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**FACTORS AFFECTING THE PARTICIPATION OF WOMEN IN SCHOOL
LEADERSHIP POSITIONS IN THE PRIMARY SCHOOLS OF
BOJICHEKORSA WOREDA**

BY

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**Factors Affecting the Participation of Women in School Leadership
Positions in the Primary Schools of BojiChekorsaWoreda**

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This is to certify that the thesis prepared by Abeya Amenu Duguma entitled “Factors Affecting the Participation of Women in School Leadership Positions in the Primary Schools of Boji Chekorsa Woreda” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality. Signed by the Examining Committee:

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ABSTRACT

The purpose of this study was to investigate Factors Affecting the Participation of Women in School Leadership Positions in the Primary Schools of BojiChekorsaWoreda. To attain the stated objective, basic questions were asked. These research questions sought answers for: barriers to woman applying for leadership positions; the interest of woman to come to school leadership positions; the attitude of the schools' society towards women in school leadership role and encouraging measures to enhance women's representation in school leadership positions. Descriptive survey method was employed to conduct the study. Samples of the study were selected using purposive and systematic random sampling techniques. In order to collect data questionnaires and interviews were utilized. The questionnaires were distributed to 113 teachers, 11 school principals, and 8 Woreda Education Office experts. All filled the questionnaires and returned. In addition, 6 school supervisors and 7 department heads were interviewed. The data collected from respondents were organized and tabulated. The data were analyzed using descriptive statistics or frequency, percentage and mean scores of the respondents. Accordingly the study revealed that some woman leaders are less confident in decision making process; and women have not freed themselves from the long lived negative attitude of the society towards them and they have not strived for their own right as required, but they accepted their inferiority to men. It was further identified that the major cause that affect the participation of women in school leadership positions were social attitude towards woman, lack of role models and mentors, gender inequality in work place, lack of professional net-work and lack of equal opportunity in leadership positions. The conclusion from this is that the paucity of women in primary schools leadership position is indicative for the presence of unfriendly working environment for women in primary schools. Hence primary schools need to make the work place more conducive and friendly to attract more females to the primary school leadership process. Involving them in decision making and leadership and the commitment of the Woreda Education Office and primary schools to narrow down the gap will have paramount importance. Networking, monitoring and providing leadership training aggressively can help young women to come forward. Thus, to improve these situations it is recommended that, forum for female teachers should be established, the primary schools should create conducive grounds for both female teachers and female students so as to exercise decision making by empowering themselves as chair persons of clubs, committees and school boards. Finally, policies should be practical and not be only theoretical, and should be implemented properly.

CHAPTER ONE

1. INTRODUCTION

This section discusses the statement of the problem, basic research questions, objectives of the study (general objectives and specific objectives), significance of the study, delimitation of the study, limitation of the study, definition of key terms, and organization of the study.

Background of the Study

We know that school work largely has been polarized and stratified by sex, with large number of women teaching and relatively few men serving in teaching. However, the presence of women in leadership roles at primary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginners to consider career choices with role models of decision makers and leaders. Regarding this idea, Kagade (2000) discusses that for women to be active participant in the changing and development process, they must be present and provided with necessary skill and understanding needed to participate in principal ship level. Besides, women remain under represented in educational leadership position in most developing countries where Ethiopia, in East Africa, is one. Kagade (2000) further describes that equal opportunity and gender perspective play an important part in the national gender with recognizing that the attainment of power by women results in gender well-being for humanity.

Researchers have been approved that the opportunities of women in many sectors of the Ethiopia economy have been improved by the provision of educational opportunities for girls and the acceptance of women's in the work place, but women presentation in educational leadership position remain still low. One of these scholars Nuwagaba (2001) on his side, noted that men are for decades dominated the administrative and professional jobs while the few women managed to secure employment mainly took on low-level jobs as such as clerks, secretaries and tea girls. In addition, a study of women in educational leadership positions in education undertaken by Brown and Ralph (1996) indicated that women have been making little progress in achieving equity with men in an attaining leader positions in educational administration and policy making. On the other hand, a study by (kagade, 2000), conducted in Uganda, further revealed internal and extern barriers which block women from advancing to leadership positions. These barriers include roles in the school system and family commitments, low self-esteem, and lack of

opportunity and encouragement within the educational administration system which is also true in the woreda under this study.

According to Beruk (2004), in many parts of the world, women are either excluded or marginalize from higher level political, social, economic and cultural arrangements. Indeed, the proportion of men elected and appointed as leaders or decision makers compared to women in the same position is highly skewed with men overwhelming or dominating the political field across the board. Women are undoubtedly under represented within different organizations and institutions. There are a number of women teachers in primary school in the woreda; however, their participation is too low in school leadership positions. That is why the researcher initiated to find out factors affecting women to come in school leadership positions in primary schools of BojiChekorsaWoreda. The next table summarizes the various primary schools' positions which women occupy.

Table 1: Positions held by Women in BojiChekorsaWoredaPrimarySchools in October, 2010 E.C.

Positions	Male	Female	Status of women in %
Teachers	225	154	40.63 %
Principals	27	1	3.57 %
Vice Principals	15	1	6.25 %
Supervisors	6	0	0
Department Heads	87	16	15.53 %
Unit Leaders	28	0	0

Source: BojiChekorsaWoreda Education Office

1.1. Statement of the Problem

The role of women in development, particularly in developing countries is usually ignored, underestimated and overlooked. They are often in disadvantaged position in terms of participation, prestige, and promotion pay level. Women are constrained by certain dominant attitude that prevails in their societies which regard them as inferior and being suited only to housekeeping, cooking, sewing and serving their husbands. If given any employment opportunity, women face a narrow choice of occupations compared to men. Women are usually

engaged in low skilled, low productive and low status occupations with respect to these, Newman (1995) stressed that despite the entrance of women in the paid force in unprecedented numbers; they tend to occupy low status jobs that are typically considered “Female”. Men tend to hold occupational positions that confer more wealth and power than those typically held by women.

In light of this, the Federal Democratic Republic of Ethiopia (FDRE) has strongly emphasized importance of education of women in its policy and enhancement of women participation in any position of school’s management (MOE, 1994). Therefore, the education of women and their involvement in leadership position in all aspects of development is very important; school leadership is one of these.

Research conducted on status of women at educational leadership states that the reasons for under-representation of women are: the socialization and stereotyping, internal barriers such as one’s lack of confidence, lack of competitiveness, and fear of failure. Women’s lack of confidence was more to do with unfamiliarity with the territory than a lack of faith in their abilities. The other concern is the culture and traditions affecting the ways in which women can operate with the society (Cubillo& Brown, 2003). Some works also indicate that lower female education leads to fewer women teachers and role models and eventually fewer female administrators (Jackobish, 2012).

Even if such researches were conducted on factors affecting women leadership in educational leadership position in international as well as in national level, no research has been conducted on issue of factors affecting the participation of women in school leadership positions in the primary schools of BojiChekorsaWoreda. In addition to these, the researcher has served for eleven years as principal of secondary school in BodjichekorsaWoreda. When principals of primary schools and secondary schools meet numerous times for workshop at woreda Education Office, there were a dominant number of male principals than that of women principals. That is why the researcher motivated to conduct research on factors affecting women leadership in the primary schools of BodjiChekorsaWoreda. Therefore, the main purpose of this study was to find “factors affecting women leadership in the primary schools of BodjiChekorsaWoreda”. With this general frame work, the study has answered the following basic research questions:

1. What are the barriers to women applying for, and being appointed to leadership positions in primary schools of BojiChekorsaWoreda?
2. How is the interest of women to be the school leadership in BojiChekorsaWoreda?
3. How is the attitude of primary school staffs towards women in school leadership in BojiChekorsaWoreda?
4. What measures could be taken to enhance women's representation in primary school leadership positions in BojiChekorsaWoreda?

1.2. Objectives of the Study

The overall objective of this study was to answer women's involvement and to investigate the barriers to woman applying for, and being appointed to leadership position in primary schools of BojiChekorsaWoreda, and to come up with premedical solutions in order to improve their involvement. With this general frame work, the specific Objectives of the study were:

- To identify the barriers to women applying for, and being appointed to leadership positions in primary school of BojiChekorsaWoreda.
- To assess the interests of women coming to leadership positions in Primary schools of BojiChekorsaWoreda.
- To study the attitude of primaryschool staff toward women in school leadership in BojiChekorsaWoreda.
- To suggest encouraging measures that could be taken to enhance women's representation in school leadership in BojiChekorsaWoreda.

1.3. Significance of the study

The purpose of the study was to investigate the hidden barriers to women applying for and being appointed to leadership position and suggest future possible opportunities for the solution of detected barriers. In this respect, the present study will have the following significances:

1. It may help BojiChekorsaWoreda Educational Office to get valuable information on existing practice of school leadership and hidden barriers those block the execution of the solution and also helps to them to come up to solutions.

2. It may help to find out of factors and give insight to promote women's participation and involvement in leadership position.
3. It may help to provide remedial solutions for hidden barriers.
4. It will provide the opportunity of widening knowledge for female teachers to participate in school leadership position.
5. The study may also used as a base for those who want to conduct further investigation regarding the issue of factors affecting the participation of women in school leadership positions in the primary schools of BojiChekorsaWoreda.

1.4. Delimitation of the study

The study focused on examining factors affecting the participation of women in school leadership positions in Primary schools. But due to time and financial constraints this study examines only seven primary schools found in BojiChekorsaworeda. In addition, it does not include all stakeholders due to similar problem.

1.5. Limitations of the study

While conducting the study, the researcher faced the following problems: The major problem encountered in this study relates to the process of data collection. There was tremendous reluctance among participants i.e. teachers to fill in the questionnaires. Similar problems among the School supervisors and department heads chosen to be interviewed, It was also noted that some of the teacher respondents showed some carelessness in filling the questionnaires. The other limitation of this study was during result analysis comparing the respondents were a little bit difficult. That was because there was wide gap between the two groups of Participants: teachers and principals the number of participants has a big gap. And to compare the raw result as it appears becomes difficult.

1.6. Operational Definitions of Key Terms

Educational leadership - principal, vice principals, department heads, unit leaders and head of woredaEducational office (WEO).

Leadership - is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2008).

Principals- the administrative heads and professional heads in charge of primary schools.

Primary schools- the first educational level from grade 1-8 (MOE, 1994).

Woreda -refers to lower government administrative structures that is accountable to the Zone and consists of many peasant associations and urban dwellers.

Zone- the level of government administration that is below region and above woreda.

1.7. Organization of the Study

The study was organized into 5 chapters. The first chapter deals with the problem and its approach that includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key items, and organization of the study. The second chapter covers review of the related literature. The third chapter presents the design and the methods. The fourth chapter covers presentation, analysis and interpretation of the data. The fifth chapter deals with summary of the major findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

This section discusses the subtopics: concept of leadership, quality of educational leader, the hidden barriers to women applying for and being appointed to leadership, social attitude toward women's leadership, and women's interest or images to come to position.

2.1 Concept of Leadership

The concept of leadership is an ambiguous term that can be defined in numerous ways depending on the theoretical perspectives one uses to view the phenomenon and on cultural beliefs, organizational culture and personal beliefs. It is wrapped up in the paper of management and is highly knotted with the cords of incomprehension and confusion. In fact, the term has never been clearly defined. The survey of leadership theories and researcher point out that, there are almost as many different definitions of leadership as there are person who have an attempted to define the concept. Leadership has been defined in terms of behavior, influence over other people, interaction patterns, role relationships, individual traits, perception of other regarding legitimacy of influence and occupation of an administration position (Yukl, 1981)

i. Definition of Leadership

Leadership has no simple and universal definition because of different leadership researches define leadership based on their feelings. Some leadership's researcher have focused on personal physical traits, or behaviors of the leaders; others have studied the relationships between leaders and followers; still others have how aspects of situation affect the ways leaders act. Some have extended the later viewpoints so far as to suggest there is no such thing as a leadership they argue that organizational success and failures often get falsely attributed to the leader but the situation may have a much greater impact on how the organization factions that does any individual, including the leader (Hughes, Ginnett, and Curphy, 2007).

ii. Leadership and Management

In trying to answer, "What is leadership?" it is natural to look at the relationship between leadership and management. To many, the word management suggests word like efficiency, planning paperwork, procedures, regulations control, and consistency. Leadership is often more

associated with words like risk taking, dynamic, change, creativity, and vision. Some say leadership is fundamentally a value choosing, and thus a value laden, activity, where as management is not. Leaders are thought to do the right thing. Whereas managers are thought to do things right. Here are some other distinctions between managers and leaders (Bennie, 1989):

- ✓ Managers administer; leaders innovate
- ✓ Managers maintain; leaders develop
- ✓ Managers have a short- term view; leaders have a long - term view.
- ✓ Managers imitate; leaders originate
- ✓ Managers accept the status quo; leaders change it
- ✓ Managers control ;leaders inspire

This is not at all to say one is better than the other, only that they are different. Their differences, in fact, can be quite useful, since organizations typically need both functions performed well in order to be successful. They complement each other, and both are vital to organizational success.

iii. Styles of Leadership

All managers develop a style of leading or motivating subordinates. A leadership style can be defined as a pattern of behavior. As suggested in role analysis, the specific exclusion of that responsibility can take many forms. As a consequence, there have been developed various frameworks or schemes that depict the types of leadership styles from which a manager may select organizational needs.

One of the commonly cited frameworks consists of a simple continuum from total autocracy to almost total democracy (Flippo, 1980)

iv. Females and Males Leadership Style

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be also in part to men seeing leadership as leading and women seeing leadership as facilitating. Also male and female administrators perform many of the same tasks in carrying out their work; different aspects of the job are emphasized. Women embrace relationship, sharing, and process, but men focus on completion tasks, achieving goals, hoarding of information, and winning. Women educational administrations focus on instructional leadership in supervisory practices and are concerned with students'

individual difference, knowledge of curriculum teaching methods, and the objectives of teaching (Conner, 1992). Men in leadership position tend to lead from the front, attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling other to make their subordinates contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers students, parents, non-parent community members, professional colleagues and super ordinates (Conner, 1992)

v. Women Leadership Behavior

Aburdene and Nesbit (1992) described in their book, Mega trends for women, as behaviors that characterize women's leadership. The behaviors clustered in five central patterns were identified as behaviors that empower, restructure teach, provide role models, encourage openness, and stimulate questioning. Gillet- karam (1994), on the other hand used four behaviors, vision behavior in this category, women leaders word take appropriate risks bring about change. People behavior and women are acting collaboratively value behavior in which women leader. Spend time building trust and openness (Pynes, 2004) no matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational administrators.

Gross and Trask (1976) listed capabilities of women in leadership:

- Women principals have a greater knowledge of and concern for instructions supervision
- Supervisors and teachers preferred women over men
- Students' academic performance and teachers' professional performance related higher under women principals.
- Women were more effective administrators.
- Supervisors and teachers preferred the decision making and problem solving behaviors of women.
- Women principals were more concerned with helping deviant pupils.
- Women principals placed more important on technical skills and organization responsibility of teachers as a criterion for evaluation

vi. Women's and Leadership

Good school administration is more attuned to feminine than those masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, initiative, compromising, caring, cooperative and accumulative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing the qualitative of a good leader skill face higher attrition and slower career mobility (Porat, 1991). Data on equality of opportunity in educational leadership or administration reveals that gender, more than age, experience, background or competence determines that role an individual will be assigned in education (Whitaker and Lane, 1990). Since gender is a hindrance to women leaders, some believe compelled to lead in the manner that is considered the norm; that is, the way that men lead. Utilizing men's method of leadership is the easiest way for a woman to be hired for administrative position or any position of leadership, especially since this approach to leadership has repeatedly been established as acceptable to the public and successful in attracting and recognition. Those women who had a desire to become administrators have found their institutions and districts do not select or recruit them for training programs in the education field, making it harder to break in to the system (Allen et al., 1995, Lindsay, 1990).

vii. Gender Difference in Managing Vertically

As Hughett, Ginnett and Curphy (2007:13) reported that both male and female managers in Fortune 100 companies were interviewed and completed surveys about how they influence upward- how they influence their own bosses. The result generally supported the idea that female managers influence attempts showed greater concern for others, while male managers; influence attempts showed greater concern for others, while male managers; influence attempts showed greater concern for self. One of the most surprising findings of the study was that, contrary to prediction, female managers were less likely than male managers to compromise or negotiate during their influence attempts.

2.2. Quality of Educational Leader

Research results show that, as cited in Pardey (2007) leaders are born, not made but some of the qualities which commonly used and that make leader good. Collaboration and participation (Pounder 1998), which is the ability to empower others, to collaborate and share power and

human relation attitude including emotional balance with empathy (ability of leaders to look at things from other point of view).

Motivation as stated in Sergiovanni (1985), inspiring effort and commitment among followers through motivation, intelligent ability to think scientifically and analyze problem with sense of responsibility including vision and for sight having higher degree of imagination to aerating difference through compromise is a core leading quality.

Good leader is planner (Quong et al., 1998), with visioning and strategic planning with technique full decision making, for efficiency, the ability to produce higher volume with the same or fewer resources is accented leadership quality.

According to Goldering and Rallis (1993), stated that interpersonal communication a communication with his subordinate is a key leadership practice is vital in enabling understanding and sharing of knowledge and information and managing conflict with in school community is another basic quality of educational leader. Carden and Piggot- Irvine (1997), stresses staff appraisal and evaluation is a key leadership responsibility to staff professional development in school. In order to achieve the stated goal of school leaders have good skill and understand the way and procedures of staff appraisal and evaluation system.

New performance standard require improving skills and competencies for employees throughout the organization regardless of position (Bush and Bell; 2002). As stated in Pynes (2004), skill deemed to be necessary include the academic basic including professionally in reading, writing and competition, self-management skills such as self-esteem, motivation, goal setting ability and willingness to participate in carrier deployment activities, social skills communicate clearly and influencing skills on leadership ability.

Total quality of educational leadership stated in Mosley (1996), an organization commitment to quality and continuing improvement in all areas of its operations including process as well as goods and services.

Generally the school leader should possess above mentioned quality in order to achieve the goal of the school.

2.3 The Hidden Barriers to Women Applying for and Being Appointed to Leadership Position

Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline students, particularly male students; females are too emotional, too weak physically ; and males resent working with females (Whitaker and Lane, 1990). The problems which women face in educational leadership are many and they range from the area of getting in to jobs to getting on jobs. The sources of these problems are many and varied.

2.3.1 Lack of Role Models and Mentors

If women want to succeed, they need to be mentored in to these positions traditionally help by men and with a suitable mentor; they would have as much greater chance of understanding the same called working Collins (1983) strengthens this idea by stating that mentors are very important to women since they give lots of encouragement ;share their aspirations ;have absolute faith in women ability boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, impart valuable information, introduce themselves to the organizational structure and give feedback on one's progress. Lacking a mentor meant that women leader's experienced limited career advancement. To help a women's career; it's frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers.

Finu (1990), state that progress in a career requires access to inner circle of association that is different to attain. Elite position in organization having traditionally been served for men. If women want to function effectively and efficiently as organizations members, they need access to inner circle support. Women who are serious about a career are beginning to discover that it is possible to enhance credibility through mentoring.

2.3.2. Lack of Professional Net works

Women's net works can powerful impact the culture and policy of organizations and profession. They provide women avenues to develop talents build relationships and support job equality

.women leaders need support, encouragement and a sense of connection with others who understand the world in which they live. Like mentor lack of professional networks was perceived as more of a barrier to their career advancement due to the perception more women administrators also felt that they were excluded from the informal socialization processes in the profession known as the good old boy network (Allen et al., 1995). Networking is essential of making long term contact which serves as an insurance for one's profession

2.3.3 Institutional Barriers to Women's Leadership

It appears easy for women to gain employment of lower level of the organization it is providing very difficult for them to reach management positions. The institutional resistance to women that is presents in all areas of the work, which is a reflection of social and economic gender inequality.

i.. Occupational Segregation and Discrimination

Occupational segregation and discrimination by gender constitutes a major social problem for working women. Goldin (1990), stressed that even participation in the work place by women has steadily increased along with a history of political and legislative action designed to eliminate (or at least ease) inequalities and discrimination, paradoxically gender differences in occupations remain constant. Today, half of the labor force is made up of women, yet only one tenth of all women workers are in management. Many of them are in middle- level positions from which there is little enhancing for promotion.

Smith (1997) confirmed that women are rarely paid in positions of authority. The assignment of male supervisors to be predominantly female work force limits women's upward mobility, even in female dominated occupations. Outcome of occupational segregation is significant pay difference between men and women worker. Even though the principle of equal remuneration for work of equal value has been in the labor legislation in many countries, sex differences continue to be one of the most persistent forms of gender inequalities with(2001).

ii. Stereotypes of Women in the Work Force

Like men, women managers work in an environment that emphasizes achievement and goal accomplishment; however, organizations send different messages to men and women, giving men much more latitude. Men can use variety of command and control, persuasive and risk taking techniques where as gender stereotypes hold women to more limited range. The work force is experiencing a slow evaluation, not at revolution towards gender blindness that designed.

iii. Lack of Equal Opportunity of Education

Mungi (2002) suggested female teachers find themselves taking longer to become a head of departments than their men's counter parts due to gender oppressions in the promotion system as well as experience disrespect from boy students in communicates low social status compared to men's. The reason for lack of equal for women to education, vocational training and on the job training is on pre-requisite for women to obtain more highly and better paying job. Until sufficient number of women have the qualifications and skills required for moving in to "men's" jobs, they cannot constitute the cortical mass organizations needed to insure that all women, most just the exceptional few, have the chance to advance (Wirth, 2001).

Even when women succeed in gaining education and enter the decision making main stream, they are often marginalized by an institutional setting that reflect men's different needs and experience. Accordingly, some organizations are restricting in to smaller unit tending to become narrower, autocratic cost cutting necessary for survival. This meant shorten management hierarchies, which reduces opportunities for promotion for women who have narrow specialist, expertise (Coopers and Danidson 1984).

2.4. Social Attitude towards Women's leadership

According to Whitaker and lone (1990), society's toward appropriate male and female roles in an other factors that identified women as not task- oriented enough, too independent on feedback and evaluations of others and lacking independence to women receive little or no encouragement to seek leadership positions while men were encourage to enter administration to a greater degree than women, despite the positive perceptions of principals toward female capabilities. Lack of encouragement exist even through women who are doctorates are more likely than men to desire an academic career, But are not being hired at equal rates. Women are excluded from decision

making and leadership since their childhood in different ways (corner, 1997). The new born baby girl in the cost is center of attention of her parents and family .Through the year as time progress, through playing games with her friends, through the example of her parents and later since learning at school, the childhoods have learned all the appropriate behavior and will being to regard thin behavior as perfectly natural (Lindsay, 1990).

2.5. Women's Interest or Images to Come in Position

Even though women are interested to place in position to leadership but there are a number of obstacles that hidden them the lack of formal and informal social networks, or not being a number of the “clubs” as men, results in the lack of recognizing that often leads to advancement. Administration involves hard work, long hours and lots of in house politics which is stress ties are added, a women can work to or more hours per week that may conflict with family responsibilities, since some administrative positions are located in another city or state one barrier is the reluctance of women to relocate the support from the school board, the attitude of a few women administrations that “we don't hire the competition”. The isolated associated with minority status, sex typed expectations, and gender bias, the enormous amount of stress this part of the job, and the lonely at the top feelings are barriers women face. There also exists lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Whitaker and lane, 1990). The current under representation of women in top administrative positions is reflected in several researches studies conducted in women in educational administration, when they try to enter or advance in administrative careers shakes half, (1989).promotion argued by Well and Catalyst (2001) was the fact that managers do not like reporting to women where male has a difficult time being supervised by women. Psychological stress is also created by conform to socially induced images of feminist to be the perfect wife, mother and home maker, this produces many burdens of guilt that inhibit career ambitions and performance (cooper and Davidson, 1984). Women commonly feel a constant pressure to perform and prove themselves at the work place and simultaneously a persistent feeling of guilt in coping up with the expectations of the family at home. However, women are successful in maintaining the balance between homes and work; not only have managed to assume leadership positions that are still considered mama's domain (Parikh, 2009).

Collin (1983) point out that women can be destructive to each other in the same organization even is the same division and end up sabotaging their own chance of success. Many females in educational leadership position experience a spectrum type of negative treatment from female teachers to horizontal violence. The concept of the term 'horizontal violence' was created by Freire (1972), who explored the effects oppression/ violence on minutes and/ or women.

To sum up, the interest and image of women themselves to come in to position of leadership affected by several factors, these are administration involves hard work, long hours end lots of in- house politics may conflict which family responsibilities. In addition to these, women can be destructive to each other in the same organization even is the same division and end up sabotaging their own chance to success in position to leadership.

2.6. Synthesis and Knowledge Gap

The literature reviewed in this chapter suggests that despite passing positive legislation for women, barriers still exist to affect from progressing into school leadership, including lack of confidence, sex role stereotyping, gender and race discrimination .Although these barriers are prevalent in schools, the literature suggests the women's leadership may be developed if networking and monitoring opportunities are provided for women in school leadership.

CHAPTER THREE

Research Design and Methodology

This section discusses the research methodology, procedure, sources and instruments of data collection, sample and sampling techniques and procedures of data analysis.

3.1 The Research Design

A descriptive survey design with mixed qualitative and quantitative research methods was employed in this study. This methodology was chosen for its appropriateness to the nature of the topic, which needs wider description, investigation of facts and information related to it and complement to it.

3.2. Sources of Data

The study used primary and secondary sources of data. The staff profiles of each school were collected and compiled to calculate the proportion of women in school leadership positions as compared to men. Review of documents of the Ethiopian Ministry of Education like Education Sector Development Program, Education and Training Policy; have been exploited thoroughly for the purpose of preparing the data collection instruments. Semi structured interviews and questionnaires were the data collection instruments. The questionnaires were administered to teachers, principals and Woreda Education Office Experts. The interviews administered to school supervisors and department heads to collect data in all schools.

3.3. Population& sampling Techniques

In Boji ChekorsaWoreda there are 28 primary schools. The study was conducted in randomly selected 7 primary schools (see in the table 2 for the name of the schools). In these schools there are a total of 113teachers all of these were included in the sample using available sample. In these schools there are 11 principals. All of them are included in the sample. In these schools there are 26 Department Heads, out of these 7 of them selected in the sample using probability sampling.

In Boji ChekorsaWoreda there are 26 Woreda Education Office Experts. Out of these Woreda Education Office Experts 8 of them were selected purposively to include all head workers and the Office of Women's Affairs who provided reliable data.

In Boji ChekorsaWoreda there are 6 school supervisors. All of them are included in the sample.

To select sample respondents from total study population, both probability and non-probability sampling methods was employed. In case of department heads the probability sampling method was selected because it avoids bias and helps to generalize data gained from sample respondents avoiding an error which could arise from sampling. Therefore in case of this simple random sampling (especially lottery method to identify the fifth respondent out of the first 5th) and systematic sample method was used.

Moreover, purposive sampling was used as a technique so as to include Women Affairs Head, and Education Department Heads as a respondent. It was decided to use this in order to include those management bodies and gain relevant data concerning all available data about the status factors affecting women leadership in the primary schools of Boji Chekorsa Woreda.

Table 2. Selected School Teachers, Principals and Vice principals, and Department Heads:

School Name	Total No. of Teachers		Number of selected Teachers		% of selected Teachers	Total No. of principals & vice principals		Principals & vice principals selected		% of principals & vice	Total No. of Dep. Heads		Number of selected Dep. Heads		% of selected Dep. Heads
	M	F	M	F		M	F	M	F		M	F	M	F	
AboManajarte(1-8)	13	5	13	5	100	2	0	2	0	100	4	0	1	0	25
BojiChekorsa (1-8)	20	21	20	21	100	3	0	3	0	100	4	0	1	0	25
EguBoji (1-4)	2	4	2	4	100	1	0	1	0	100	2	1	1	0	33.3
EnimayiKuwe(1-8)	7	4	7	4	100	1	0	1	0	100	4	0	1	0	25
JamoTikse (1-8)	5	3	5	3	100	1	0	1	0	100	3	1	1	0	25
SibuEbicha (1-8)	15	8	15	8	100	2	0	2	0	100	4	0	1	0	25
Wando Ebicha (1-4)	1	5	1	5	100	1	0	1	0	100	1	2	0	1	33.3
Total	63	50	63	50	100	11	0	11	0	100	22	4	6	1	26.9

Source: BodjiChekorsaWoreda Education Office.

Table 3.BojiChekorsa WEO experts and school supervisors:

Position	Total Number of Respondents			Number of selected Respondents		
	Male	Female	Total	Male	Female	Total
BojiChekorsa WEO Expertise	22	4	26	6	1	7
School Supervisors	6	-	6	6	-	6

Source: BodjiChekorsaWoreda Education Office.

3.4. Instruments of Data collection

The researcher used three data gathering instruments.

- i. Questionnaires
- ii. Interview
- iii. Documentary sources.

i. Questionnaires:

Two self-administered questionnaires prepared in five likert scale were used. The first one was designed to gather information on the status and practice on factors affecting women leadership in primary schools and to identify factors that affect their representation. All 113 teachers included filling up using availability sample and 11 principals purposively filled up this questionnaire. The other one was designed to examine factors that constrain and/or facilitate women to assume leadership position. 8 woreda Education Office Experts were purposively selected to fill up this questionnaire.

The first questionnaire was for teachers & principals with 37 items. They contained eight parts designed to address the variables of the study that relate the specific objectives of the study. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the women's leadership style in primary school leadership. The respondents were asked to indicate the extent of their engagement to a particular behavior or practice from a five point scale ranging "strongly agree (5) to strongly disagree (1)". The third part deals with the decision making skills of women leaders. The fourth part included social factors affecting women's participation in primary schools leadership, fifth part deals with women's interest to come on position to school leadership in primary school leadership. The sixth part of the questionnaire deals with institutional factors that affect women's representation in the primary schools leadership position. The last and 7th part of the questionnaire focused on ranking factors affecting women's representation in the role of school leadership according to their seriousness.

The second questionnaire was for W.E.O. Experts with 29 items. They contained four parts.

The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the leadership capabilities and competences of women in the primary schools. The third part deals with policy issue affecting women representation in primary school leadership. The fourth deals with ranking of factors that affect women representations in the role of school leadership according to their seriousness.

Pilot test

Validity and Reliability Checks:

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out in Figa Kobara Primary School which was not included in the sample of the study. It was administered to selected respondents of 1 principal, 2 vice principals, and 21 teachers.

The pilot-test was conducted to test the validity and reliability of the content. It was done with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted.

Table 4: Reliability test results with cronbach's alpha

No	Variable	No of items	Cronbach Alpha
1	Leading style, capability and competences of women	20	0.849
2	Women primary schools Leadership leading style	17	0.774
3	School community factors affecting women's participation in primary school leadership	10	0.783
4	Decision making skills of women leaders	7	0.878
Average Reliability Result		54	0.821

Cronbach's alpha coefficient normally ranges between 0 and 1. It is noted that an alpha of (0.82) is reasonable good to use the question for the research.

ii. Interview

In-depth interview consists of 12 items, with key informants (seven department heads and six school supervisors of BojiChekorsaWoreda primary schools) was made at 6 Cluster Resource centers /CRC/ level orally to get insight to qualitative data which was helpful to triangulate the quantitative data. The interview was facilitated by the researcher and made in six interview sessions for the total 325 minute time duration.

This is an oral administration of interview. It's therefore a face-to-face interaction. The interview schedule was administered to seven department heads and six school supervisors of BojiChekorsaWoreda selected primary schools. The interview was conducted in English and translated to Afan Oromo. It was informal to allow collection of more realistic information concerning factors affecting the participation of women in school leadership in primary schools. All the seven department heads and six school supervisors in the selected schools were interviewed for twenty-five minutes each.

iii. Document analysis

The staff profiles of each school were collected and compiled to calculate the proportion of women in school leadership positions as compared to men. These documents were vital for they helped the researcher to identify the proportion of women in school leadership positions.

3.5. Data collection procedure

The researcher was followed the next procedure during the data collection. Questionnaires and interviews were used for data collection. The questionnaire was distributed to principals and teachers. The interview was presented to school supervisors and department heads and all activities in the data gathering were done with face contact of the researcher and the document analysis was done. Through this way the researcher was gathered the raw data. Descriptive survey method used to analyze the data and so that to make summaries, conclusions, and recommendations for the study.

3.6. Techniques of data analysis

The data collected from respondents through questionnaires were tabulated, organized and analyzed quantitatively depending on the nature of the basic quantitative mean score and percentages. Data collected from interview were analyzed along side with the key concepts corresponding to the main research questions and cross checked with each other as well as with the quantitative data for factual verification. The staff profiles of each school studied were collected and compiled to calculate the proportion of woman in leadership as compared to men. Moreover ,education and training policy documents declared since 1994 including the Education Sector Development Program IV(ESDP-IV,2010-15)Action plan were evaluated to see whether those polices consider gender balance in promotion and advancement of women into leadership and management positions.

3.7. Ethical Considerations

The research did everything to make this work professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the information of the study i.e. purely for academic purpose. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that subjects, confidentiality will be protected. Moreover, the study was based on their permission. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been appropriately acknowledged.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter deals with the presentation and analysis of data that are categorized in to two major parts, part one present the characteristics of respondents and the second part deals with the analysis and interpretation of the data obtained through, questionnaire, interview and secondary sources regarding factors that affect women's representation in primary schools leadership position in BojiChekorsaWoreda. Questionnaire was distributed to 113 teachers, 11 principals & vice principals, and 8 WEO experts. All the distributed questionnaire, 113[100 %]of the teachers, 11[100 %]of principals & vice principals and 8 [100 %] of the WEO expertise were filled and returned. In addition to these 6 supervisors were interviewed. The respondents WEO expertise, teachers, and principals & vice principals to each of the question given was analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of the data is following by basic research question. For the sake of convenience of interpretation related questions were treated together.

4.1. Characteristics of the respondents

This part focuses on analysis of the demographic characteristics of the respondents. As indicated in table 1 regarding sex, out of the total 113 teacher respondents which is 63 [55.7 %] of male and 50 [44.25 %] of female. In the same table all of principals were males which are 11 [100 %] and there is no female. These statistical data shows the lower number of females represented in primary schools leadership positions, in BojiChekorsaWoreda, in addition to this out of the total 8 Woreda Education Office Expertise 7 [87.5%] and 1 [12.5 %]of male and female respectively. From this one can confirm that gender inequality shows to represent women in edusational leadership position is low, compared to their male counter parts.

4.2. Data Presentation and Analysis

In order to answer the basic question No 2, the 5 issues: intuitional related issues, policy issues, issues of leadership capabilities (ability, skill) and competences of women, issues on women leadership style, and decision making skills were presented to the respondents.

4.2.1 Institutional Related factors that impede women's representation in primary schools principal ship positions.

This part comprises of items that are related with institutional factors that impede women under representation to school leadership positions; presented, rated and interpreted use five liker type scales and mean. Strongly agree [SA] =5, Agree [A] =4, undecided [UN] =3, Disagree [D] =2 and strongly Disagree [SD] =1

Table 5: Institutional related factors

No	Items	Resp onde nt	Rating scale										Mean Value
			SA [5]		A[4]		UN[3]		D[2]		SD[1]		
			N	%	N	%	N	%	N	%	N	%	
1. There is gender discrimination regarding recruitment ,selection ,and development of women in education system	T= 113	58	51.33	23	20.35	16	14.16	9	7.96	7	6.19	4.02	
	P = 11	5	54.54	3	27.27	-	-	1	9.09	1	9.09	4.09	
2.Institution provides flexible working hours	T= 113	16	14.16	16	14.16	25	22.12	35	30.97	21	18.58	2.74	
	P= 11	2	18.18	2	18.18	-	-	2	18.18	5	45.45	2.45	
3.Complexity of school leadership position hindered women	T= 113	62	54.87	23	20.35	9	7.96	14	12.39	5	4.42	4.08	
	P = 11	6	57.14	4	28.57	1	14.29	-	-	-	-	4.45	
4.Education system do not encourage women to form their own network	T= 113	60	53.09	32	28.32	12	10.62	8	7.08	1	0.88	4.25	
	P = 11	6	54.54	4	36.36	1	9.09	-	-	-	-	4.45	
5. Women are less motivated by super visors in education system	T= 113	24	21.24	50	44.25	14	12.39	18	15.92	7	6.19	3.58	
	P = 11	3	28.57	6	57.14	2	14.29	-	-	-	-	4.09	

Remarks: T=Teachers, p= principals & vice principals

As indicated in item 1 on table 5, the majority of respondents i.e. 51.33 % of teachers and 54.54 % of principals were rated “strongly agree” that there is gender discrimination regarding recruitment, selection and development of women in school leadership while 6.19 % of teachers and 9.09 % of principals were rated “strongly disagree” on the issue. The mean value 4.02 of teachers and 4.09 of principals’ shows positively support the stated issue ideas. From this one confirms that there is gender discrimination regarding the recruitment, selection and development of women in leadership position within educational system. To strengthen the idea with [2001] stressed that even though the principle of equal remuneration for work of equal value has been incorporated into the labor legislation in many countries, sex differences continue to be one of the most persistent forms of gender inequality.

As can be seen on table 5, items 2, out of 113 teacher respondents 30.97% were rated “disagree” and 45.45% of principals were rated “strongly disagree” that institution provides flexible working hours while institution provides flexible working hours to women with mean value of teachers and principals were 2.74 and 2.45 respectively. Respondents suggested that school work has no flexible working hours, it provides full day time function and it needs serious administration. In addition to this, they confirmed that school administration is too hard work and it has no flexible working hours. Thus, it contributes low representation of women in school leadership position in BojiChekorsa Woreda.

Regarding the third item on table 5, View of respondents on complexity of school leadership position hinders women to become schools leader. The majority of respondents responded “strongly agree” that complexity of school leadership positions hindered women to become schools leaders while only 4.42 % of teachers rated “strongly disagree” on the issue. The mean values of teachers and principals 4.08 and 4.45 respectively support the idea positively. According to the interview conducted on school supervisors confirmed that school administration involves hard work and long hours and house politics which is stressed and added that many conflict with family responsibilities. That is why; women representation is too low in school leadership position.

Items 4, and 5 deals with women do not have encourage to form their own network and less motivated by supervisors in education system. In response to item 4, 53.09 % of teachers and 54.54 % of principals were rated “strongly agree” that the education system does not encourage women to form their own net works. In item 5, the majority of respondents i.e. 44.25 % of teachers and 57.14 % of principals were rated “agree” that women’s are less motivated by supervisors in education system. The main value 3.58 of teachers and 4.09 of principals’ shows positively support the idea. From this, one can confirm that the education system does not encourage women to form their own network and less motivated by supervisors.

4.2.2 Policy Issues Affecting Women’s representation in primary schools Leadership positions.

The perceptions of respondents were obtained using the five point likert type of scales. Strongly Disagree [SD] =1 Disagree [D] =2 undecided [UN] =3 Agree [A] =4 and strongly Agree [SA] =5

Table6: The view of WEO experts Policy related factors that affect women’s representation in school Leadership.

NO	Item	WEO Expertise		
		Respondents	frequency	Mean value
1.	Policies and programs designed do not	0	5	0
	Encouraged women	1	4	12.5
		1	3	12.5
		1	2	12.5
		5	1	62.5
Total frequency or mean value		8		100
2.	lack of support, lack of commitment and	0	5	0
	unwillingness of stake holders	5	4	62.5
		2	3	25
		1	2	12.5
		0	1	0
Total frequency or mean value		8		100
3.	Lack of mentoring and evaluation of	1	5	12.5
	the policy during implementation phase	1	4	12.5
		1	3	12.5
		2	2	25
		3	1	37.5
Total frequency or mean value		8		100
4.	Ethiopian women have benefited	3	5	37.5
	a lot from the policy	2	4	25
		1	3	12.5
		1	2	12.5
		1	1	12.5
Total frequency or mean value		8		100

As item 1 of table 6, which deals with whether policies and programs designed do not encourage women to become schools leader the majority of respondents, which is 5 [62.5%] expressed their “strongly disagree” on the policies and programs that designed not encourage women to became schools leaders while only 1 [12.5%] of respondents expressed his agreement on the issue. The mean values of respondent support the idea negatively. From this, one can conclude that policies and programs designed encourage women to become leaders but the problem is its implementation.

Regarding the second item, that is lack of support, lack of commitment and unwillingness of stake holders to place women in school leadership positions, agreement column rated by the majority which are 5[62.5%] of respondents, from this, one can conclude willingness of stake holders to place women in schools leadership positions is one of the major factors that hinders under representation of woman in primary schools leadership position in BodjiChekorsaWoreda.

As far as item 3 is concerned lack of mentoring and evaluation of the policy during implementation phase the majority of respondents which are 3[37.5%] rated strongly disagree while 1[12.5%] of respondents expressed contrast to the idea. Majority of respondents agree that there in lack of mentoring and evaluation of policy during implementation phase.

As can be seen on table 6, item 4 out of the total 8 respondents which are 5[62.5%] rated agree column that Ethiopian women have benefited a lot from the policy while 2[25%] of respondents rated disagree on the issue. From this, one can confirm that even if Ethiopian women benefited a lot from the policy, but their representation is low in schools leadership positions. The reasonable ready above in item 2, In addition to this low in schools were suggested that successful implementation of any policy requires that those implementing, if are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to be a waste of resources. Respondent suggested that Ethiopian women are benefited a lot but their representation is too less.

4.2.3 The view of WEO experts on leadership capabilities and competences of women in the primary schools

The perceptions of respondents were obtained using the five point liker type of scales. Strongly disagree [SD] =1, Disagree [D]= undecided (UN)=3, Agree (A) = 4 and strong by Agree (SA) = 5

Table 7: View of WEO expertise on Leadership capabilities

No	Indicator	Scales										Mean value
		SD(1)		D (2)		UN(3)		A(4)		SA(5)		
		N	%	N	%	N	%	N	%	N	%	
1	Women demonstrating strong interpersonal skills	-	-	-	-	1	12.5	2	25	5	62.5	4.5
2	Women have strong abilities to delegate and empower other in decision making	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
3	Women are being able to manage change for self and others	-	-	-	-	1	12.5	2	25	5	62.5	4.5
4	Ability to develop supportive net work among colleagues	2	25	3	37.5	2	25	1	12.5	1	12.5	2.87
5	Women have abilities to use reflection and honest feedback to develop self awareness	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.38
6	Women having a sound knowledge of and commitment	-	-	1	12.5	1	12.5	4	50	2	25	3.87
7	Ability a sound knowledge of administration and management	-	-	1	12.5	-	-	1	12.5	6	75	4.5
8	Women are inspiring, visioning change for school in other	-	-	-	-	-	-	2	25	6	75	4.75
9	Leading and reinforcing the teachers and identity of the school	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.38
10	Women have ability to plan and conduct desired rules activities	-	-	-	-	1	12.5	2	25	5	62.5	4.5
11	Women implement rulers and regulations properly	1	12.5	-	-	1	12.5	4	50	2	25	3.75
12	Women have ability to create conductive working environment	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
13	Women provide professional counseling whenever it is necessary	-	-	1	12.5	1	12.5	4	50	2	25	3.87
14	Women treat all staff and students equal ground	2	25	1	12.5	2	25	1	12.5	2	25	3.0
15	Women minimize hearsays gossips	2	25	3	37.5	1	12.5	1	12.5	1	12.5	2.6

Items 1, 3, 7, 8 and 10 in table 7 such as women demonstrating strong interpersonal skills, women are able to manage change for self and others, ability and a sound knowledge of administration and management, ability of inspiring, visioning change for school in others and ability to plan and coordinate desired activities for women rated higher in the “very good” column and also this can be supported with the mean values of 4.5, 4.5, 4.5, 4.75, and 4.5

respectively. In the same table items 2,5,6,9,11,12,and 13 such as strong ability to delegate and empower other in decision making, processes to use reflection and honest feed back to develop self-awareness, having sound knowledge of and commitment to work, leading and reinforcing the teachers and identify of the leading and reinforcing the teachers and identify of the school, implement rules and regulations properly, create conducive working environment, and provide professional counseling whenever it is necessary for women were rated higher in good column and positively supported by the mean values of 3.5, 3.38, 3.87, 3.38, 3.75,3.5,and 3.87 respectively. To strengthen the stated ideas Conner (1992) suggested that men in leadership positions tend to lead from the front attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling others to make their subordinate contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers, students, parents, non-parent community members professional colleagues and super ordinates While items 4, 14 and 15 such as, develop supportive network among colleagues, treats staff and students on equal grounds, minimize hearsays and gossips were rates higher in poor column with the mean values of 2.87, 3.0 and 2.6 respectively support negatively the idea. This shows that there are some chauvinism and stereotype with regard to the characteristics and qualities of female Leaders' compared with that of their male counterparts.

4.2.4 Women Leadership Style

Research finding indicates that good leaders use all types of leadership style, depending on the situation and the people involved, so as to be able to influence others in order to achieve the organizational goals style is participatory approach in the school compound, but this does not mean the perfect style. The view of the respondents was obtained using the five point liker type of scale. Strongly Agree (SA) = 5 Agree (A) = 4 Undecided {UN} = 3 disagree D= 2 and strongly disagree (SD) =1.

Table 8: Teachers' and principals' responses to the questionnaires

No	Items	Res pon den t	Scales										Mean value
			SA(5)		A (4)		UN(3)			D(2)		SD (1)	
			N	%	N	%	N	%	N	%	N	%	
1	Women’s control their emotion in the work place	T	12	10.62	14	12.39	16	14.16	23	20.35	48	42.48	2.57
		P	1	9.09	1	9.09	1	9.09	3	27.27	5	45.45	2.09
2	Women’s understand their subordinate feeling	T	32	28.32	37	32.74	21	18.58	14	12.39	9	7.96	3.61
		P	3	27.27	5	45.45	1	9.09	2	18.18	-	-	3.81
3	Women’s make people work being involved	T	50	44.24	26	23.01	18	15.93	10	8.85	9	7.96	3.86
		P	5	45.45	3	27.27	3	27.27	-	-	-	-	4.18
4	Women’s show greater perseverance and patience to follow up things	T	35	30.97	35	30.97	18	15.93	12	10.62	13	11.50	3.59
		P	3	27.27	5	45.45	2	18.18	-	-	1	9.09	3.81
5	Women’s solve problem systematically	T	51	45.13	30	26.55	14	12.39	9	7.96	9	7.96	3.93
		P	3	27.27	6	54.54	2	18.18	-	-	-	-	4.09

Remarks: T=Teachers, p= principals

As indicated in item 1 on table8, the respondents were asked to rate their view on women's capability to control their emotions in the work place 42.48% of teachers and 45.45% of principal respondents rate highly on strongly disagreement column, while 10.62% of teachers and 9.09% of principals expressed their ideas in contrast. The mean value of the teachers and principals are 2.57 and 2.09 respectively. From this one can confirm that both respondents agreed women do exhibit poor in controlling their emotion.

As can be seen on table 8, item 2 out of the total 124 teachers and principals, 61.06% and 72.72 % respectively expressed their agreement on women principals' capability to understand their subordinates feelings in the workplace, while 20.35% of teachers and 18.18 % of principals were rate disagree on the ideas. The stated idea was positively supported by the mean values i.e. 3.61

and 3.81 of teachers and principals respectively. From this, one can conclude that women principals understand their subordinates' feelings in the work place.

Item 3 on tables 8, depicts the respondents' views regarding women's ability to make people work being involved in it the majority of respondent i.e. 44.24% of teachers and 45.45% of principals showed they are strongly in agreement with the mean values of 3.86 and 4.18 respectively. With regards to the fourth item of table 5, out of the total 124 teachers and principals, 61.94% and 72.72 % respectively express their agreement on women's ability to show greater perseverance and patience to follow-up things, while 22.12% of teaches and 9.09 % principals of the total respondent reflected their idea negative on the issue raised, the mean values of teachers and principals are 3.59 and 3.81 respectively. According to the interview conducted on school supervisors they expressed the fact that females are careful in planning and in implementing school programs, not self-centered and showed priority to their talks to achieve the stated goals of the organization. In addition to these, they are punctual have high patience, never expose to corruption and administer the school in a democratic way. As depicted on table 8, item5, the ability of women principals to solve problems systematically, the majority of respondents which is 71.68 % of teachers and 81.81% of principals were rated in "agree" column while 15.92% of teachers and 0 % of principals rated on "disagree" column for the stated ideas, the mean values of teachers and principals are 3.93 and 4.09 respectively, support the ideas positively, regarding this Pigford and Tennsen (1993) stated this may be due to their women's vast experience when they were at home and managing family with child bearing, giving care to elders and the like. In addition to this, the majority of respondents suggested that women have been socialized to attend to the needs of others, that involve caring, understanding, supportive and the like, and have always involved people in decision making, seeking support and approval from others.

4.2.5 Decision Making Skills of Women Leaders

We know that decision making is one of the management pillars of any organization. For any organization, achievement, success and better performance towards the desired objectives are the aggregate results for many activities. In this regard, seven items were presented to the

respondents to be rated by the five point likert scales. very good (VG)= 5 Good(g)=4 Medium (M)= 3 Poor(P)=2 and Very poor (VP)=1.

Table 9: Respondents view on decision-making skills of women leadership

N o	Items	Resp onde nts	Scales										Mea n value
			VG(5)		G (4)		M(3)		P(2)		VP(1)		
			N	%	N	%	N	%	N	%	N	%	
1	articulate and consistent in decision making	T=113	18	15.93	17	15.04	39	34.51	21	18.58	18	15.93	2.96
		P=11	2	18.18	3	27.27	4	36.36	-	-	2	18.18	3.27
2	Make a decision that consider the situation	T=113	60	53.10	25	22.12	14	12.39	9	7.96	5	4.42	4.12
		P=11	6	54.54	3	27.27	2	18.18	-	-	-	-	4.36
3	View things from different prospective in advance of lie decision	T=113	23	20.35	28	24.78	39	34.51	14	12.39	9	7.96	3.37
		P=11	-	-	2	18.18	6	54.54	1	9.09	2	18.18	2.73
4	Taking measures under the influence of social norms	T=113	12	10.62	7	6.19	16	14.16	23	20.35	55	48.67	2.09
		P=11	1	9.09	2	18.18	2	18.18	2	18.18	4	36.36	2.45
5	Allow subordinate in decision making	T=113	60	53.10	23	20.35	12	10.62	12	10.62	6	5.31	4.05
		P=11	6	54.54	3	27.27	2	18.18	-	-	-	-	4.36
6	Making decision that are not affected by nepotism	T=113	51	45.13	30	26.55	16	14.16	9	7.96	7	6.19	3.96
		P=11	5	45.45	2	18.18	2	18.18	-	-	2	18.18	3.72
7	Lack of confidence in decision making	T=113	35	30.97	46	40.71	16	14.16	14	12.39	2	1.77	3.87
		P=11	3	27.27	8	63.63	72.73	-	-	-	-	-	4.27

Remarks: T=Teachers, P= Principals

Item 1, on table9, shows the respondents views regarding women's ability to articulate and consistent in decision making. The majority of respondents i.e. 34.51% of teachers and 36.36 % of principals rated women principals are moderately competent to articulate and in decision making, while 15.93% of teachers and 18.18 % of principals respondents were rated women principals are very poor to articulate and consistent in decision making, that is also supported by the mean values of teachers and principals 2.96 and 3.27 respectively. From this, one confirmed that women principals are moderately competent to articulate and consistent in decision making compared with that of their male counterpart.

As can be seen on the table 9, item 2, out of the total 124 teacher and principal respondents 53.10% and 54.54 % respectively rated on very good column regarding to women principals

capability to make decision that consider the situation. The mean value 4.12 of teacher and 4.36 of principals shows the positively support on the responded issue.

As indicated in item 3, on the same table, the majority of respondents i.e. 34.51% of teachers and 54.54 % of principals rated a moderately competent of women principals to view things from different perspective in advance of lie decision, while 7.96 % of teacher and 18.18 % of principal respondents expressed their idea that women principals are very poor to view things from different prospective in advance of lie decision mean values of teachers and principals are 3.37 and 2.73 respectively.

With regard to item 4 on the table 9, the majority of respondents which are 48.67% of teachers and 36.36 % of principals rate very poor column on women principals to take measures under the influence of social norms, while 10.62% of teachers and 9.09 % of principals expressed their idea in contrast. The mean value 2.09 of teachers and 2.45 of principals shows negatively the idea. From this one confirmed that women principals are highly influenced by social norms as compared to their male counterpart.

As it indicated in table 9, item 5, and the majority of the respondents which is 53.10% of teachers and 54.54 % of principals' responded very good column regarding to women principals to allow subordinated to participate in decision making. The mean value of 4.05 of teachers and 4.36 of principals are support positively the idea. To strengthen, the idea Mbua (2003) stated that democratic leadership style is successful in the school setting.

According to the interview conducted on the school supervisors expressed that women principals are generally more democratic in the way they operate in their school compared to their male counterpart.

Item 6, shows the respondents views regarding women's ability to be able to make decision that is not affected by nepotism. The majority of respondent's i.e. 45.13 % of teachers and 45.45 % of principals' rated very good column on women principals make decision without affected by nepotism, while 6.19 % of teachers and 18.18 % of principals rated very poor on the issue. From this, one can conclude that women principals make decision without affected by nepotism.

As can be seen on table 9, item 7, out of the total 124 teacher and principal respondents, 40.71% and 63.63 % respectively rated on good column on women principals lack of confidence in

decision making with the mean value 3.87 of teachers and 4.27 of principals. In addition to this the majority of respondents suggested that women principals need to be involved in caring, understanding, supportive and the like, and have always involved people in decision making seeking support and approval from others. From this, one can conclude that women principal's lack of confidence in decision making in their schools as compared to that of their male counterparts.

4.3 Interest of Women Becoming School Leadership Position

This part of the analysis attempted to investigate the possible solutions to self-interest of women that prevent them from being appointed to school Leadership position. The majority of factors were listed, presented and rated by the respondents using the likert type scale; strongly Agree (SA)=5, Agree(A)=4, Undecided(UN)=3 disagree(D)=2 and strongly Agree(SA)=1

Table10: Self Interest of Women Related Factors

No	Items	Respon dents	Rating scale										Mea n valu e
			SA (5)		A(4)		UN(3)		D(2)		SD(1)		
			N	%	N	%	N	%	N	%	N	%	
1	Women’s still recognize world as “masculine”	T	7	6.19	25	22.12	48	42.48	24	21.24	9	7.96	2.97
		P	2	18.18	2	18.18	3	27.27	2	18.18	2	18.18	3.00
2	Women’s think themselves as lack of confidence on their capabilities to lead school	T	46	40.71	30	26.55	14	12.39	16	14.16	7	6.19	3.81
		P	5	45.45	3	27.27	1	9.09	2	18.18	-	-	4.00
3	Women’s having less aspiration to become school principals	T	62	54.87	23	20.35	14	12.39	5	4.42	9	7.96	4.09
		P	5	45.45	2	18.18	2	18.18	-	-	2	18.18	3.72
4	Women’s forgot investing in education in fear of not getting their desired career	T	18	15.93	57	50.44	14	12.39	14	12.39	10	8.85	3.52
		P	3	27.27	5	45.45	3	27.27	-	-	-	-	4.00
5	Women’s fear risk in school when they make decision	T	62	54.87	26	23.00	14	12.39	9	7.96	2	1.77	4.21
		P	6	54.54	2	18.18	1	9.09	2	18.18	-	-	4.09
6	Women’s lack of awareness and know ledge of the organizational culture and policies	T	12	10.62	9	7.96	14	12.39	58	51.33	20	17.7	2.42
		P	2	18.18	-	-	1	9.09	6	54.54	2	18.18	2.45
7	Women’s fear of success in achievement will lead to negative attitudes from colleagues	T	28	24.78	46	40.71	18	15.93	12	10.62	9	7.96	3.64
		P	3	27.27	3	27.27	2	18.18	2	18.18	1	9.09	3.45
8	Women’s fear of balancing professional work and family responsibility	T	18	15.93	65	57.52	13	11.5	13	11.5	4	3.54	3.70
		P	2	18.18	7	63.64	-	-	2	18.18	-	-	3.82
9	Women’s feeling about the jealousy and lack of supports from other female subordinates	T	20	17.7	59	52.21	13	11.5	17	15.04	4	3.54	3.65
		P	2	18.18	4	36.36	2	18.18	1	9.09	2	18.18	3.27
10	Lack of mentors and role models	T	63	55.75	33	29.2	9	7.96	2	1.76	6	5.33	4.28
		P	6	54.54	3	27.27	2	18.18	-	-	-	-	4.36
11	Lack of professional network	T	58	51.33	35	30.97	9	7.96	5	4.42	6	5.31	4.19
		P	5	45.45	3	27.27	1	9.09	2	18.18	-	-s	4.00

Remarks: T=Teachers, P=Principals

As indicated in item 1, on table 10, the majority of respondents i.e. 42.48 % teachers and 27.27 % of principals rated in the undecided column that women's still recognize the world as "masculine" with mean value 2.97 of teachers and 3.00 of principals support the idea. From this, respondents agreed that women's acknowledgment that management as an occupation which require masculine traits could have a moderate effect on their minimal numbers in school leadership positions.

As can be seen on table10, item 2, out of the total 113 teacher and 11 principal respondents, 54.87 and 45.45 respectively rated Strongly agree on the women's lack of confidence on their capability to lead school, while 14.16% of teachers and 18.18 % of principals rated in disagree on the issue. According to the interview conducted with school supervisors and department heads expressed women do not want to carry very hard tasks and they prefer simple tasks. In addition to this, they consider themselves as incapable to lead school and they fear consider males are more knowledgeable than women. From this, one can concluded that women lack of confidence in their skill to lead schools.

Regarding the third item, on table 10, views of respondents on women having less aspiration to become school leaders, the majority of respondents i.e. 54.87 % of teachers and 45.45 % of principals rated on strongly agree, while 7.96 % of teachers and 18.18 % of principals were rated strongly agree that less aspiration of women's to become school leadership position. The idea also positively supported by the mean values of teachers and principals, i.e. 4.09 and 3.72 respectively. In addition to these, respondents suggested that a combination of women's aspirations and experiences are what ultimately determinant factors, not to enter educational administration. To strength, the idea Wrusher and Sherman (2008) revealed that some, women felt uncomfortable describing themselves as powerful.

Item 4 in the same table, respondents view on women for go investing in education in fear of not getting their desired career choice were rated by the majority of respondents i.e. 50.44 % of teachers and 45.45 % of principals on agree column with the mean values of teachers and principal ship respondents are 3.53 and 4.00 respectively. Respondent's state that could be one of the factors affect women's in school leadership position. This idea supported by literature i.e.

Coleman (2001) noted that, for life, so they are reluctant to progress to other positions. Further, she argued that women might not apply for a job, unless they truly believe they have all of the qualifications, where as men might apply, even if they do not believe they have all of the qualifications.

As indicated in item 5, on table 10, the majority of respondents i.e. 54.87 % of teachers and 54.54 % principals rated strongly agree on woman fear risk taking in school when make decision, while 9.73 % of teachers 18.18 % of principals suggested that women leaders need supports from their colleagues and other bodies to make decision, rather than they make alone. From this, one can conclude that women fear of risk taking in school leadership positions.

Item 6 on the same table the majority of respondents i.e. 51.33 % of teachers and 54.54 % of principals rated disagree that women's lack of awareness and knowledge of the organizational culture and policies, while 7.96 % of teachers and no (0 %) of principals rated contrast the idea column with the mean values teacher and principal respondents are 2.42 and 2.45 respectively. From this, one can confirm that women have awareness and knowledge of the organizational culture and policies.

As can be seen on table 10, item 7, out of the total 56 teacher and principal respondents, 40.71 % and 27.27 % respectively rated agree that women's fear of success in achievement will lead negative attitude from colleagues, while 7.96 % of teachers and 9.09 % of principals rated strongly disagree on the issue. From this, one can confirm that women's fear of success in achievement, while lead negative attitude from colleagues as one of the major leadership positions according to Pynes (2004) females fear that success in competitive situation will lead to negative consequences such as loss of femininity and popularity. This failure or success dilemma is the self-image women have regarding this lack of acceptance by male and female pachers, superiors and subordinates.

Item 8 deals with balancing professional work and family responsibility. In response to item 57.52 % of teachers and 63.64 % of principals rated agree that women fear of balancing professional work and family responsibility and also positively supported by the mean value of teachers and principals were 3.70 and 3.82 respectively.

This is another major factor that affects women leadership position in primary schools of BojiChokorsaWoreda.

Item 9, 10 and 11 deal with feelings about the jealousy and lack of support from other female subordinates, lack of mentors and role models, and lack of professional networks. In response to item 9, 52.21% of teachers and 36.36 % of principals rated agree on women's feeling about jealousy and lack of support from other female subordinate that contribute under representation of women in leadership position. In response to item 10, 55.75 % of teachers and 54.54 % of principals rated strongly agree that women's lack of mentors and role model. Collins (1983) strengths this ideas by starting that mentors are very important to women since they give lots of encouragement; share their aspirations; have absolute faith in women ability boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, import valuable information; introduce themselves to the organization structure and give feedback on one's progress. Lack a mentor meant that women leaders experienced limited career advancement. To help a women's career, it is frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers.

In item 11, 51.33 % of teachers and 45.45 % of principals and vice principals rated strongly agree on the issue of women's lack of professional network. From this, one can conclude that lack of support from other female subordinates, mentors and role models and professional network are the major factors that affect women leadership in primary schools of BojiChokorsaWoreda. Lack of mentor and role model, lack of professional network was perceived due to that perception, more women administrators also felt that they are excluded from the informal socialization processes in to the profession.

4.4 Social Factors That Affecting Women Representation in Primary Schools leadership Positions

Research finding indicated that the attitude of society towards women affect their participation on educational leadership position. The focus of this part of analysis is to assess that society related factors affect women in school leadership position in primary schools of BojiChokorsaWoreda. To do so, same major indicators have been identified in the study and the

response principals and teachers using five Likert types scale below. Strongly agree (SA) =5, Agree (A) = 4, undecided (UN) = 3, Disagree (D) =2 and strongly Disagree (SD) = 1.

Table 11: Rating On Societal Related Factors

No	Item	Res	Rating scale										Mean value
			SA (5)		A(4)		UN(3)		D(2)		SD(1)		
			N	%	N	%	N	%	N	%	N	%	
1	Women’s leaders are generally more democratic in the way they operate in their school	T	25	22.12	51	45.13	16	14.16	14	12.39	7	6.19	3.65
		P	3	27.27	5	45.45	1	9.09	2	18.18	-	-	3.82
2	There is no difference between men and women principals in the emphasis placed on maintaining school discipline	T	7	6.2	19	16.81	23	20.35	49	43.36	15	13.27	2.59
		P	1	9.09	2	18.18	2	18.18	5	45.45	1	9.09	2.72
3	Girls and Boys are socialized differently in the society to assume different roles and expectation.	T	51	45.13	32	28.32	14	12.39	9	7.96	7	6.2	3.98
		P	5	45.45	2	18.18	4	36.36	-	-	-	-	4.09
4	Women are encouraged by their family to pursue their education forgot investing in education	T	7	6.19	18	15.93	19	16.81	44	38.94	25	22.12	2.45
		P	1	9.09	1	9.09	3	27.27	4	36.36	2	18.18	2.55
5	Think Women do not have ability, skill and competence	T	58	51.33	23	20.35	16	14.16	7	6.19	9	7.96	4.00
		P	5	45.45	3	27.27	3	27.27	-	-	-	-	4.18
6	The influence of patriarchal ideology in the society	T	53	46.90	28	24.78	12	10.62	7	6.19	13	11.50	3.89
		P	6	54.54	2	18.18	2	18.18	1	9.09	-	-	4.18
7	Women principals are better in reconciling conflict demand	T	5	4.42	14	12.39	16	14.16	53	46.90	25	22.12	2.30
		P	-	-	2	18.18	1	9.09	5	45.45	3	27.27	2.18
8	Women principals display greater respect for the dignity of the teachers in their school	T	7	6.19	9	7.96	23	20.35	44	38.94	30	26.55	2.28
		P	-	-	2	18.18	2	18.18	4	36.36	3	27.27	2.27
9	Women leaders stronger leadership role	T	7	6.19	5	4.42	25	22.12	48	42.48	28	24.78	2.25
		P	2	18.18	1	9.09	2	18.18	4	36.36	2	18.18	2.73

As indicated in item 1, on table 11, the majority of respondents i.e. 45.13 % of teachers and 45.45 % of principals are generally more democratic in the way they operate in their school, while 12.39% of teacher and 18.18 % of principal respondents rated disagree column, the mean value of teacher and principal are 3.65 and 3.82 respectively the stated ideas. According to the

interview conducted on school supervisors they expressed female principals are more democratic, honest, punctual and committed in their work.

Regarding the second item on table 11, view of the respondents on there is no difference between men and women principals in the emphasis placed on maintaining school discipline, the majority of respondents, i.e. 43.36 % of teachers and 45.45 % of principals expressed their disagree on the issue, while 6.20 % of teachers and 9.09 % of principals rated strongly agree on there is no difference between men and maintaining school discipline with the mean value 2.59 of teachers and 2.72 of principals support the ideas negatively.

Item three on Table 11, which asked respondents to rate their views as to whether girls and boys assume different roles and expectation, the majority of respondents. That is 44.13% of teachers and 45.45 % of principals rated in strongly agree column with the mean values of teachers and principals were 3.98 and 4.09 respectively. Both respondents agreed that women in the society to assume different roles expectation based on the sexes. Regarding this Newman (1995) stressed that despite the iteration of women in paid of force in unprecedented numbers, they tend to occupy low status job that are typically considered “female”. Men tend to hold occupational position that confer more wealth and power than those typically held by women.

As can be seen on table 11, item 4, out of the total 124 teachers and principal and vice principal respondents 38.94% and 36.36 % respectively rated in disagree column regarding to family encourage women to pursue their education, while 15.93 % and 9.09 % respectively support negatively. From that one can concluded lack of encouragements of women on their family side to pursue their education is the major factor affecting women to represent in schools leadership positions.

As stated in item 5, of the same table was the fact that women do not have ability, skill and competence to be in school leadership position, the majority of respondents. i.e. 51.33 % of teachers and 45.45 % of principals were rated strongly agree on the issue with the mean values of teachers and principal are 4.00 and 4.18 respectively. This issue was the major cause, thus affecting women’s school leadership position.

As indicated on table 11, item 6, respondents were asked to make their views as the influence of patriarchal ideology affects women’s representation in primary school leadership position. Out of

the total 124 teacher and principal respondents, 71.69 % and 72.72 % respectively rated in Agree column; while 17.69 % of teachers and 9.09 % of principal were rated disagree column on the issue. The mean scores of teachers and principals were 3.89 and 4.18 respectively shows patriarchal ideology in the society is another factor affect women in school leadership position in BojiChekorsaWoreda.

As indicated items 7,8 and 9 on table 11, the respondents were asked to rate their view on women's reconciling conflict demands, to keep teachers dignity and emphasis in exercising stronger teachers leadership role. Accordingly, 69.02 %, 65.49 % and 67.26 % of teachers and 72.72 %, 63.63 % and 54.54 % of principal respondents rated on disagree column with the mean values were 2.30, 2.28, 2.25 and 2.18, 2.27, 2.73 respectively. This shows that there are some chauvinism and stereo type with regard to the characteristics and qualities of female leadership compared to that of male counter parts.

4.5 The degree of seriousness of the factors that impede women's representations in school leadership positions.

This part shows the percentage and rank order of the responses, regarding the most serious factors that impede women's representation in primary school principal ship position.

Table 12: Seriousness of the factors that affect women's school leadership position:

No	Items	Repondents	The way respondents ranked																Rank		
			Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7		Item 8			Item 9	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
1	Attitude of society	T&p	72	58.06	11	8.87	9	7.26	8	6.45	9	7.26	7	5.65	2	1.61	4	3.23	2	1.61	1 st
2	Interests of women	T&p	30	24.19	58	46.77	17	13.71	4	3.23	5	4.03	4	3.23	2	1.61	2	1.61	2	1.61	2 nd
3	Lack of role model and mentors	T&p	9	7.26	6	4.83	56	45.16	13	10.48	7	5.65	11	8.87	7	5.65	7	5.65	8	6.45	3 nd
4	Gender inequality in work place	T&p	2	1.61	2	1.61	24	19.35	58	46.77	13	10.48	9	7.26	6	4.84	4	3.23	6	4.84	4 th
5	Lack of professional networks	T&p	11	8.87	17	13.71	10	8.06	11	8.87	47	37.90	7	5.65	13	10.48	4	3.23	4	3.23	5 th
6	Lack of equal opportunity	T&p	6	4.84	9	7.26	19	15.32	13	10.48	6	4.84	43	34.68	7	5.65	15	12.10	6	4.84	6 th
7	Lack of educational equality	T&p	2	1.61	4	3.23	7	5.65	13	10.48	13	10.48	19	15.32	36	29.03	17	13.71	13	10.48	7 th
8	Occupational segregation and discrimination	T&p	4	3.23	5	4.03	7	5.65	11	8.87	6	4.84	6	4.84	13	10.48	51	41.13	21	16.93	8 th
9	Government policy towards women upward ability	T&p	2	1.61	6	4.84	7	5.65	5	4.03	4	3.23	4	3.23	32	25.80	21	16.93	43	34.68	9 th

Remark: T&P =Teachers and Principals

As table 12 above depicts clearly, out of the 9 (nine) factors that were thought to hind representation in school leadership position in BojiChekorsaWoreda, the social attitude towards

women took the first place which is 72 (58.06%) rated as first, interest of women related factors, took the second place which is 58 (46.77%) lack of role models and mentors rated as third which is 56 (45.16%) are the major factors affect women's leadership primary schools of BojiChkorsaWoreda. The data above, gender inequality in work place, lack of professional network, and lack of equal employment opportunity were ranked by respondents as 4th, 5th and 6th major factors respectively; affecting women's primary school leadership in BojiChokorsaWoreda. In addition to this, though they are not as serious as the above six mentioned, factors such as lack of educational equality, occupational segregation and discrimination, and government policy towards women up-ward mobility can be considered. According to the rating, the issues ranked first, second and third required serious attention. This was also supported by the respondents of the school supervisors and department heads through their interviews.

4.6 Respondents Suggestion to enhance women's representation in primary schools leadership positions

Respondents were asked to suggest solutions and recommendations that can address the problems in the woreda. They suggested that now days, there is good environment and formulated policies that appreciate women; this is not only in educational sphere but also in political, economical and social spheres. However the problem is on the implementation of the policy. In addition to formulating policy the government should be committed to implement it at a grass root level. They further commented that the base of all things is improving the education, especially, in universities the number of women is increasing at alarming rate this should be encouraged and through serious awareness creation of programs to uplift the attitude of the society towards gender equality and decreasing harmful tradition practice has to be seriously done. In addition to this, they confirmed that creating gender awareness program within school society, farming females club, representing equal number of management positions beginning from assignment classroom monitors to high managerial positions.

4.7 Interview Results

According to the interview conducted with school supervisors and department heads:

- they confirmed that school involves hard work and long hour's politics, stressed and added conflict with family in school leadership position.
- expressed the fact that female are careful in planning and implementing school programs, not self centered and give priority to their tasks to achieve the stated goal of the organization .In addition to this, they are punctual ,have high patience ,never expose to corruption and administer the school in democratic way.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter comprises of the summary the major findings, conclusions and recommendations.

5.1 Summary of Major Findings

The main purpose of the study was to investigate factors affecting the participation of women in school leadership positions in the primary schools of BojiChekorsaWoreda. Accordingly descriptive survey design was employed in this study and the related literature was reviewed.

In order to achieve the purpose of the study, the following basic questions were stated and dealt with.

1. What are the barriers to women applying for, and being appointed to leadership positions in primary schools of BojiChekorsaWoreda?
2. How is the interest of women to be the school leadership in BojiChekorsaWoreda?
3. How is the attitude of primary school staffs towards women in school leadership in BojiChekorsaWoreda?
4. What measures could be taken to enhance women's representation in primary school leadership positions in BojiChekorsaWoreda?

Different data collecting tools were employed to carry out the study. These included questionnaires, interviews and secondary sources. The questionnaires were distributed to 113 primary school teachers, 11 principals & Vice Principals and 8 WEO expertise and all of them were filled and returned.

In addition to this, 6 supervisors and 7 Department Heads were interviewed. The response of WEO experts, teachers and principals & Vice Principals to each of the questions given was analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of the data in line with the basic research questions. For the sake of convince of interpretation, related questions were treated together.

Finally, the study has employed different data analysis tools that the student researcher thought of as result to the study under consideration. These statistical tools used include percentage, mean score and Rank order. The analysis made therefore, Justifies the following major findings

- i. The study also revealed that women does not encourage forming their own network and are less motivated by supervisors in education system.
- ii. Respondents suggested that successful implementation of any policy requires that those implementing it are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to a waste of resource.
- iii. Finally respondents asked about the way to enhance women's representation in that school leadership position, they confirmed that creating gender awareness programs with in school society, forming females club, representing equal number of female students in different school management positions beginning from assignment classroom monitors to high managerial positions.

5.2 Conclusions

Based on the major findings, the following conclusions were drawn. The conclusion from this is that the paucity of women in primary schools leadership position is indicative for the presence of unfriendly working environment for women in primary schools. Hence primary schools need to make the work place more conducive and friendly to attract more females to the primary school leadership process. Involving them in decision making and leadership and the commitment of the top management to narrow down the gap will have paramount importance. Networking, monitoring and providing leadership training aggressively can help young women to come forward. Moreover, primary schools and Woreda Education Office need to be committed to implement the education policy properly and translate their plan into action in order to mitigate the gender disparity in leadership instead of paying a lip service to problem. Generally, an ambitious dealing with the gender disparity in leadership such as engendering leadership through motivating, empowering and involving women in decision making systematically could narrow down the persisting gap as women hold up half the sky.

5.3. Recommendations

To control factors affecting the participation of women in school leadership positions in the primary schools, the following recommendations are proposed, in view of the above findings.

- i. Women themselves should strive for breaking the bondages that hindered them from participating in the leadership position in education, should avoid the inferiority complex and submissiveness that might have emanated from the societal attitudes, and they should attempt to beneficiary from the sound policies of the country like men. They have to develop self-confidence, the trend of helping each other and they have to break the silence so that their voices are heard better.
- ii. As the organizational framework is concerned, Woreda Education Office must backup females who are in different school management positions, provide opportunity based on equity to open doors for the involvement of women in educational management so that they would be aspire schools administration and higher educational positions.
- iii. Furthermore; more female leaders should be given opportunities for school management, as they will act as role models to the girls in their various schools.
- iv. Female teachers and principals must be empowered; further education opportunities must be provided to develop their skills and become effective in the decision making roles.
- v. The supervisory system of supervisors should be encouraging for women.
- vi. Forum for female teachers should be established .This will help to identify the needs, share experiences and develop the culture of mentorship and net works.
- vii. The primary schools should create conducive grounds for both female teachers and female students, to exercise decision making and leadership at the base by empowering as chairpersons of clubs, committees and school boards.
- viii. Finally, policies should be practical in realty and not be theoretical, and they should be implemented properly.

The overall recommendation of the study was the government should give great emphasis to work on women leadership, since the country's half of the population ,quality education should be improved. Based on the results, recommendations have been forwarded and further studies have been recommended.

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Appendex-1: Questionnaires for Teachers and school principals

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by teachers, and principals

The questionnaire is designed to collect data for a research thesis which is entitled. “Factors affecting the participation of women in school leadership positions in the primary schools of BodjiChekorsa Woreda”.

The purpose of this study is to gather information on the status and practice on factors affecting the participation of women in school leadership positions in the primary schools of BodjiChekorsa Woreda and to identify factors that affect their representation.

The information obtained will help and recommend interventions that may contribute to enhancement of women’s representation in the primary schools leadership.

The result and success of the study depends on the quality of your responses thus, the researcher requests you to give accurate and honest responses to the items presented. Confidentiality is a priority and the data you give will be used for this purpose.

Direction

- Please do not write your name
- Put x mark in the box you agree with.
- Give short answer in the space provided.

Thank you for cooperation!

Part I. Background of respondents

1. Sex

A. Male ☐ B. Female ☐

2. Age [in year]

A. Below 25 ☐ 26-35 ☐ 36-45 ☐ D. ☐ 5 E. Above 55 ☐

3. Education background

A. T.T.I ☐ Diploma [10+3, 12+2] C. Degree ☐

4. Work experience [in year]

A. 1-5 B. 6-10 C. ☐ 15 D. ☐ 20 E. Above 20 ☐

5. Marital status A. Single ☐ B. Married ☐ C. Others ☐

Part II. Women's leadership style / women in leadership

Listed below are some points on women's leadership style that are at the position of primary school leader.

Please kindly rate the variable by putting an "x" under the scale you agree with by using the following scales. Very poor [1], Poor [2], Medium [3], Good [4] and very good [5].

No	Indicators	Scale				
		1	2	3	4	5
	Women Leadership / principalship style					
1	Women control their emotion in the work place					
2	Women understand their subordinate feeling					
3	Women make people work being involved					
4	Women show greater perseverance and patience to follow up things					
5	Women solve problem systematically					

Part III. Decision making skills of women leaders.

The following are points about the women who are at decision making of the primary school leadership positions. Please kindly rate the indicators by putting "x" under the scale you agree with by using the following scales. Very good [5], good [4], medium [3], poor [2], very poor [1].

No	Indicators	Scale				
		1	2	3	4	5
1	Articulate and consistent indecision making					
2	Make decision that consider the situation					
3	View things from different perspective in a device of lie decision.					
4	Taking measures under the influence of social norms					
5	Allow subordinate in decision making					
6	Making decision that are not affected by nepotism					
7	Lack of confidence in decision making					

Part IV. Societal factors affecting women's participation in primary schools leadership

Put an "x" in one of the boxes provided for each possible factor, use the following scales.
Strongly agree [5], agree [4], undecided [3], Disagree [2], and strongly disagree [1].

No	Indicators	Scale				
		1	2	3	4	5
•	Attitude of the society towards women					
1	Women leaders are generally more democratic in the way they operate in their schools					
2	There is no difference between men and women leaders in the emphasis placed on maintaining school discipline					
3	Girls and boys are socialized differently in the society to assume different roles and expectation					
4	Women were encouraged by their family to pursue their education					
5	Think do not have ability , skill and competence					
6	The influence of patriarchal ideology in the society					
7	Women leaders better in reconciling conflict demands					
8	Women leaders display greater respect for the dignity of the teachers in their schools.					
9	Women leaders exercise stronger leadership role.					

Part V. Women's interest to come on position to school leadership in primary schools

Put an "x" in one of the boxes provided for each possible factor, use the following scales.
Strongly agree [5] Agree (4), undecided (3) disagree (2) strongly disagree (1)

No	Indicators	Scales				
		1	2	3	4	5
	Women's interest					
1	Women's still recognized the world as "masculine "					
2	Women's think themselves as lack of confidence on their capabilities to lead school					
3	Women are having less aspiration to become school leaders.					
4	Women's forgo investing in education in fear of not getting their desired Career choice					
5	Women's fear risk taking in school when they make decision					
6	Women's lack of awareness and knowledge of the organization culture and policies					
7	Women's fear of success in achievement will lead to negative attitude from colleagues					
8	Women's fear of balancing professional work and family responsibility.					
9	Women's feelings about the jealousy and lack of support from other female subordinates					
10	Lack of mentors and role models					
11	Lack of professional net work					

Part VI. Institutional factors that affect women's representation in the primary schools leadership position

Put an "x" in one of the boxes provided for each possible factor. Use the following scales. Strongly agree [5], agree [4], undecided [3], Disagree [2], and strongly disagree [1].

No	Indicators	Scales				
		1	2	3	4	5
1	There is gender discrimination recruitment, selection and development of women in education system					
2	Institution proved flexible working hours.					
3	Complexity of school leadership position hindered women					
4	Education system do not encourage women to form their own network					
5	Women are less motivated by supervisors in education system					

Part VII .suggested items

- In your opinion, what are the factors affecting women in becoming primary school leadership positions?

- In your opinion, whose concern to minimize the under representation of women in leadership role?

- If you are given a chance to select leader for your respective school, whom do you prefer? Male or female? What are your reasons?

- From your observation, what are the interests of women to come school leadership position? High or low? What are your reasons?

- In your perspective, what major difference do you notice in the way females and males perform in the role of school leadership?

Part IIX. Rank the following factors affecting women's representation in the role of school leadership positions according to their seriousness. Put the rank on the space provided by using 1 for very serious problem to 9 for least serious.

NO	Factors affecting women representation in to school leadership position	No
1	Lack of role models and mentors	
2	Lack of professional net work	
3	Interest of women themselves	
4	Attitude of society	
5	Lack of equal employment opportunity	
6	Gender inequality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards women upward mobility	

Part IX. What measure do you suggest to enhance women's representation in primary schools leadership positions?

Appendix 2: Questionnaires for W.E.O. Experts
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by WEO Expertise

Part I. Back ground information of respondents

1. Sex A. Male ☐ B. Female ☐
2. Age [in year]
 A. Below 25 ☐ B. 26-35 ☐ C. 36-45 ☐ D. 46-55 ☐ E. above 55 ☐
3. Educational background
 A. Diploma [10+3, 12+2] ☐ B. Degree ☐ C. Master Degree ☐ D. above Master degree ☐
4. Work experience
 A. 1-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 16-20 ☐ E. above 20 ☐
5. Marital status Single ☐ Married ☐ Other ☐

Part II. This portion relate to leadership capabilities and competences of women in the primary schools. Please kindly rate the variable by putting an “x” under the scale you agree with and use the following scale. Very good [5], good [4], Medium [3], poor [2] and very poor [1].

No	Indicators	Scales				
		1	2	3	4	5
2	Women’s leadership capabilities and competence					
1	Women’s demonstrating interpersonal skills					
2	Women have strong abilities to delegate and empower other in decision making					
3	Women are being able to manage change for self and others					
4	Ability to develop supportive net work among colleagues					
5	Women have abilities to use reflection and honest feed back to develop self awareness					
6	Women having a sound knowledge of and commitment to					
7	Ability ,a sound knowledge of administration, and management.					
8	Women are inspiring, visioning change for school in others					
9	Leading and reinforcing the teachers and identity of the school					
10	Women have abilities to plan and coordinate desired activities					
11	Women implement rules and regulations properly					
12	Women have ability to create conducive working environment					
13	Women provide professional counseling whenever it is necessary.					
14	Women treat all staff and students on equal ground					
15	Women minimize hear says and gossips					

Part III. Policy issue affecting women's representation in primary schools leadership

Put an "x" in one of the boxes provided for each possible factor. Use the following scales strongly agree [5], agree [4], undecided [3], Disagree [2], and strongly disagree [1].

No	Indicators	Scales				
		1	2	3	4	5
1	Policies and programs designed not encouraged women					
2	Lack of support, lack of commitment and unwillingness of stake holders.					
3	Lack of mentoring and evaluation of the policy during implementation phase					
4	Ethiopian women have beneficed a lot from the policy					
5	Communication and coordination of the stake holders during the implantation.					

Part IV. Suggested items

1. In your opinion, what are the factors that affect women in becoming primary schools leadership positions? _____

2. In your opinion, whose concern to minimize the under representation of women in leadership role? _____
3. If you are given a chance to select leader for your respective school, whom do you prefer? Male or female? What are your reasons? _____
4. From your observation what are the interests of women to come school leadership position? High or low? What are your reasons? _____
5. From your perspective, what major difference do you notice in the role of school leadership

Part V. Rank the following factors that impede women's representation in the role of school leadership positions according to their seriousness. Put the rank on the space provided by using 1 for very serious to 9 for least serious one.

No	Factors that affect women's representation in to school leadership positions	No
1	Lack of role models and mentors	
2	Lack of professional net works	
3	Interests of women them selves	
4	Attitude of society	
5	Lack of equal employment opportunity	
6	Gender inequality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards women upward mobility	

Part VI. What measure do you suggest to enhance women's representation in primary schools principal ship positions?

Appendix 3: Interview Questions for School Supervisors and Department Heads:

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management.

Interview Guide line for School Supervisors and Department Heads

Part I. Background information

1. Sex ____2.age____3 .Educational background ____4. Marital status____5.Work experience [in year_____

Part II. Suggested items

1. What is the extent of women's representation in the woreda school system?
2. Do you think female leadership performances affected by their sex?
3. Have you ever observed gender related problems that female leaders encountered that needed your office intervention?
4. From your observation what major different do you notice in away female and male leadership handle their schools?
5. Do you think the organizational structure of school affect women participation in their leadership position?
6. Do the government policy and your institution encourage women to school leadership position?
7. What do you think major factors affecting women's representation in school leadership?
8. If you have an opportunity to place /select school leader that do you select male or female? Why?
9. What is your impression about women to occupy leadership position in woreda school system?
A. High B. low if your response is low, why?
10. What are your suggestions regarding the enhancement of leadership role by women in the woreda school system?
11. In your opinion what are the reasons for the problems by female encounter in school leadership?
12. What do you think is the best way to minimize the under representation of women in leadership position in school system?

Thank you

DECLARATION

I, the undersigned graduate student, 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 appropriately acknowledged.

Name: AbeyaAmenuDuguma

Signature: _____

Date: _____

Addis Ababa University

This thesis has been submitted for examination by my approval.

Advisor name: AtoAyalewShibeshi

Signature: _____

Date: _____