups replied its importance in this respect was low (grand mean=1.58). Statistically, no significant difference was observed among the means.

#### **4.1.2. Conflicting Expectations of Principals Career and Family Roles**

- i. Most of female principals (85 percent) replied family responsibility had undesirable effect on their principalship duties.
- ii. Most (80.4 percent) of them replied conflicting expectations of family and school roles was a frequent episode. Only 19.6 percent, small proportion of female principal respondents, replied they rarely faced opposing expectations of home roles and principalship leadership duties.
- iii. Most (54.2 percent) of female principals responded that female's marital status affected their school leadership roles. It was asserted that being single is more advantageous for females to maintain effective principalship position. The importance might be related to the stress exerted owing to double responsibilities of home and school. It was replied by all respondent groups that single women had more time and less constraints to realize leadership roles.
- iv. Child care was responded by both male and female principals to be a difficult task for women principals in playing leadership roles. In this respect, respondents were asked whether family responsibilities were equally shared by husbands and wives. The rating showed that husbands used to share such responsibility rarely (grand mean=1.43).

#### **4.1.3. Whether there was Significant Difference in Managerial Qualities between Male and Female Principals**

- i. Statistical analysis using t-test indicated no significant difference was exhibited among male and female principals in leadership qualities they demonstrated. Teachers led by both male and female principals responded that both types of principals assumed full responsibility for their actions, set accepted standard of norms for school community, withstand pressures from outside the school in similar fashion,

maintains emotional stability at higher rate, usually employ diplomacy and wise judgment equally, takes remedial action for wrong doings, practice participatory decision making, encourage innovations, sets plans and supervise its implementation equally.

- ii. Although teachers responded that both sex principals usually mobilize stakeholders for support, t-test analysis of significance indicated statistical difference. That is, male principals tended to mobilize stakeholders for support more often than female principals.

#### **4.1.4. Strategies to be Employed to Improve Work Performance of Female Principals**

- i. The response given by all respondent groups challenged female principals themselves. Women principals were commented to demonstrate their abilities in leadership positions, build confidence in work and community related activities, achieve visible results in their principalship roles that would win their followers and the community, allocate their time to work and family wisely, persist the turmoil of schools that emanates as a result of various interests, and have small family size by making use of family planning.
- ii. It was also responded that sex stereotyping used to originate and crop up within society. Thus, mitigation of the problem was also responded to be targeted at the root of the trouble, that is, the sex biases in the society. Accordingly, believing in mental and physical equality of men and women irrespective of biological differences and treating sons and daughters equally without any gender prejudices to this end, avoiding harmful traditional norms and cultures that in many aspect favor men and disfavor women, changing one's attitude with regards to home making responsibilities (like child care, food preparation, maintaining family sanitation), especially, the spouse; teaching by religious leaders on equality of sex, and emphasizing on gender

education were the major comments given to be worked within the society.

- iii. From the government side, issuance and implementation (with commitment) of gender-specific policies, provision of trainings on issues ranging from career development to family responsibilities, enhancing gender sensitization strategies, increasing number of women leaders in school and other educational hierarchies, assigning male assistant principals in women-led schools so as to handle sex-related unavoidable occurrences (like absenteeism due to maternal leave), and provision of reward for female principals whose school leadership performances are encouraging.

## **4.2. Conclusions**

The following conclusions are drawn from the findings of the research study.

- a. The influence of sex stereotyping on women's principalship roles by school community and women principals themselves was very low. Sex stereotyping factors that affect women's principalship roles had minimal influence. But this does not mean sex stereotyping in school leadership was totally eliminated. Responses of all groups (including female principals themselves) indicated that there were still few residues of stereotyped views that considered females as having less capacity, and thus, expecting to gain the support of males in some aspects. The reason might be that having less exposure to public visibilities and low leadership experiences were erroneously concluded to a naturally born less capacity to hold leadership positions.
- b. Conflicting expectations of family and school roles was a frequent experience. The problem was more serious for principals who had children. Principal women had to handle family roles and school responsibilities side by side because most female principals were rarely supported by their respective husbands. The dual role of

principal women would obviously share their thought, energy and time. This, in turn, could negatively affect their leadership qualities in school.

- c. Women principals in the sample zone used to exhibit good qualities of school leadership. If their leadership effectiveness is realized, assigning females to principalship can have additional benefit in achieving Universal Primary Education for All (EFA)-the Millennium Development Goal endeavor. If female principals are increased in schools, the rate of pulling and retaining female students at school without dropping may be increased. On the one hand, women principals may act as a better model for both female students and female teachers. On the other hand, women principals may be in a better way to understand the problems of female students and may introduce new ways of supporting them in their education.

### **4.3. Recommendations**

Based on the findings and conclusions of the study, the following recommendations are suggested.

#### **a. Jobs to be Performed by the Government.**

The government has crucial place in acting as catalyst to overcome sex stereotyping that affects female principals' effectiveness in principalship roles. The role government has been playing up to now is a good beginning. But having continuous focus and exploiting all possible strategies to overcome sex prejudices in school leadership still remains ahead. The researcher would like to recommend some simple but basic strategies to reduce problems faced by female school principals. This includes:

- i. Coordinate discussion and experience sharing forums for women principals. Areas of discussion and experience sharing may better be planned in advance and pre informed to participants. Such forum would not only enhance sharing of experiences for women principals but also act as opportunity to reinforce each other and to be ambitious in holding school leadership positions.
- ii. Develop special supervisory support strategies for women principals. Supervisors should not see principals (especially male and female ones) in the same mirror. Double responsibilities (of family and of school) as well as long standing sex stereotyping of the society against women in public leadership entails the need for special support to be arranged for female principals, if educational leaders are really ready to increase the involvement of females in school leadership.
- iii. Allocating page portions (column) of educational publications and mass media to achievements recorded by and through the leadership of female principals. Most educators and female leadership advocates repeatedly assert the importance of increasing female leaders in the education system. However, many of them do not have systematic ways of contributing to women's involvement in educational leadership. One possible way to realize this is through having pages (if publications) and air time (if radio and television) only for women principals. In this way achievements and experiences of women principals may be publicized so as to act as reinforcement (model) or a caution to others (learning from mistakes of others).

#### **b. Societal Loyalty**

- i. Schools are miniatures of the society. They reflect the positive things practiced in the society that need to be developed more and the negative things that need to be discouraged. Stereotyping exhibited at school originates from the larger social system. It means that in order to eliminate gender stereotyping attitudes, societal advocacy to maintain male and female equality is vital. This can be achieved

through the integrated works of schools, parents, woreda education office, woreda capacity building, woreda administrative council, teachers association, and women's' affairs.

- ii. Dealing with the women side alone is a half treatment at best or a symptom treatment otherwise. Thus, to have better performing and motivated female principals is to work on family, such as husbands, to let them take up home roles. Husbands of women principals may be educated and trained to have the readiness and the practice of sharing home roles. Educational hierarchy may take the responsibility of developing and implementing the role.

**c. The Roles of Civic Societies and NGO's are Indispensable.**

Societies have organized systems that give them opportunity to influence the government and communities. Most NGO's have the resource and most civic societies have the influencing power. Such organizations can support female principals morally, financially, and when necessary, in advocacy as well. Ethiopian Women Lawyers' Association, the Women's Affairs and other organizations are worth mentioning in this respect. It should be noted that change originates through education and in educational institutions.

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## APPENDIX - A

### Questionnaire to be filled by female and male teachers

#### General Direction

The purpose of this questionnaire is together data for a study carried out on factors Affecting the Roles and Responsibilities of primary school female principals in school management in east Hararge Zone.

The information collected through this questionnaire will be used by the investigator for strictly academic purposes and your responses will be kept confidential. So, you are not required to write your name.

Since your genuine and frank response has a great value for the success of this study you are kindly requested to read each item carefully before you give your responses. If you want to change any of your responses, please make sure that you have cancelled the unwanted ones.

Thank you in advance for your cooperation!

#### Part I. Biographic information

##### 1. General information

- A. The name of your school \_\_\_\_\_
- B. The name of your woreda \_\_\_\_\_
- C. The name of your Zone \_\_\_\_\_

##### 2. Personal Data

###### 2.1. Age

- A. 18 - 30
- B. 31 - 40
- C. 41 - 50
- D. 51 - 60
- E. 60 & above

###### 2.2. Sex

- A. Male
- B. Female

##### 3. Marital Status

- A. Married
- B. Unmarried

4. Years of experience in teaching profession

A. 1 - 5

D. 16 - 20

B. 6 - 10

E. 21 - 25

C. 11 - 16

F. 26 - 30

G. 31 and Above

5. Your Educational Qualification

A. Certificate

B. Diploma

6. Number of Children raised

A. None

B. 1 - 4

C. More than Four



14	Women by nature are inferior to men					
15	All women possess taints irrelevant to administration and managerial duties					
16	Women are by nature fearful, and likely to seek help and reassurance from others.					
17	Women principles may not be strong to impose rigorous disciplinary penalties on teachers and staff members (when necessary) because of that they lack task oriented traits such as aggressiveness, and rationality.					
18	Women can not stand the emotional and physical stress that school administration demands.					
19	Women lack self-confidence mainly in order to exercise command and set things done.					
20	Single women have more have, and less constraints for their career than married ones					

**A questionnaire to be filled only by female principals**

**Part III. Direction:** For the following questions that are followed by optional answers, you are kindly requested to carefully read and write the letter of your choice on the space provided. For open ended questions, write down your responses as briefly as you can on the space provided.

- \_\_\_\_\_ 1. The degree of role conflict you encounter as a result your home and work (principalship) responsibilities is
- A. high
  - B. Moderate
  - C. Low
- \_\_\_\_\_ 2. Which of the following could be attributable to your role conflict most?
- A. lack of professional preparation (such as qualification, experience)
  - B. family duties
  - C. lack of recognition from the part of teachers that creates a chilly working environment .
- \_\_\_\_\_ 3. Do you believe that women need more help than men to be successful in school administration?
- A. yes
  - B. No
- \_\_\_\_\_ 4. If your answer for the above question is "yes" why in your opinion they need help?
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
- \_\_\_\_\_ 5. If you are married, how you label the help you obtain from your husband for family and home making roles?
- A. high
  - B. moderate
  - C. low
- \_\_\_\_\_ 6. Is there any one in your school or outside who constantly encourages you to advance in your leadership position?
- A. Yes
  - B. No





25. If your answer for the above question is either "A" or "B", if your home roles are severe, how do could you maintain your present position?

A. By employing a house maid

B. By sacrificing your personal spare time

C. If you employed strategies other than these, please state them.

\_\_\_\_\_

26. What in your opinion are the major factors that affect female principals' duties in school management?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

27. In order to alleviate the problems female principals encounter in school administration because of their sex, what measures, do you suggest, should taken by:

A. Women themselves \_\_\_\_\_

\_\_\_\_\_

B. MOE \_\_\_\_\_

\_\_\_\_\_

C. The society at large \_\_\_\_\_

\_\_\_\_\_

**A questionnaire to be filled only by male principals**

**Part III. Direction:** For the following questions that are followed by optional answers, you are kindly requested to carefully read and write the letter of your choice on the space provided. For open ended questions, write down your responses as briefly as you can on the space provided.

\_\_\_\_\_ 1. Do you believe that women need more help than men to be successful in school administration?

- A. yes                      B. No

\_\_\_\_\_ 2. If your answer for the above question is "yes" why in your opinion they need help?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

\_\_\_\_\_ 3. Do you feel that female principals perform as equal as you in their roles of school principalship?

- A. Yes                      B. No

\_\_\_\_\_ 4. If your answer for question No "4" is "No" which of the following factors is more attributable for their problem?

- A. Family responsibilities  
B. Lack of experience  
C. Lack of self-confidence that is related to traditional sex role stereotypes  
D. State if any \_\_\_\_\_

\_\_\_\_\_ 5. Do you believe that women's marital status affects their advancement in school leadership?

- A. Yes                      B. NO

\_\_\_\_\_ 6. Do you think that childcare is a difficult task for a woman principal?

- A. Yes                      B. No

\_\_\_\_\_ 7. If your answer for question No "6" is "Yes" what solutions do you suggest to overcome the problem?

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8. Do you believe in that woman more than men put family roles on top of their jobs?

- A. Yes            B. No

9. If your answer for question No "8" is "Yes" do you believe in that home and family responsibilities are an obstacle for a woman principals to effectively accomplish their career roles?

- A. Yes            B. No

10. What in your opinion are the major factors that affect female principals' duties in school management?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

11. In order to alleviate the problems female principals encounter in school administration because of their sex, what measures, do you suggest, should be taken by:

- A. Women themselves \_\_\_\_\_  
\_\_\_\_\_
- B. MOE \_\_\_\_\_  
\_\_\_\_\_
- C. The society at large \_\_\_\_\_  
\_\_\_\_\_

**Questionnaire to be filled by teachers (male and female)**

**Part IV. Direction:-** Label your principal or Assistant principal as very high, high, moderate, low or very low in terms of the following activities or behaviors she/he exhibits. Use mark "x" against the alternatives corresponding the items.

No	Leadership Styles	Degrees of Execution				
		Very High	High	Moderate	Low	Very Low
1	Assumes full responsibility for all activities, actions and behaviors					
2	Sets accepted standards of norm or behavior both for the staff & students					
3	Deals effectively with pressure outside the school that might interfere with teaching – learning process					
4	Maintains emotional stability and the ability to relax under pressure					
5	Employs diplomacy and wise judgment that convince teachers					
6	Meets the responsibilities entrusted to him/her					
7	Recognizes, praises and credits the staff for work well done					
8	Takes remedial actions for wrong deeds					
9	Makes the staff to participate in decision – making					

10	Encourages innovations and new ideas					
11	Sets priorities, make plans & see that they are carried out					
12	Helps teachers in their works					
13	Helps teacher in their personal lives					
14	Engages in duties even beyond normal working hours					
15	Pushes teachers to work hard					
16	Shows consideration for others and respect personal right					
17	Make plans in advance of time, presents and communicates to the staff					
18	Creates a favorable teaching-learning environment and initiates students to be disciplined and hard working					
19	Mobilizes the local community, governmental and non-governmental organizations and renowned personalities to extend the necessary support for the school					
20	Ensures that the educational activity satisfies the demand of the local people					

**Part V. direction:** Below are open- ended questions. You are kindly requested to read each question carefully, and write down your responses as briefly as you can on the space provided.

1. If you are given the chance to choose between a male or female principal, which one do you prefer? A male or a female?

i. What is your reason/s for choosing a male? \_\_\_\_\_

ii. What is your reason/s for choosing a female? \_\_\_\_\_

2. What in your opinion are the major factors that negatively influence the duties and responsibilities of female principals? \_\_\_\_\_

3. In order to alleviate the problem of cultural stereotyping that has a negative impact upon effective managerial performance of female principals, what measures do you think, should be taken by:

a) Women themselves \_\_\_\_\_

b) MOE \_\_\_\_\_

c) The society at large \_\_\_\_\_

4. What do you suggest as a solution for the problem women principals encounter in their tasks of handling the dual roles effectively? \_\_\_\_\_

## APPENDIX -B

### Interview Questions made with officials of Woreda Education Office

**I Direction: For the following interview questions, you are kindly requested to respond to each question according to what you feel and think.**

1. From your observation, what major difference do you notice in a way female and male principals handle their schools?
  - A. Women are more task-oriented than human oriented
  - B. Women give equal value to both their task and the human inputs of their schools
  - C. Women are more human-oriented than task oriented
  - D. No significant difference is observed.
2. Have you ever observed gender-related problems that female principals encountered that needed your office intervention?
  - A. Yes
  - B. No
3. If your answer for question number "2" is "Yes" what among the following was/were the major reason (s)? (your answer may be more than one)
  - A. Inability to handle student's discipline
  - B. Inability to coordinate and guide the staff properly
  - C. Lack of recognition from the part of the community
  - D. Frequent absenteeism because maternal leave and other home role related cases
4. Does community recognize female principals as it does male principals?
  - A. Yes
  - B. No
5. If your answer for question number "4" is "No" what in your opinion is the major reason?
  - A. Cultural stereotypic attitude that underestimates women
  - B. Lack of public visibility on the part of women (inability to communicate with the community)
  - C. Poor management in handling students' discipline

6. Compared to male principals, to what extent female principals absence from work has been reported?
  - A. To a great extent
  - B. To some extent
  - C. No unusual absence has been reported
7. In your opinion, do female principals successful in their career of school management?
  - A. Definitely
  - B. Partially
  - C. Not successful at all
8. If your answer for question number "7" is either "B" or "C" what in your opinion is the major reason (s) for their partial success or unsuccessful among the following? (Your answer way be more than one).
  - A. Lack of adequate experience to plan & move in accordance with it
  - B. Lack of adequate training to identify appropriate leadership traits
  - C. Liability to effectively coordinate and communicate with teachers
  - D. Inability to mobilize the community
  - E. Inability to maintain students' discipline
9. How do you evaluate female principals' performance in mobilizing local community, governmental and non-governmental organizations to extend the necessary support to schools when compared to male principals?
  - A. Women are better than men
  - B. Women are less successful
  - C. No significant difference
10. Are females' principalship performances affected by various factors because of their sex?
  - A. Yes
  - B. No

11. If your answer for question no "10" is "Yes" of the following variables which in your opinion is/are the reason(s) for the problems female principals encounter in school management? (Your answer may be more than one).

- D. The challenge of home-family responsibilities
- E. Low level of self-confidence on the part of the women
- F. Negative societal stereotypes about women
- G. Lack of experience and low level of qualification

12. If your answer for question no "11" is more than the given options, what is/are the additional factor(s) that influences (influence) female principals' performance?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

13. What measures do you think to be taken to alleviate the problems?

A. By women them selves

\_\_\_\_\_  
\_\_\_\_\_

B. By society

\_\_\_\_\_  
\_\_\_\_\_

C. By government

\_\_\_\_\_  
\_\_\_\_\_

# APPENDIX - C

**Table Showing Zonal Distribution of Primary Education  
Female Principals in Oromia in 2006/2007(1999 E.C)**

No	Zone	Position		
		Director	V/Director	Total
1	Arsi	32	17	49
2	Bale	31	2	33
3	Borena	19	-	19
4	Guji	14	-	14
5	West Arsi	20	8	28
6	East Hararge	51	-	51
7	West Hararge	15	26	41
8	Jimma	2	6	8
9	Iluababora	17	7	24
10	East Shewa	28	5	33
11	West Shewa	15	8	23
12	North Shewa	39	3	42
13	South West Shewa	16	3	19
14	East Wellega	19	4	23
15	West Wellega	13	2	15
16	Horo /G/ Wellega	6	1	7
17	Kelem Wellega	16	1	17
18	Shashemene Town	13	2	15
19	Bishoftu Town	1	3	4
20	Adama Town	1	2	3
21	Asalla Town	-	2	2
22	Jimma Town	2	6	8
23	Burayu Town	-	-	-
24	Nekemet Town	2	1	3
<b>Total</b>		<b>372</b>	<b>109</b>	<b>481</b>

Source: Oromia Education Bureau, Gender Department



**This thesis has been submitted for examination with my approval as university advisor.**

**Name: - Professor Seyoum Teferra**


**Signature:-** 

**Date:-** \_\_\_\_\_

## DECLARATION

I, the undersigned, declare that this thesis is my original work, and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: - Takele Tadesse

Signature:-  \_\_\_\_\_

Date:- 09-08-07