



Hawassa University
College of Law and Governance
School of Governance and Development Studies

**Factors Affecting Women Participation in Leadership
Positions: The Case of Selected Public Secondary Schools
in Adama City Administration**

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Factors Affecting Women Participation in Leadership Positions: The Case of Selected Public Secondary Schools in Adama City Administration

A Thesis Submitted to the School of Governance and Development Studies of Hawassa University; in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Civic and Ethics Studies

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ABBREVIATIONS AND ACRONYMS

ACL	Applied Critical Leadership
CSA	Central Statistical Authority
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FCSC	Federal Civil Service Commission
FDRE	Federal Democratic Republic of Ethiopia
FWTA	Federation of Women Teachers' Associations
GEQIP	General Education Quality Improvement Program
ILO	International Labor Organization
KETB	Kebele Education and Training Board
MoE	Ministry of Education
OREB	Oromia Regional Education Bureau
PTA	Parent-Teachers Association
REB	Regional Education Bureau
SEEL	Sex Equity in Educational Leadership.
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Program
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WCA	Women and Children Affairs

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ABSTRACT

The main purpose of this study was to investigate factors that affect women's participation in school leadership position in public secondary schools of Adama City Administration. Accordingly, the study specifically assessed the proportion of women at leadership positions; the extent of women's aspiration to participate in school leadership position; the strategies in place to promote women participation on leadership position; and to identify major factors that affect women's participation on leadership position in public secondary schools of Adama City Administration. The study employed mixed research approach-qualitative and quantitative. The data gathering instruments employed includes questionnaire, interview, and document review. The questionnaire was administered to 190 male and 119 female respondents; and the response rate was 92.63% for males and 93.28% for females. Furthermore, key informants interview was held with three Officials (Head of Adama City Education Office; women's focal person of Education Office of the City; and Head of Adama City Women and Children Affairs Office) were also used in the analysis and interpretation of the data. Furthermore, school statistical data were collected from schools regarding the proportion of women at leadership positions in public secondary schools of the City. The results of the study reveal that the participation of women in school leadership position was found at lower level during the past eight years, since 2010. The study finds that on average only 21.28% of women held leadership position in the studied public schools. With regards to the aspiration of women towards school leadership positions, the study finds that the aspiration of women for leadership is at moderate level. The finding also indicated that school authorities put little effort to place women in school leadership positions. Regarding the factors that may affect the participation of women in leadership position, the study identified social and organizational issues to be more important than personal factors. The study recommends that there is a need to introduce quota system in assigning school leadership positions to ensure women are sufficiently represented; giving more chance for women to improve their educational status and leadership skills through long-term and short-term trainings; giving recognition and motivational rewards for those women who are performing their work at the best success; conducting careful monitoring and evaluation of the implementation of policies and strategies in place in relation to women's participation on school leadership positions by government and all other stakeholders; arranging awareness programs on the importance of women's participation in school leadership activities particularly on top-level management of the school, work to gender sensitize the school community and promote gender sensitive organizational culture .

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the introduction part of the thesis. First the background of the study is presented followed by a discussion on the statement of the problem. Then the, main research questions, objectives of study, significance of the study, delimitation of the study, limitation of the study, definition of key terms, and organization of the study are presented.

1.1. Background of the Study

Education has been increasingly used as one of the remedies for economic, social, political and cultural problems of a country. It is a basic means of economic, social and political development for all society and is widely recognized as one indicator of development as it is a means to produce trained human resources which can overcome development impediments of a given country. Thus, education is expected to enhance a higher standard of living and to create a politically stable society (Harris and Chapman, 2002). Furthermore, it is believed that, education is a key to unlock the gate towards modernization. As to Gunter (2001) the purposes of schools and schooling are to educate as well as train, and enable children to engage in the theory and practice of what it means to be a citizen in an unfolding and reforming democratic project.

The future fate of a society highly depends on the success of schools in effectively carrying out their objectives. In order to satisfactorily accomplish their purposes, schools as an organization need proper leadership with the participation of women. School leadership is the most important activity next to classroom instruction to improve student's learning (Rimmer, 2003). To address the multivariate needs for school success sound understanding of the nature of the leadership practices is indispensable. The role of good leadership in securing school development and change is said to be powerful (Harris and Chapman, 2002). It helps to consider the kind of service the schools can render, to develop and implement plans needed to achieve the goals, and to make adjustments between plans and reality.

Leadership may be understood as the process of influencing employees to understand and agree about what needs to be done and then process of coordinating individual and collective efforts to accomplish organizational objectives (Yukl, 2006). School leaders are those persons, occupying various roles in the school, which provide directions and exert influences in order to achieve the school's goals. Leadership is increasingly a high priority issue for many schools to realize

educational objectives. Particularly, in these times of heightened concern for student learning, school leaders are being held accountable for how well teachers teach and how much students learn. This means school leaders must respond to complex environments and serve all students well.

An important concern in school leadership is the exclusion of women and the low proportion of female employees in the primary and secondary level of education (Enomoto, 2000). Although women constitute half of the world's population and contribute significantly for the improvement of human beings and the development of any country, they live in a male dominated world where gender power relations are clearly in favor of males. Men tend to participate more in managerial and leadership position compared to female even when they have similar education and experiences with later (UN, 2007). Particularly in Africa; women are underrepresented in managerial positions for many decades. They have less access to information, media, have less employment opportunities. Most of the society believed that men lead and women follow, which indicates that a man makes better leader than a woman (Enomoto, 2000).

In some countries, the leadership roles that women play in school had drawn the attention of scholars to investigate their roles in school leadership in fast developing countries like Costa Rica, Hong Kong, Singapore, the Philippines, China, South Korea and some Islamic countries. In these countries, there are high rate of women in primary, secondary, and higher education that precipitated females to take part in educational administrations. In addition, there is a growing understanding that most women are perceived as more democratic and participatory in leadership and decision-making that facilitates organization's goal achievements (Lemessa, 2014). Women are more likely to use strategies that include long range planning and evaluating data in making decisions and thus have been rated as better planners. As a result, many countries adopted strategies to improve the quality and equity of education by integrating women into school leadership and management.

In Ethiopia leadership positions are characterized by men domination at different level of organizations, including the schools. Despite some change over the years, women tend to be in subordinate positions, mostly due to social norms which ascribe gender roles and responsibilities (UNDAF, 2010). Men tend to occupy leadership positions in recognition of their leadership roles and behaviors in war, hunting, business and government (Lemessa, 2014). Ethiopian women have always played key roles as mothers, producers, home managers, community organizers, and social cultural activist. However, despite their large number and crucial functions, the division of power between the male and female sexes as prescribed by cultures, assign the subordinate position to

women. As a consequence, women have for long suffered various forms of discrimination, inequality, exclusion and violence. This can be traced to the unequal power relations in the society between men and women and the pervading patriarchal norms that support the inequality (Ali, 2014).

In recent decades, there has been a growing awareness to engage both male and female in development because no nation can prosper if half of its resources are neglected (Meron, 2003). Schools as developmental organization needs the participation of all citizens to bring sustainable development through education. For educational effectiveness managerial skills of women and men are very important (Meena, 1992).

In Ethiopian educational setting, while women hold the teaching staff position, men dominates the highest position of educational leadership (MOE¹, 2010). Most school administration positions are dominated by males. As a result, the Ethiopian government has set a plan to increase the number of model teachers and appointing women at leadership positions. In line with this, the proportion of female school leaders such as principals, vice principals, unit leaders, department heads and clubs heads are increasing (MOE, 2006).

The situation in Oromia region is not different. The proportion of female school leaders in Adama City was limited to 10% while their proportion as teaching staff is 35.02%. The question is why do we have smaller proportion of females in school leadership positions? Hence, this study attempts to investigate the factors that determine women participation/exclusion in school leadership position in the public schools in Adama City.

1.2. Statement of the Problem

Globally, women's absence in managerial positions is a critical phenomenon. Women account for no more than 10% of managers and 3% of company directors positions in many countries. This problem has received the attention of international organizations (OnSong, 2004). In the same manner, the need for women's involvement in school leadership position is regarded as important matter to address issue of social justices by providing gender equality between adults within educational system (Coleman, 2009).

Some literature suggests that women and men have innately different managerial outlooks. They further describe that, women's leadership styles as attributes of relational leadership, which

¹ Ministry of education

comprises collaboration, caring, courage, intuition and vision. According to Helen (1999), women tend to generalize, synthesize, to take a broader, more holistic, and more contextual perspective of any issue (Helen, 1999). This means, as summarized by Sperandio (2006), the presence of women in leadership roles at school level and educational institutions contributes to sensitivity with in schools for the wellbeing of adolescent girls to consider career choices with role models of decision makers and leaders.

Likewise, research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. In this regards, Sister Katherine was cited as an example of feminist educational leadership; and has contributed a lot for advancing women in school leadership (Thayer-Bacon, 2008).

So, to improve the quality and equity of education, many countries have been attempted to integrate women into school leadership and management (Kane, 2004). This research finding also showed that, women hold 14% of school leadership position in Korea, and 3% of Chinese leadership position and majority of senior school management.

Recently, the Ethiopian government committed itself to increase the number of women in leadership positions at all levels in various sectors. The Ethiopian government has endorsed a number of legal documents aimed at eliminating discrimination against women. The Ethiopian Constitution (1995), and the National Women's Policy (1993), established the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate and benefit from all aspects of politics, economy, culture and social areas. Also the government has made large steps over the recent years in setting up a women's machinery both at federal and regional governments. Accordingly, political representation has improved over the years in political structures. For example, women's representation in parliament is too few. On the other hand, social perceptions about the leadership ability of women, women's low socio-economic status, women's low educational and skills levels and lack of strong female role models tend to explain women's underrepresentation in leadership and decision-making positions (UNDAF, 2010).

According to Central Statistical Agency (2014), females' representation in the total employment of the country was less than 43% and their representation in the administrative and professional jobs is only 25% and 18% respectively. Most of the upper and middle positions are dominated by males (Federal Civil Service, 2015). In education, women hold high number of the teaching staff

position in the country but, few numbers on leadership positions. In Ethiopia men dominates the highest position of educational leadership including ministerial and higher educational institutions (Hirut, 2017). The education and training policy of the country aims at attracting 50% of female into teachers training. In addition, the number of women holding administrative and leadership positions in schools, for example, goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-IV², 2010). The situation deprives female students the opportunity of looking up to role models. Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

As presented in empirical evidences of chapter two, several studies assessed factors affecting Women's Participation in Leadership Position at various organizations. However, most of them were not focused on public Secondary Schools; particularly at City Administration level. In addition, the scopes of the study for were not the same with this study. These are among the differences with this study. Therefore, this study is carried-out where such study has not been sufficiently conducted on the area and the topic.

Regarding to the situation in the study area, from an informal observation and researcher's experiences, there were very few women involved in school leadership. Most school principals, department heads, and other school level leadership positions were male dominated. Women are not actively involved in secondary schools' leadership positions in the study area.

Therefore, this study attempts to investigate factors that affect women participation in school leadership positions in public secondary schools of Adama City Administration.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to investigate factors that affect women's participation in school leadership position in selected public secondary schools in Adama City Administration.

1.3.2. Specific Objectives

More specifically this study seeks:

² Education Sector Development Program

- To assess the proportion of women at leadership positions in the selected public secondary schools of Adama City Administration.
- To investigate women's aspiration to participate in school leadership position in the schools understudy.
- To examine schools' strategies put in place to promote women participation on leadership position in the study schools.
- To identify major factors affecting women's participation in leadership position in the study schools.

1.4. Basic Research Questions

In this study attempt was made to answer the following basic research questions:

1. What are the proportions of women at leadership positions in selected public secondary schools of Adama City Administration?
2. To what extent women aspire to participate in school leadership position in the schools understudy?
3. What strategies are in place to promote women participation on leadership position in the study schools?
4. What are the major factors affecting women participation on leadership position in the study schools of the City?

1.5. Significance of the Study

The researcher believes that the findings of the study will have the following significances: It may help to increase the participation of women and girls in educational leadership position of the education sector. This study may help by identifying self-limiting beliefs of women to participate in school leadership position and the ideas that bring attitudinal change in the minds of the females. It will serves as a feedback for education officials and government Offices in empowering and utilizing women's in educational leadership position. The study will also provide a mechanisms of reducing de-motivating factors existing in the work environment of women's participation, so that they could participate in school leadership position.

Furthermore, the findings of this study may add bits of information to the existing literature in the areas of women's involvement on educational leadership position; and may serve as additional source of information for those scholars interested to conduct further research on the issue.

1.6. Delimitation of the Study

The issue of women participation in school leadership position is broad and it encompasses a range of topics and issues that require investigation at all structure of education system at Federal, Regional, Local and school levels. Thus, it is obvious that it would be more useful to investigate the issue at National, Regional or Zonal level than what this study will contribute. However, this was beyond the capacity of the researcher due to various resource related constraints and the purpose of conducting this study.

So, to make the study specific and manageable; geographically, the scope of this study was delimited to selected public secondary schools of Adama City Administration. The City was preferred as study area, because of the researcher's affiliation to observe and get awareness about problems related to women participation in school leadership position while he had been working in the education sector in the past recent years in the City. Moreover, three public secondary schools of Adama City were selected as a subject of the study to properly manage the study using the limited resources within the scheduled time-frame.

Conceptually, the scope of the study was delimited to assess the proportion of women at leadership positions in Public secondary schools of the City; to explore the extent of women aspiration to participate in school leadership position; to examine the strategies in place to promote women participation on leadership position; and to identify major factors that affect women participation on leadership position in the study schools of the City.

1.7. Limitation of the Study

This study has faced some limitations; as the data was collected based on self-report of the respondents which may be subjected to certain under reporting of some issues related to topic of the study. There was also unwillingness of some respondents to correctly complete the questionnaires. As a result, out of 309 questionnaires distributed for respondents, 22 (7.12%) of them did not correctly filled and return the questionnaire.

Besides, the researcher was confronted reluctance among officials selected as interviewee to give as much information as expected from them during the interview secession. Nevertheless, the problems did not have significant impact on the results of the study, since the researcher tried to triangulate the data from different angles.

1.8. Definitions of Key Terms

Discrimination: the concept of silencing down and isolation of people regardless of sex, Color, language, religion, culture.

Feminine: is relating to women/girl. A gender that refers chiefly but not exclusively female or to objects classified as female.

Gender: Gender refers to the personal sexual identity of an individual, regardless of the person's biological and outward sex. How people define masculinity and femininity can vary based on the individual's background and surrounding culture. Differing societal expectations in different cultures establish the behavioral, psychological and physical attributes that are associated one gender or another.

Leadership: A process whereby an individual influences the subordinates to achieve common goals. In school context, leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards achieving common educational goals.

Masculine: is relating to men /boys, refers to chiefly males or to things classified as male.

Mentor: an effective tool that will allow others who are in school leadership and who aspire to obtain position to help one another.

Participation: the act of sharing in the activities of a group, the condition Share in common with others (followers or partner, etc.).

Position: a position involving performance of major duties, managing or supervising duties or other employees.

Secondary School Leadership: the type of school leadership in secondary schools (9-10) with influencing people to achieve the predetermined objectives and goals.

1.9. Organization of the Study

The report of this study was organized into five chapters. The first chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operation terms, and organization of the study. Chapter two deal with the review of related literature. While the third chapter deals with research methodology. Chapter four presents results and discussions. Finally, chapter five contains the summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter is deals with the literature review part of the thesis. It includes: Concepts of Educational Leadership; Conceptual Models on Women Participation in School Leadership; and Factors that Affect women Participation to Educational Leadership

2.1. Concepts of Educational Leadership

Educational leadership is the continuous work of mobilizing people to believe and behave in regard to shared vision that result to in high achievement forever child. It is the ability to support people in doing inquiry about the result of their works honestly, concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students. Besides, educational leadership influences and manages pedagogical goals and visions undermining instructional program to promote teachers learning and development for students' improvement (Lloyd, 2009).

Tarnve (2012) further argues educational leadership that enhances students' outcomes through the creation of an environment where learning permits the organizational culture.

Good school administration is more attuned to feminine than masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing the qualities of a good leader still face higher attrition and slower career mobility particularly in educational administration (Porat, 1991). Data one quality of opportunity in educational administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education.

2.1.1. Women Leadership Behaviors

Aburdene and Naisbitt (1992) in their book described, 25 behaviors that characterize women's leadership. The behaviors clustered in six 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: (a) a vision behavior-in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior-women

leaders provide care and respect for individual differences; (c) influence behavior-women are acting collaboratively; values behavior in which women leaders spend time building trust and openness (Getskow, 1996). 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. Most authors listed capabilities of women in leadership.

- Women principals have a greater knowledge and concern for instructional supervision.
- Top managers and teachers preferred women over men.
- Students' academic performance and teachers' professional performance rated higher under women principals.
- Women were more effective administrators.
- Supervisors and teachers preferred the decision-making and problem-solving behaviors of women.
- Women leaders were more concerned with helping deviant pupils
- Women leaders placed more importance on technical skills and organization responsibility.

2.2. Conceptual Models on Women Participation in School Leadership

In the past decades, several interrelated conceptual models have been adapted from the social sciences and used to explain the underrepresentation of women in educational leadership. These models are the social model, organizational model, individual model and international model could be revealed one after the other.

2.2.1. Social Model

The social model looks for explanations neither in women as individuals nor educational systems, but in society as a whole. Schmuck (1980) refers to this as the social perspective and Shake shaft (1989) as the social structure of society as the root cause of inequities.

This model assumes women and men have been taught to identify their roles and separate and those institutional and societal practices reinforcing these differences account for the lack of women in leadership positions (Estler, 1975:379). In this model there are different socialization patterns for young boys and girls that are institutionally reinforced well into adulthood.

As Schmuck explains, the folkways and norms of the society coincide with different socialization patterns and channel women and men into different areas of work, which assigned differential pay

and status. The assumption of this model is that the absence of women in leadership positions is due to the different socialization patterns of men and women. This model suggests that in order for women to move into positions of administrative leadership, they must first deny societal norms and values. Achievements not as a function of different psychological predispositions but as an effect of the limited opportunities for women that accompany systemic gender bias (Tallerico & Burstyn, 1996). It turns attention away from the individual to the educational system itself, with its complex of institutional structures, policies, and practices. According to this argument, women do not hiring practices that there are structural and systemic barriers that work against the participation of all candidates who are not males. This model assumes that people adjust their aspirations to that which is possible and that women in education do not aspire to leadership as a result of limited opportunity.

2.2.2. Individual Model

The second model, the individual model, assumes people are promoted according to their ability that is the basis for promotion and that men occupy the most senior positions in educational administration because they hold the best qualifications. This model implies that men are more competent than women because men are chosen for administrative positions so often. In the literature, this model is also compared to Schmuck's, (1980) "individual perspective, Shake shaft's "internal barriers", Ortiz and Marshall's, (1988) "person-centered explanations".

Despite these multiple labels, all see to explain the persistent and continuing gender segregation in the teaching profession from a psychological orientation. That is, they look to women themselves for "cause", exploring such things as personal traits, characteristics, abilities, or qualities. Individual attitudes such as motivation, self-image, confidence, and aspirations also fall into this area (Tallerico & Burstyn, 1996). However, as Schmuck (1980) explains, when the focus is on person-centered causation, individuals are "held responsible for their own problems, with the solutions to those problems found in terms of changing the defect or weakness in the individual".

This belief is often reflected in statements such as "they are not assertive enough"; "they don't want power"; "they lack self-confidence"; "they don't apply for the jobs". Although these statements may be valid for some female, such emphasis on females' so-called internal barriers lends itself to what Shake shaft describes as blame the victim! Perspective (1989: 82).

The assumption of this model is emphasizing a number of variables influencing women's aspiration and access to educational leadership encompassing international variables for instance, the existence of international agreement about gender equality, National variables for instance, government responses to international gender equality, standards in employment and women access to the work place, organizational variables for instances, opportunity to purchase.

2.2.3. International Model

Household child care support result in gender equality in educational leadership. However, gender equality in educational leadership will be low if the variables from international to personal level could not encourage women's aspirations to school and women's access to educational leadership. Therefore, based on the strength and weakness of the models the researchers' analytical framework for the study is organizational model and the international (ground theory) model that considers women's underrepresentation in school leadership as a result of limited opportunity (Estler, 1975:379) and multiple factors as the root cause for women underrepresentation in educational leadership.

These four ways of conceptualizing the under-representation of women in educational leadership reflect longstanding debate over the causes and meanings of inequalities in the education profession. An assumption underlying each model is that continued gender asymmetries must be more thoroughly understood to be remedied (Tallerico & Burstyn, 1996). What follows in this study was a brief examination of some of the factors that affect women participation in educational leadership.

2.3. Factors Affecting Women Participation to Educational Leadership

In this section, several research studies confirm with the factors that affect women's participation in educational leadership. For instance, Gregory (2000) and Blackmore (1993) female administrators in educational leadership are underrepresented as gender given that they make up the whole teaching profession. For their under-representation, they list several factors that are related to the Organizational and individual factors.

2.3.1. Organizational Factors

Since the mid-1980s, studies have continued to report that females believe that negative stereotypes of women by superintendents and school board members are a barrier. Reportedly, some persistent stereotypical and inaccurate views held by gate-keepers about females are their perceived inability

to discipline students, supervise other adults, criticize constructively, manage finances, and function in a political frame.

Young and McLeod (2001) stated, many school board members, consultants, committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past. Assumptions about appropriate activities relate to concerns about whether or not a woman can do the job. They reported that school boards and other administrators believe that females are malleable. The authors described malleable personalities as referring to school board perception of women superintendents as easy to direct just because they are female. If women turn out not to be malleable, the reaction is much more negative for women than for men. Most research studies conclude that the biggest barriers to career participation among females are beyond their personal control.

2.3.2. Factors Related to Working Conditions and Sex Discrimination

The components of administrative work, as well as the perceived and real male defined environments in which many females' administrators must work, shape females' perceptions of the desirability of administration. The perceptions that females hold of what leaders Gibson (1995) found that the job stress of females was higher than that of males when working in a predominantly or traditionally male environment. Schuster (1989) described organizational contexts in which males used intimidation and silence to discourage females. Intimidating tactics and behaviors of board and community members included name-calling, rumors, and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Logan (1999) also supported this finding in a study of educational leadership.

Lange (1995) in his study revealed that females had been sexually harassed by a higher status male was represented in personal silence about gender issues while in the superintendence and the feelings for administrative positions because of their understanding of the definition of the job of the principal. They did not perceive this definition as flexible or open for social construction. Principals studied by Coleman (2009) noted that supportive work environments were essential in choosing to become principals. These studies determined that women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principal. They identified student discipline as one of the negative dimensions of the principal position.

2.3.3. The Impact of Socialization and Sex Role Stereotyping

The process of socialization and sex role stereotyping have been discussed by several researchers (Adler and Israeli, 1988; Jordan, 1991; Adler, 1991; Gipton and Slick, 1996; Pigford and Tonnson, 1993; and Agenda 65, 2005), why people do not immediately relate women with leadership and women themselves under value their potential to be leadership.

The concept of socialization process and sex role stereotyping, the bias of male dominated culture and society as well as women's self-concepts and self-images to leadership will be discussed.

2.3.3.1. The socialization Processes

From the beginning of his/her birth, each person confronted with expectations for his/her, behavior as defined by the society in which he/she is expected to adapt and confirm to those behaviors that designated appropriate to their gender (Adler, 1991:31). Jordan (1991) defines these expectations and adoptions of behaviors by each sex as sex role stereotyping and socialization.

Studies reveal that sex differentiated treatment and socialization process begin at birth. Agenda (2005:49) justifies that we have learnt gendered ways of knowing and behaving from the time we were born. The socialization process starts at early stage by parents. Surprisingly, the interesting observation is that parents tend to view their female new born as being small, delicate and fragile at birth. The male by comparison is described as being more alert stringer, and better coordinated. Thus, this play a great role on the achievement of both sexes in their future life William cited in (Adler, 1991).

Skrla (2000) also notes that parents' influence has a significant impact on sex role particularly of girls. In the eyes of parents, the social expectation of females is less than that of males. The socialization process of a girl at home may interfere with her future achievement rather than in force it.

Moreover, it is recognized that in the majority of societies women are viewed as less equal to men as the result of socialization process Agenda Issues 65 (2005). Adler (1991) further states that in each society certain tasks are deemed suitable for men and women. Tasks associated with males usually have higher status and value than those associated with females. What is surprising is that, in the socialization and sex-role stereotyping processes schools have a great share to determine females' future carrier and achievement.

As Agenda 65 (2005) shows, women's access to leadership positions has been hindered and limited by the socialization process and sex -role stereotyping. Gupton and Slick (1996) also identify in

their study the existence of continued sex role stereotyping as a major impediment to women aspiring to administration.

Furthermore, women themselves believe that the socialization and sex role stereotyping are the major barriers and hinder them from entering into managerial activities (Adler, 1991). Even strong sex-role stereotyping reinforced by the socialization processes has resulted in frustration and confusion among professional and managerial women (Adler & Izraeli, 1988). In general, absence of women from leadership activities and positions is a result of the interaction of sex-role stereotyping, socialization process and occupational sex typing Atkinson cited in (Yalew, 1997).

2.3.3.2. Cultural Norms and Practices

Culturally, the Ethiopian society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home. In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles. The average Ethiopian woman puts in 15-18 hours of work per day, which has never been valued in economic terms (UNICEF, 1998). Women also participate in community management roles, which is usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in leadership outside of the home. These and many more are obstacles that limit women from developing their leadership potentials and take full advantage of the positive enabling environment created by the national women policy.

An abundance of literature indicates that the socialization process of females perpetuates notions of the inferiority of the female gender. They continue that textbooks, the nature of student-teacher interaction and the different treatment that girls receive in comparison to boys, are some of the things that condition a woman to be cooperative, nurturing and dependent. Women have typically been perceived as being weak, and generally not robust enough for the difficult, intensely political nature of educational administration. It is encouraging, if not ironic, to note that some of these very qualities once seen as deficiencies are now being espoused as qualities of effective administrators.

According to the study conducted in South Africa, the majority of the country believes that the person who can lead the school better is a male; they do not believe that a female can lead

a school. Power in organization is associated mainly with men, based on a general cultural attitude that men make better decision-making and leadership roles (Agenda 65, 2005).

Kamler and Shakeshaft (1999) supported these findings, pointing out the existence of the myth that females are too emotional and can't see things rationally and so that affects their decision making. Chrisman (2003) indicated that there exists a societal climate of expectation for females who hold administrative positions. Perhaps due to this un-expectation, more difficult socialization process into the profession occurs with females as opposed to males. Reese (1993) indicated one of the reasons for the difficult socialization process is male dominance of the profession. Studies of females found the double whammy of negative stereotypes, first about being female and then about ethnic background.

2.3.4. Hiring Practices and Recruitment

Organizational hiring Practices at the Bottom Entry-level jobs are critical in establishing career trajectories in organizations because promotional ladders, where they exist, are connected to specific points of entry into the organization. Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low paying jobs. Such practices, in conjunction with the difficulty of changing career paths once employed in an organization, perpetuate the existence of female job ghettos that are low-paying and cut off from mobility channels (Reynolds, 2008).

Skrka (2000) theorizes that employers use recruitment and hiring methods that have worked well in the past because they help to avoid costly hires of unsatisfactory workers. Statistical discrimination, as this is formally called, is based on stereotypes about appropriate work roles for females and males, which the public, employers, and most females readily accept. It results from the use of inexpensive and expedient "screens," in place of more detailed information about individuals, to make recruitment and hiring decisions, and it is likely to reproduce the characteristics of the current work force in a given job.

Hiring practices in entry level jobs determine access to ladders. Complex organizations contain many subsystems of job ladders to which different rules and procedures apply. Employers typically recruit applicants for a specific job within a company. Just as in hiring decisions, recruitment strategies for entry-level non-management and nonprofessional jobs rely on traditional sources that yield a homogeneous set of applicants. The military services, trade schools, and high school shop

classes provide a steady supply of young men for skilled and semi-skilled blue-collar trades, but very few females (O'Farrell & Harlan, 1984). Similarly, vocational education programs and business colleges supply females to meet employers' demand for clerical workers (Gibson, 1995). Personal networks of friends and relatives are another common way that people find out about entry-level jobs (Grey, 2004). Females, minorities, and people of working class background, networking with people like themselves, hear about the least desirable entry-level jobs.

Women do not have access to a large number of appropriate role models, and, as a result, women may not even give administrative posts consideration (Cresswell, 2007). As (Restine, 1993) noted, "Women's paths in administration are often unplanned and serendipitous". Having female role models would definitely help to encourage other young aspirants to follow suit. Coleman (2009) helps explain the barriers to women's career progress as constraints experienced through socially defined roles outside the work situation. The constraints considered in this section arise from the socially defined expectations that women will take responsibility for domestic matters including childcare.

For most women who might seek management responsibility in education, it is still likely that they are the partner who has most responsibility for domestic arrangements: The increase of women's activity rates in the labor market has not been paralleled by a substantial increase in the domestic work done by men (Rous, as cited by Coleman, 2009).

The exclusion of women is self-perpetuating, despite active effort to change institutional practices (Schmuck, as cited by Coleman, 1994). Schmuck, as cited by Coleman (2009) refers to the "gender overlay" of schools that subtly favors young male teachers. For example, male principals interact more with young male than young female teachers, and young men tend to be given more opportunities to serve on committees and, therefore, begin to exhibit those qualities that will recommend them for further responsibility" (Coleman, 2009). Coleman also observes that male teachers may also benefit more from an informal level of "mentoring" than their female equivalents. Male principals tend to sponsor male teachers. Additionally, many school boards and selection teams are male-dominated to differential rates of promotion on sex-typed job ladders, as well as difficulties.

2.3.5. Barriers to Promotion

Women experience barriers to participation that are related in "crossing over" to male-dominated ladders, or pipelines, that provide more promotion opportunities. Empirical analyses of private

companies and government agencies have revealed a number of important characteristics of job ladders (e.g., Fisher, 1991). Promotion rates and access to the means of acquiring new skills systematically differ according to where one is located in the organization.

Certain career lines are blocked while others afford ample upward movement. The barriers that prevent women and minorities from moving off the "sticky floor" often arise because the jobs in which these groups are concentrated either lead nowhere or have very short lines of progression. Discrimination against women, minorities, and working class people becomes institutional and systemic in large bureaucratic organizations, as opposed to intentional and personal, by organizing labor along job ladders in ways that segregate them according to the sex, race, and class of incumbents (Fisher, 1991; and Hartmann, 1987).

The single most important structural barrier that keeps women from participating in organizations is the lack of connection of low-paying jobs with the largest number of female incumbents to any job ladder in the organization. Oysterman (1984) developed the notion of the "secondary subsystem" to apply to jobs within firms that do not fit the ideal ILM model.

The secondary subsystem, which includes large numbers of clerical jobs, offers poor pay and a lack of career prospects in low-skilled jobs, much like the secondary sector of the economy. Because workers can gain access to clerical jobs from many points inside or outside the firm (Oysterman, 1984), upward mobility is rare, and job ladders are short or nonexistent. Fisher's (1991) analysis system, one of the few attempts to measure the promotion characteristics of job ladders, finds that jobs employing the largest absolute number of women are much less likely to be located on job ladders.

Eligibility requirements for jobs at higher levels of organizational hierarchies systematically exclude from promotion consideration lower-level jobs in which women and minorities are concentrated. This barrier is of a different magnitude than bias in decisions about which individuals will be promoted because gender, race, and class become structural parameters of the promotion process, excluding whole categories of individuals. For example, the first step in the promotion system in New York State civil service is the establishment of eligibility criteria, which consist of a list of job titles whose incumbents are eligible to take promotion exams for a particular higher-level position. Research findings confirmed that women and minorities are far short of being proportionately represented in the "feeder grades" for managerial jobs. The definition of eligible job titles--and not the examinations, the interests of candidates, or the rule of choosing from among

top scorers-proved to be most important in excluding these groups from promotion into management.

The absence of a job posting system is also a barrier that keeps people from hearing about the availability of jobs outside their immediate work group (O'Farrell, 1982). This author finds that the implementation of affirmative action programs pushed companies toward formalizing job posting and bidding procedures, in an effort to broaden opportunities for women and minorities. In doing so, however, managers reported that they increasingly relied on seniority to make promotion decisions. Once the promotion process became more open, managers needed to have "objective" criteria with which to justify their decisions.

2.4. Individual and Societal Factors

Shake shaft (1989) refers to internal or psychological barriers as those that can be overcome by individual change whereas external barriers require social and institutional change. Some of the internal barriers ascribed to women include the following: lack of confidence, motivation, and aspirations; deficiencies in credentials and experience; and Socialization and gender stereotyping. Each one of these will be reviewed in greater depth.

2.4.1. Poor Self-Image or Lack of Confidence

Different researchers (Adler and Israeli, 1988; Jordan, 1991; Pigford and Thomson, 1993; Gupton and Slick, 1996) state the reasons why females do not succeed in ladder of leadership is that efficiency in self-confidence, fear of success, lack of personal autonomy, lack of clear professional goal setting, fear of rejection and competition, and lack of aspiration.

As the result of their socialization process and sex role stereotyping, majority of women lack self-confidence to be school leadership (Pigford & Thomson, 1993). Self-confidence affects the way females are perceived as well as the ways they perceive themselves. The self-confidence has a substantial impact on individual chances for being perceived as a group emergent leader Andrews cited in (Shake Shaft, 1989:85). Similarly, by citing Maccoby and Jackl in Yalew (1991) reported that self-confidence is a key factor, which could create variation in achievement related tasks between the two sexes.

According to Lerner and Spanier cited in Yalew (1991) reported by summarizing the assumption of others that discuss the self-concept and self-esteem of males which agitate them to strive to do high status tasks where assertiveness dominance, high level of competence and activity demanded.

Whereas females are pressured to search those tasks that are labeled as low status and where interpersonal relationships are highly involved.

In addition, many women underestimate their ability. Women themselves recognize that the world is masculine overall; those who fashioned it, ruled it and still dominate it today are men. As far as their perception they don't consider that they are responsible for it. Moreover study reveals (Owens, 1998) women tended to anxiety than men when confronted with situations of achievements. The anticipation in the competitive achievement activity of women especially against men produces anticipation of certain negative consequence for instance the threat of social rejection, and loss of femininity.

Competition is a troublesome area for women compared to men. It is be competitive for women because, if she is openly competitive, for women because she frequently experiences herself as aggressive and distractive. Furthermore, as study shows even women managers own career strategies and ambivalent attitude towards a "masculine" type career orientation characterized by competition for power, can be seen as an obstacle for their aspiration to leadership (Agenda Issues 65, 2005).

Perhaps it is this lack of leadership identity, rather than low self-esteem that also perpetuates the perception of women that they must get more information, more education, and more experience in the classroom prior to seeking an administrative position (Grogan & Brunner, 2005a; Young & McLeod, 2001). Or perhaps it is the reality that for a woman to be considered equal, she must be better prepared than the man with whom she is competing for a job.

2.4.2. Family and Home Responsibilities

It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females' career achievements (Fagenson, 1993). The traditional expectations of women's major roles in life are those of wife, mother and homemakers. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens hampers their upward movement to management positions (Almaz, 1997).

Furthermore, as Ruth states in (CRDA, 1997:22) multiple roles of women in the family, society, (traditional norms) and in the work place posse on a double or multiple burden which hinders their career progress and advancement to managerial positions. She also realizes that if the mother is a manager beside her managerial tasks she will be required to take care of her children, like taking them to hospital when they are ill, going market to purchase goods for them and staying at home

when the caregiver leaves in order to satisfy families need. Accordingly, many woman managers no longer want to have to choose between career and family aspirations, the unequal sharing of family responsibilities continued to determine their carrier advancement (Almaz, 1997).

Thus, home and family responsibilities posse obstacles on women aspiration in administration in two possible ways. First, the woman not only must effectively juggle all of her tasks but she must also contend with the bulk of male educational executives who erroneously believe that not only she is unable to manage the balancing act but that it is in appropriate for her to attempt it. Second, the impact of home making roles is especially difficult for woman's progress in the administrative areas (Shake shaft, 1989). In light of this (Nussbaum& Glover 1995) females suffer from sever time since they are caring double burden of domestic and bread wining responsibilities.

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shake shaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility (Kamler & Shake Shaft, 1999).

2.5. Empirical Evidences

Regarding empirical evidences on Factors Affecting Women participation in leadership positions the researcher comes across different researches at specify organization and different levels of the country. Among them, those researches conducted in recent time were illustrated in Table 2.1.

As demonstrated in Table 2.1, the objectives and scopes of study for all of them were not the same. However, the purpose of the study for Leliftu (2014) was focused to investigate major factors for low females' participation in educational leadership in Ilu Aba Bora zone, Oromia Region. The findings of this study also concluded that, the involvement of female teachers in educational leadership seems to show an insignificant increment each year in the last five years. There are different factors that have narrowed females' partaking in educational leadership. These factors are generally categorized into two major parts namely individual and socio-structural.

Table 2.1: Summary of Empirical Evidences in Ethiopia

N ^o	Author and Year	Title	Purpose	Major findings
1	Lelifu Mekonnin Wakshum (2014)	Females Participation in Educational Leadership in Secondary Schools of Illu Aba Bora Zone	To investigate the major factors for low females' participation in educational leadership in Illu Aba Bora zone, Oromia Region.	The involvement of female teachers in educational leadership seems to show an insignificant increment each year in the last five years. There are different factors that have narrowed females' partaking in educational leadership. These factors are generally categorized into two major parts namely individual and socio-structural.
2	Endale Alemu Hora (2014)	Factors that affect Women Participation in Leadership and Decision Making Position	To investigate the status of women's participation in leadership and decision making positions of public institutions and the factors that affect their participation in Bedele Town Administration	The majority of women were holding lower non decision making and leadership positions, and observed major barriers hindering women from public leadership and decision-making positions include: Socio-cultural attitudes and lack of acquisition of the necessary experience for taking part in public decision-making, over-burden of domestic responsibilities, and lack of role models of women leaders for young women.
3	Lemessa Gobena (2014)	Major Factors that Affect Female Teachers' Participation in School Leadership: The Case of Public Primary Schools in Jimma Town	To assess the extent of females' participation in school leadership and major factors that affect their participation in primary schools of Jimma town	There were lack of special support to females to win competition for leadership position in the education system of the town; females are less participated as both heads and deputy head teachers; men consider women as their equal counterparts; females assume that they will not be successful in leading school; females do not have plan and set their promotion goals to be school leader. Some of the challenges includes pressure of home responsibilities, men dominance of management position, unclear promotion procedures.
4	Uki Gelashe Jebessa, Chalchissa Amentie, KK Kaushik & Geremew Muleta Akessa (2015)	Assessment of Factors Affecting Women Participation in Managerial Positions in Selected Public Organizations in Jimma Zone	To assess factors that obstruct women from participating in managerial positions in selected public organizations in Jimma Zone.	The number of women increases in public organizations, their participation in managerial positions is still affected by several factors. Low participation of women in managerial positions results in serious consequences like job dissatisfaction, employee turnover, low productivity and absenteeism and minimizes various benefits that the organizations enjoy from their participations.
5	Birikti G/Michael T/Haimanot (2014)	An Assessment of Factors Affecting Participation of Women in Management Position: The Case of ethio-telecom Company	To examine factors that affect women's to hold managerial positions and to identify possible strategies that can be used to enhance women's participation in senior management places in the Company	Women are highly underrepresented in higher level positions due to some factors such as educational gap, sociocultural attitude; organizational culture, and company recruitment and promotion practice. Due to this women's are unable to get role model and less confidence for the position.

Moreover, the focus of the study conducted by Endale (2014) was to assess the status of women's participation in leadership and decision making positions of public institutions and the factors that affect their participation in Bedele Town Administration. According to the findings of this study, the majority of women were holding lower non decision making and leadership positions, and

observed major barriers hindering women from public leadership and decision-making positions include: Socio-cultural attitudes and lack of acquisition of the necessary experience for taking part in public decision-making, over-burden of domestic responsibilities, and lack of role models of women leaders for young women.

Another study conducted by Lemessa (2014), also attempted to identify the extent of females' participation in school leadership and major factors that affect their participation in primary schools of Jimma town. The findings of this study also showed that, There were lack of special support to females to win competition for leadership position in the education system of the town; females are less participated as both heads and deputy head teachers; men consider women as their equal counterparts; females assume that they will not be successful in leading school; females do not have plan and set their promotion goals to be school leader. Some of the challenges include pressure of home responsibilities, men dominance of management position, unclear promotion procedures.

Moreover, a study conducted on Factors Affecting Participation of Women in Management Position in ethio-telecom by Birikti (2014) also identified that, Women are highly underrepresented in higher level positions due to some factors such as educational gap, sociocultural attitude; organizational culture, and company recruitment and promotion practice. Due to this women's are unable to get role model.

In general, as demonstrated in the table, all of the studies were attempted to assess Factors Affecting Women's Participation in Leadership Position at various organizations. However, most of them were not focused on public Secondary Schools; particularly at City Administration level. These are among the differences with this study: which was focused on Public Secondary Schools in Adama City Administration. In addition, the scopes of the study for all of them were not the same with this study. Therefore, this study is carried-out where such study has not been sufficiently conducted on the area and the topic.

2.6. Conceptual Framework of the Study

A conceptual framework is a structure of concepts and theories which are put together as a map for the study and it shows the relationship of research variables (Mugenda & Mugenda, 2008). Thus it is used to explain the relationship between the variables.

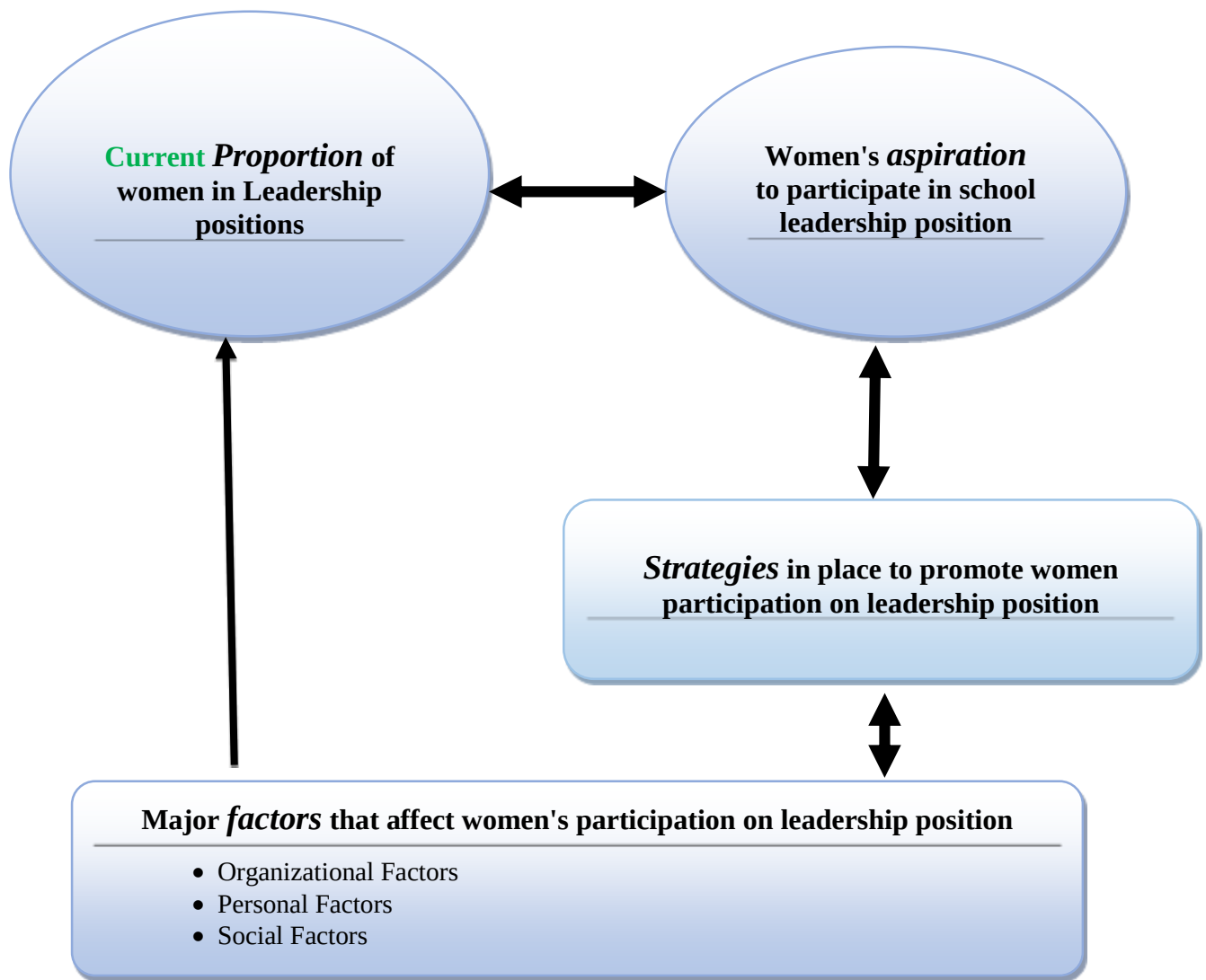


Figure 2.1: Conceptual Framework of the Study

Source: Compiled from extensive review of the related literature

In this study, basically factors affecting women's participation in leadership position in public Secondary Schools are considered as the major variable under investigation. It begins with Current Proportion of women on Leadership positions the schools under study.

Then, it tries to explore the extent of women's aspiration to participate in school leadership positions; and examine the strategies in place to promote women participation on leadership positions in the study schools of the City. Moreover, major factors that affect women's participation on leadership positions in the study schools of the City can be considered and identified in this study.

Therefore, based on the theoretical literature, conceptual framework of the study was developed as demonstrated in Figure 2.1.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section discusses about research methodology that was employed to achieve the objectives of the study. It contains the setting where the research was to be conducted, research design, data sources, sample and sampling techniques, data collection instruments, methods of data analysis and ethical considerations.

3.1. Overview of the Study Area

This study was take place in the Oromia Regional State, Eastern Shoa Zone, on three selected public secondary schools of Adama City Administration. Adama was founded in 1915; and the name *Adama* has been derived from the Oromo word '*adaamii*', which means a cactus or a cactus like trees. The City is located at 8.14⁰-8.44⁰N and 39.04⁰-39.25⁰ E with an elevation of 1600-1700 meter above sea level at about 99KM to Southeast of the capital Addis Ababa in the center of the Great Rift Valley (ACA, 2016).

Based on the 2007 Census conducted by Central Statistics Agency (CSA, December 2008:68), the data obtained from Finance and Economic Development Office of the City shows that, currently Adama City has a total population of over 500,000; residing in six sub-City and 18 Kebeles on a total area of 133.6 square KM.

According to the statistical data of Adama City Education Office (ACA, 2016), there are three universities, eight colleges, five preparatory schools, nine secondary schools, 88 primary schools, and 101 kindergartens that provide education for their respective students during 2016/17 academic year.

Out of the ten secondary schools, four of them are private and six of them are owned by government. Therefore, among those educational institutions this study was designed to investigate factors affecting Women's participation in school leadership position in three public secondary schools of the City.

3.2. Research Design

The study focused on the factors affecting Women's participation in leadership position in public secondary schools. In this study, descriptive survey design was employed. This was done by considering the versatility of the descriptive survey approach to get available information from concerned bodies and very essential to reveal the present situation of current Women's

participation in public school leadership position in the study area. According to Cresswell (2003:29), a descriptive study describes and infers, that is, concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. Thus, the use of descriptive method is found appropriate.

3.3. Source and Type of Data

Both primary and secondary sources of data were used to get adequate information about factors affecting women's participation in Public school leadership positions. The primary data sources were Principals, Vice principals, School Boards, PTA members, Department Heads, Teachers, and Cluster Supervisors.

In addition, the primary data were collected from Head of Adama City Education Office, women's Focal person at Adama City Education Office; and Head of Women and Children Affairs Office of the City. Besides, the secondary data were collected from official documents such as school annual plan, reports, Educational Statistics Abstracts, and other relevant documents.

3.4. Sample Size and Sampling Technique

3.4.1. Population and Sample Size

According to the data obtained from Adama City Education Office (June 2017); there are six public secondary schools in the City. However, three of them (Adama Bosat, Adama Number three and Burka secondary school) were started their operation in the last two to three years. Since, they were newly established; those secondary schools were not included for this study. Thus, the study purposively focuses on the remaining three Public Secondary Schools in the City: namely Adama, Goro, and Dembela secondary school.

According to the data obtained from those secondary schools during 2017/18, there were three Principals, seven Vice principals, 21 member of school Boards, 21 PTA members, 34 Department heads, three Cluster Supervisors, and 277 teachers in those secondary schools. Those respondents were the main sources of data and considered as a population of this study. In general, the major target populations that participated in the study were expected to be 366.

Moreover, Head of Adama City Education Office, Women's Focal person at Adama City Education Office; and Head of Women and Children Affairs Office of the City also regard as a population of the study.

Among these target population, a sample size regarding male teacher population will be determined using a formula developed by Kothari (2004:179).

$$n = \frac{Z^2 * p * q * N}{(e^2(N - 1)) + (Z^2 * p * q)}$$

Where:

n= required sample size

Z^2 = is the abscissa of the normal curve that cuts off an area α at the tails ($1 - \alpha$ equals the desired confidence level. The value for Z is found in statistical tables which contain the area under the normal curve. e.g., $Z=1.96$ at 95% confidence level; and $Z^2=3.841$).

N= the population size (N=180)

P= the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

e = is the desired level of precision or margin of error (5% error or 0.05)

Thus;

$$n = \frac{(3.841 * 180 * 0.5) * (1 - 0.5) * 277}{((0.05^2) * (180 - 1)) + (3.841 * 0.5) * (1 - 0.5)} = 122.79$$

Accordingly, among 180 male teachers' population found in the study schools, 123 (79.79%) of them were identified as a sample size for the study to respond the questionnaire. Then, using population proportion procedure the identified sample size were distributed to each secondary schools.

Table 3.1: Target Population and Sample Size

N ^o	Type of Respondents	Population			Sample Size				Responded			
		M	F	T	M	F	T	%	M	F	T	%
I	For Questionnaire											
1	Principals	2	1	3	2	1	3	100	2	1	3	100.00
2	Vice principals	7	0	7	7	0	7	100	7	0	7	100.00
3	PTA	15	6	21	15	6	21	100	14	6	20	95.24
4	School Boards	15	6	21	15	6	21	100	12	5	17	80.95
5	Cluster Supervisors	3	0	3	3	0	3	100	3	0	3	100.00
6	Department heads	25	9	34	25	9	34	100	23	8	31	91.18
7	Teachers	180	97	277	123	97	220	79.42	115	91	206	93.64
	Total	247	119	366	190	119	309	84.43	176	111	287	92.88
II	For Interview											
8	Head of Adama City Education Office		1	1		1	1	100		1	1	100
9	women's Focal person at Adama City Education Office		1	1		1	1	100		1	1	100
10	Head of Adama City Women & Children Affairs Office		1	1		1	1	100		1	1	100
	Total		3	3		3	3	100		3	3	100
	G/Total	247	121	369	190	121	312	84.55	176	114	290	92.94

Among the distributed questionnaires, 176 (92.63%) male respondents and 111 (93.28%) female respondents (a total of 287 or 92.88% respondents) were appropriately filled and returned the questionnaire.

3.4.2. Sampling Technique and Procedures

There are different sampling techniques which can be applied to select subject of the study. In this study, the number of sample respondent from male teachers was selected through simple random sampling techniques to respond the questionnaire. This sampling technique was used because it gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample (Cohen et al., 2007). The selection was held by using attendance sheet of teachers from each schools.

The remaining all groups of the target population (Principals, Vice principals, member of school Boards, PTA members, Department heads, Cluster Supervisors, and female teachers) were selected as a sample size purposively using Census sampling technique and included for this study to respond questionnaire and interview. Since those respondents were directly or indirectly involved on duties related to Women's participation in school leadership position; they have detailed information about factors affecting Women's participation in leadership positions in these schools. As stated by Kothari (2004), Census sampling technique enables to select all existing respondents and is takes place when the researcher included all members of the population to the study; usually if the number population is small.

It is also argued that, it is important to select individuals from which one can learn a great deal about the issues central to the purpose of the study. Therefore, to understand the views of women's participation in secondary school leadership positions in study schools, the researcher selected the respondents whom would be able to provide pertinent information on the topic understudy.

3.5. Methods and Instrument of Data Collection

In this study, three types of data gathering instruments were employed: questionnaire, interview and document review.

3.5.1. Questionnaires

Questionnaire was an enquire from data gathering instrument which respondents answer to the questions provided or respond to statements in writing and used to get factual information (Best and Kahn, 2005). Consequently, the researcher used questionnaire. It was appropriate in collecting

the information from the sources about factors affecting Women's participation in leadership position in the study schools.

Thus, for the purpose of this study, a questionnaire was prepared by the researcher from extensive literature to collect information from the sample respondents. In the questionnaire, both open-ended and closed-ended questions were included. The close-ended questions were developed; with the believe that, they helped the respondents to choose an option from the given alternatives that best fit their responses. In addition, the open-ended questions were included in order to give an opportunity for respondents to express their view, feelings, and perceptions related to the factors affecting Women's participation in leadership position in these schools. The questionnaires were prepared in English Language and administered to all sample respondents with the assumption that they can understand the language. Because most of the respondents found in the study areas have higher level of education.

The questionnaire was organized in to five parts based up-on objectives of the study and basic research questions. The first part contains items about background information of the respondents. In the second part, major items related to the proportion of women at leadership positions in public secondary schools of Adama City were included. In the third part, questions related to the extent of women aspiration to participate in school leadership position in the schools understudy were included. The fourth part contains questions that emphasizes on strategies to promote women participation on leadership position in the study schools of the City. Finally, the last part of the questionnaire incorporate questions related to majors factors that affect women participation on leadership position in the study schools of the City.

3.5.2. Interviews

In this study, interview was undertaken in the form of person-to-person encounter using semi-structured questions, enabling respondents to address ideas in their own terms and words. The interview was administered with Head of Adama City Education Office, Women's Focal person at Adama City Education Office; and Head of Women and Children Affairs Office of the City to get more detailed information about the topic understudy and to fill the gaps that were not covered through the questionnaires.

In this regards as stated by Dawson (2002), in a semi-structured interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other form of data collection instruments. Thus, using interview for this study helped the researcher to

collect more supplementary opinion so as to stabilize the data collected through the questionnaire. To this end, almost similar questions were raised with all interviewees by the researcher.

3.5.3. Document Analysis

With regards to data obtained from document analysis, Best and Kahn (2005) stated that, the information obtained from official documents using format or through observation checklist are more valid and more reliable than other information gathered through other means.

Thus, in this study; in order to properly collect major data from secondary sources; a checklist was developed and used during the data collection processes on issues associated with factors affecting Women's participation in Public school leadership position in the study schools of the City. This helped the researcher to focus on important data and not overemphasis on irrelevant data to be collected from secondary sources. The collection of such data were done by the researcher with the assistance of record workers found in the study schools.

3.6. Validity and Reliability Test

The concept of validity is used to judge whether the data collection instrument used in any research accurately measures what it intended to measure. Thus, validity focus to a criterion for the integrity of an instrument used for data collection in terms of accuracy of inferences and trustworthiness. Concerning reliability, as stated by Anita and Wayne (2013:273), it refers to the internal consistency or precision of a test. The results of this commonly known as Cronbach's alpha coefficient could be used to determine the reliability of an instrument.

Thus, validity of data collection instrument is about the extent to which the instrument measures what it is actually intended to measure. Whereas reliability is referred as the extent to which the instrument yields consistent result when the characteristics being measured has not changed. So, in order to assure data quality, the instruments prepared for data collection were validated and tested at pilot level for its reliability before used as data collection instrument.

Primarily, the validity of the instruments was tested by two instructors of the department including the research advisor to judge the items on their appropriateness and clarity of the contents. The comments forwarded from these individuals, were used for amendment of the data collection instruments. Then, the reliability of the questionnaire was tested through pilot study.

In the pilot study the questionnaires were distributed to 24 randomly selected teachers and leadership organs to respond the questionnaire from Burka Boku secondary school, which was not

included in this study. Then, to test the reliability level of the questionnaire, a Cronbach's alpha coefficient was calculated.

Concerning the acceptance level of Cronbach's alpha results, Beckely (1990) suggest that, the results of reliability level is acceptable if it is 0.67 or above. Besides, Cohen *et al.* (2007:506) suggested that: >0.90=very high reliable; 0.80–0.89=highly reliable; 0.70–0.79=reliable; 0.60–0.69=marginally reliable; and <0.60=lowly reliable or unacceptable.

Accordingly, the calculated Cronbach's alpha coefficient for all items of the questionnaire was found at 0.861 (Cronbach's Alpha based on standardized items was 0.869). This showed the reliability level of the questionnaire was highly acceptable.

3.7. Method of Data Analysis

The data analysis techniques used were both qualitative and quantitative approach. The major data needed for this study were collected from the sample respondents through a questionnaire and interview. At the beginning the data collected from sample respondents through the questionnaire, were checked and organized for tabulation.

The tabulation and processing of the data were made using Statistical Package for Social Science (SPSS-V20) software. Then, the tabulated data was analyzed and interpreted using descriptive statistics; like mean, mode, percentage, standard deviation, and range. In addition, t-test was used to analyze the presences of significant differences between the responses of female and male respondents. The results of SPSS were organized and illustrated using tables and graphs. The description and presentation of the data was takes place following each tables and graphs.

On the other hand, the information obtained from interview and open-ended items of the questionnaire was analyzed qualitatively using narrative form under tables and graphs they associated with.

3.8. Ethical Considerations

Throughout this research, the researcher is governed by the ethical principles of the research. Specially, the most importantly emphasized ethical principles applied in this study are respecting the privacy of respondents and confidentiality of information revealed by the respondents. So, during data collection process, a letter from the University was used as introductory means to get permission for collecting the data required for this study from sample secondary school of the City.

The data collection process was conducted by informing the respondents' the right they have to participate or not in this study and to respond the questionnaire or interview questions. They can withdraw from the study at any time without explaining their reasons. Thus, all the data needed for this study were collected from the sample respondents' by their own interest only. Confidentiality of information about the respondents was secured: no personal details of individual respondents are produced on any parts of this study documents. Furthermore, any confidential information that were revealed by the respondents has kept secret except they are used for academic purpose.

CHAPTER FOUR

4. Results and Discussions

In this chapter, the results and discussion of the study were presented following this brief introduction. The chapter is divided into five parts. The first part provide background information of the respondents included in the school survey, then the proportion of women at leadership positions of secondary schools is presented followed by reporting on the women's aspiration to participate in school leadership position, and strategies put in place by the school to promote women participation on leadership position. The final section discusses major factors that affect women's participation on leadership position in public secondary schools of the City.

4.1. Profile of the Respondents

In this part background information of the respondents including their sex, age, educational backgrounds, experience, and current job position are presented using the data illustrated in Table 4.1 and 4.2.

Sex

With regards to sex, as shown in Table 4.1, the number of male respondents' accounts about 61.32% of all respondents while the number of female respondents accounts 38.68% of the total respondents. This shows that the participation of female in the studied public secondary schools was relatively very low when compared to their male counterparts.

Age

In terms of age, about 42% of the respondents were above 40 years old; 29.62% of the respondents between 31 and 40 years old and 27.53% of them were up to 30 years old. There are relatively more proportion females (31.53%) in the age group of up to 30 years compared to males (25%). Whereas the proportion of male (45.45%) is relatively higher in the age group of above 40 compared to females (38.74%).

Educational Background

Concerning educational background of the respondents, as illustrated in Table 4.1, almost all of the respondents (93.38%) had a bachelor's degree while 3.48% of them had Master's degree. The remaining few number of respondents were with Diploma (0.70%), and other level of education (2.44%). MoE's standard for secondary school education indicates a minimum requirement for

teachers to work in secondary school is first degree (MoE, 1995). Accordingly, majority of teacher respondents participated in this study had the required level of qualification to work in secondary schools of the City.

Work Experiences

Regarding work experience of the respondents the data in Table 4.1 shows that, about 42.51% of the respondents had worked for more than 20 years. Following this about 22.30%; 17.77% and 14.63% of the respondents had worked for 6-10 years, up to 5 years, and 11-15 years, respectively.

In general, the data of Table 4.1 showed that, majority of the respondents were adult male (above 30 years old); educated (93% with BA/BSc degree) and had the required experiences (above 11 years) in their respective job positions. This implies that, the respondents were matured, educated, and relatively experienced; so as to understand and responded the questionnaire and to assume the responses they provided are genuine and frank. In terms of education and experiences, there is not much disparity between men and women.

Table 4.1: Respondents' Profile: by Sex, Age, Qualification and Experiences

Items		Male		Female		Total	
		Count	%	Count	%	Count	%
Sex		176	61.32	111	38.68	287	100
Age	Up to 30 Years	44	25.00	35	31.53	79	27.53
	31-40 Years	52	29.55	33	29.73	85	29.62
	Above 40 years	80	45.45	43	38.74	123	42.86
	Total	176	100	111	100	287	100
Educational backgrounds	Diploma	1	0.57	1	0.90	2	0.70
	First Degree	165	93.75	103	92.79	268	93.38
	Masters Degree	7	3.98	3	2.70	10	3.48
	Others	3	1.70	4	3.60	7	2.44
	Total	176	100	111	100	287	100
Experiences	Up to 5years	28	15.91	23	20.72	51	17.77
	6-10 years	37	21.02	27	24.32	64	22.30
	11-15 years	32	18.18	10	9.01	42	14.63
	16-20 years	2	1.14	6	5.41	8	2.79
	Above 20 years	77	43.75	45	40.54	122	42.51
	Total	176	100	111	100	287	100

Source: Primary Data Collected from field survey (February 2018)

Areas of Specialization of the Respondents

Regarding areas of specialization of the respondents, the data illustrated in Table 4.2 showed that, most of the respondents were qualified with Natural Science related fields of studies (33.80%) and Language (26.48%) field of studies. Moreover, significant number of respondents were participated on this study from Social Studies (17.07%), and Mathematics (16.38%) of all respondents. Both male and female respondents concentrate in language and natural sciences fields with little or sex differences in the area of socialization.

However, the number of respondents with Educational Planning and Management accounted insignificant percentage share out-of all respondents participated in this study. It accounts only 5.23% of the respondents responded the questionnaire developed for this study. Particularly the number of female respondents qualified with Educational leadership accounts only 2.70% of female respondents while male respondents comprised about 6.82% ; confirming insignificance of the number of female qualified with knowledge required for school leadership in the study area.

Current Job Position of the Respondents

Current job position of the respondents is illustrated in Table 4.2 shows that Teacher respondents took the line share (71.78%) of all respondents. The sex composition shows that about three-fourth (65%) of males in contrast to 81.98% of female respondents reported that they are currently working as teachers. While about 34.66% of male compared to only 18.12% of female respondents were involved in different management related positions including school principal, vice principals, PTAs , school boards, cluster supervisors and department heads. Of this, about 13.07% of male and 7.21% of female respondents noted that they were department heads. In the study all seven department head and three cluster supervisor posts are held by men. This clearly shows that, women are underrepresented in leadership positions in the studied public secondary schools of the City.

Table 4.2: Respondents Areas of Specialization of the Respondents

Field of studies and Current Position ³		Male		Female		Total	
		Count	%	Count	%	Count	%
Areas of Specialization or Field of Studies	Educational Planning & Management	12	6.82	3	2.70	15	5.23
	Natural Science	65	36.93	32	28.83	97	33.80
	Mathematics	32	18.18	15	13.51	47	16.38
	Social Studies	28	15.91	21	18.92	49	17.07
	Language	37	21.02	39	35.14	76	26.48
	Others	2	1.14	1	0.90	3	1.05
	Total	176	100	111	100	287	100.00
Current Job Position of the Respondents	Principals	2	1.14	1	0.90	3	1.05
	Vice principals	7	3.98	0	0.00	7	2.44
	PTA	14	7.95	6	5.41	20	6.97
	School Boards	12	6.82	5	4.50	17	5.92
	Cluster Supervisors	3	1.70	0	0.00	3	1.05
	Department Heads	23	13.07	8	7.21	31	10.80
	Teachers	115	65.34	91	81.98	206	71.78
	Total	176	100	111	100	287	100.00

Source: Primary Data Collected from field survey (February 2018)

4.2. The Proportion of Women in School Leadership Positions

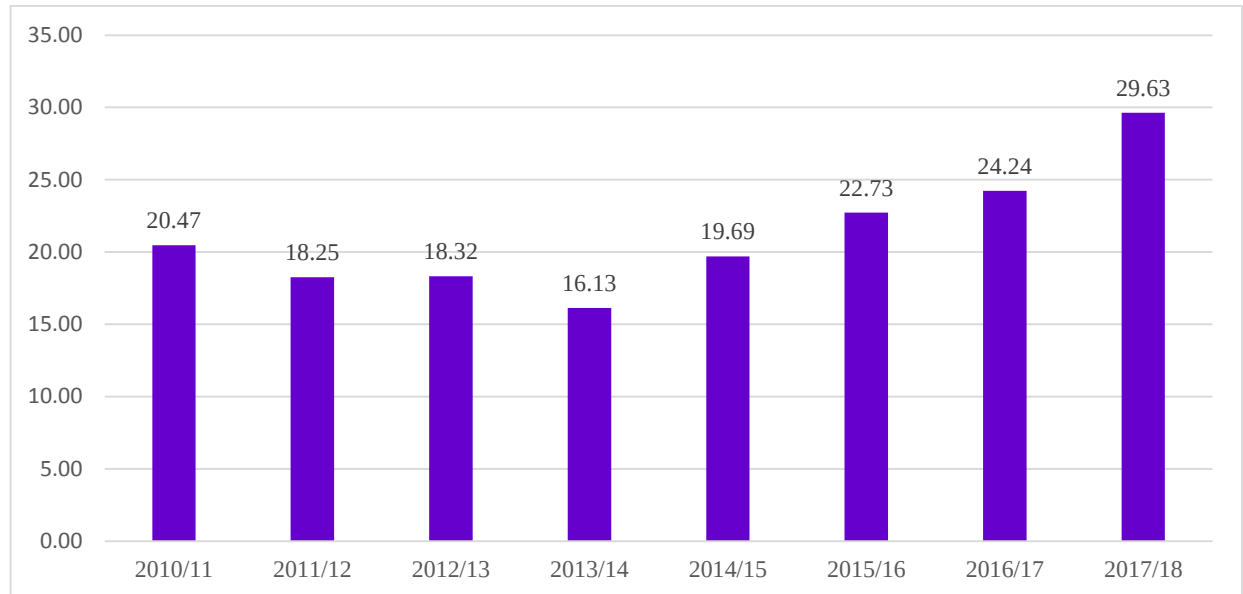
This sub-section presents the proportion of females and males in leadership position based on the secondary data obtained from the school between 2010/11 to 2017/18, and also from the respondents of the survey.

Figure 4.1 presents the proportion of females in educational leadership in the three studied public secondary schools between 2010/11 and 2017/18. The finding shows that during 2010/11 females comprised a fifth (20.47%) which declined to 18.25%, 18.32% and 16.13% during 2011/12, 2012/13, and 2013/14 respectively. Then, during 2014/15, the proportion of women in leadership position started rising to almost a fifth (19.69%) followed by 22.73% during 2015/16, 24.24% during 2016/17; and finally reached nearly a thirty or 29.63% during 2017/18.

As shown in the table, for three consecutive years, i.e. from 2010/11 to 2013/14 the proportion was less than a fifth. During the past eight years on average female participation in leadership position was reported to be 21.28%; meaning out of five women only one women participate in school leadership while the rest four are males.

³ Natural Science field of studies included Biology, Chemistry, and Physics subjects. Social studies included subjects like Civic, Geography, and History. Moreover, Language includes Afan Oromo, Amharic and English

Figure 4.1: Proportion of Women's Participation in School Leadership Positions (2010/11-2017/18)



Source: Data Collected from Secondary Schools understudy; February 2018 (Average=21.28%)

Types of Leadership positions occupied by men and women

The study also assessed the types of leadership positions occupied by men and women. Table 4.3 presents the proportion of women and men in different leadership positions during 2010/11-2017/18.

According to the data the data presented in the table below, among different leadership positions listed most women participated on school leadership positions related to club head (29.71%), PTA members (26.79%), Department head (24.44%) and members of KETB (20.73%).

During 2010/11 to 2017/18, the proportion of women participation in the top school leadership position i.e. Principal and Vice Principal accounts only 4.17% and 1.92%, respectively. This means, above 95% of Principals and Vice Principals positions in the study schools were held by males. This clearly indicates that, male dominate key leadership position in the study schools.

Moreover, the data clearly shows that there is no women who served as cluster supervisor in the study schools during the past eight years in the City.

Table 4.3: Women's Participation on Different Leadership Positions during 2010/11-2017/18 in the studied schools?

N ^o	School Leadership Positions	Male		Female	
		Count	%	Count	%
1	Principal	23	95.83	1	4.17
2	Vice Principals	51	98.08	1	1.92
3	KETB	130	79.27	34	20.73
4	PTA	123	73.21	45	26.79
5	Department heads	204	75.56	66	24.44
6	Club Head	168	70.29	71	29.71
7	Cluster Supervisors	24	100.00	0	0.00
8	Unit Leader	91	97.85	2	2.15
	Total	814	78.72	220	21.28

Source: Data Collected from Secondary Schools understudy (February 2018)

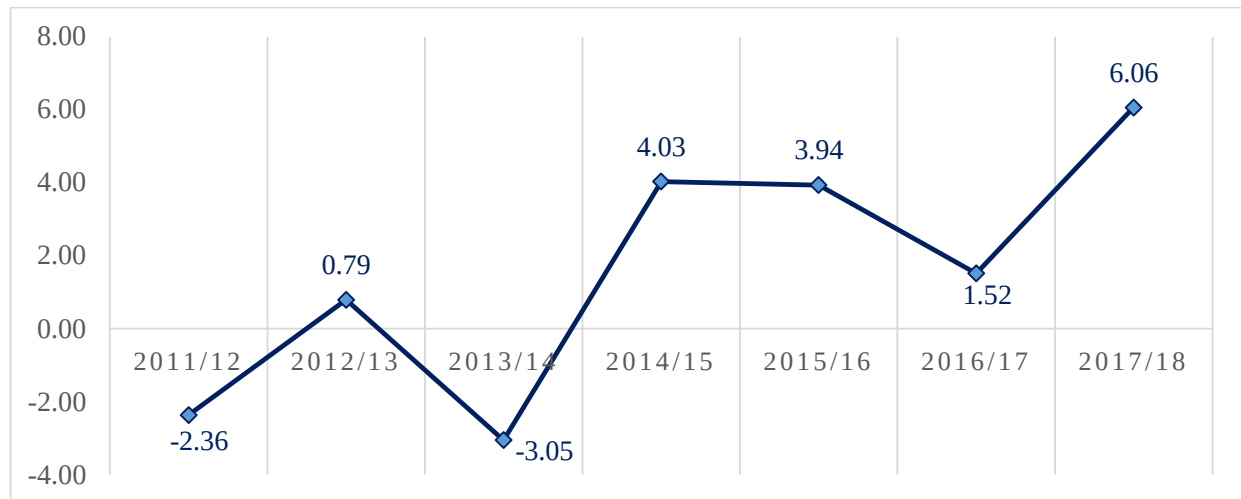
Annual growth rate of women's participation on school leadership position

With regard to annual growth rate of women's participation in school leadership position, the data illustrated in Figure 4.2 shows the significant variations over the years. As can be seen from the Figure, during 2011/12 the proportion of women participation was decreased by 2.36% from the previous years. It was to some extent showed improvement during 2012/13 and then strongly declined during 2013/14 (-3.05 %).

A positive growth rate of women's participation on leadership position in the study schools was observed after 2014/15. It was gradually increased from year to year, and increased by 4.03% during 2014/15 from previous year and then goes to 6.06% increment during 2017/18.

However, the data illustrated in this Figure did not show significant annual growth rate. The maximum annual growth rate was found at about 6%. As we can see from the data attached on Appendix-A, the average annual growth rate of proportion of women's participation on school leadership positions in the study schools was found at 3.89%; confirming lowest rate of annual growth of women's participation on school leadership positions in the schools understudy during recent past eight years.

Figure 4.2: Annual Growth Rate of Women's Participation on School Leadership Positions



Source: Data Collected from Secondary Schools understudy (February 2018)

In relation to this, an interview with Head of Adama City Education Office; Women's focal person of the Education Office; and Head of Adama City Women and Children Affairs Office also confirmed the under representation of women on school leadership position as compared to men in the schools understudy. They said that, the number of female leaders are too small. Out of all secondary schools of the City; only one principal is female during current academic year; which shows insignificancy of women's participation on school leadership positions in the City Administration.

4.3. Women's Aspiration to Participate in School Leadership Position

In this section, data gathered on the extent of women's aspiration to participate in school leadership position in the schools understudy were organized and presented. Female respondents were asked eight questions which reflect their aspirations to participate in school leadership positions; and the results were illustrated in Table 4.4. Aspiration refers as to have a strong want or hope to do or have something. In the context of this study, it reflected strong ambition of women to participate in school leadership positions in the study schools. Based on these facts women respondents were asked to show their apparition to participate in school leadership positions using the indicators listed in Table 4.4.

Accordingly, women's aspiration in terms of the items listed in the Table was found at moderate level ($M=3.05$, $SD=1.30$). As shown in the table, most women were believed that, School leadership is more appropriate to females than male ($M=4.02$, $SD=1.18$). Moreover, they

assumed as they could be successful in leading school if they are assigned at school leader positions (M=3.33, SD=1.27); and attaining school leadership status was important for them in their career (M=3.25, SD=1.21).

On the other hands, the results illustrated in the Table showed that, women are not strongly interested to devote their energy to be promoted to better school leadership positions (M=2.58, SD=1.20); and they did not highly hoped to become a leader in their career field (M=2.27, SD=1.09). In addition, the data of this Table showed that, they did not usually hoped to continuously move up to a leadership position in their school (M=2.68, SD=1.15).

These all, indicated lack of strong aspiration among secondary school women to hold leadership activities in the study schools with respects to the items listed in Table 4.4.

Table 4.4: Women's Aspiration to Participate on School Leadership Positions

No	Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean	SD
1	I hope to become a leader in my career field	#	5	9	27	40	30	111	2.27	1.09
		%	4.50	8.11	24.32	36.04	27.03	100		
2	I devote energy to promoted to better school leadership position	#	6	20	34	23	28	111	2.58	1.20
		%	5.41	18.02	30.63	20.72	25.23	100		
3	Attaining school leadership status in my career is important to me	#	19	34	21	30	7	111	3.25	1.21
		%	17.12	30.63	18.92	27.03	6.31	100		
4	I hope to continuously move up to a leadership position in my school	#	8	16	39	28	20	111	2.68	1.15
		%	7.21	14.41	35.14	25.23	18.02	100		
5	I plan to rise to top leadership position in my school and beyond	#	13	36	26	18	18	111	3.07	1.27
		%	11.71	32.43	23.42	16.22	16.22	100		
6	I believe that, School leadership is more appropriate to females than male	#	56	18	24	9	4	111	4.02	1.18
		%	50.45	16.22	21.62	8.11	3.60	100		
7	I have an interest and motivation to apply for school leadership post	#	14	39	25	20	13	111	3.19	1.22
		%	12.61	35.14	22.52	18.02	11.71	100		
8	I could be successful in leading school if I am assigned at leader position	#	24	31	25	20	11	111	3.33	1.27
		%	21.62	27.93	22.52	18.02	9.91	100		

Source: Primary Data Collected from field survey; February 2018 (for more information see Appendix: B1)

Male and Female respondents' responses on Women's Aspiration

The data illustrated in Table 4.5 shows the overall aspiration of women towards school leadership positions as responded by both male and female respondents participated in this study. According to the data of this Table majority of female respondents (30.63%) were responded as their aspiration was 'Good'. However, the responses of most male respondents (32.95%) showed weak aspiration of women's towards school leadership positions.

Moreover, overall results of Table 4.5 showed that, the number of respondents who rate Excellent and Very Good aspiration of women towards school leadership positions accounts only 23.34%

of all respondents. On the other hands, those respondents who rated weak and very weak aspiration of women towards school leadership positions had took largest share of all respondents' (47.74%).

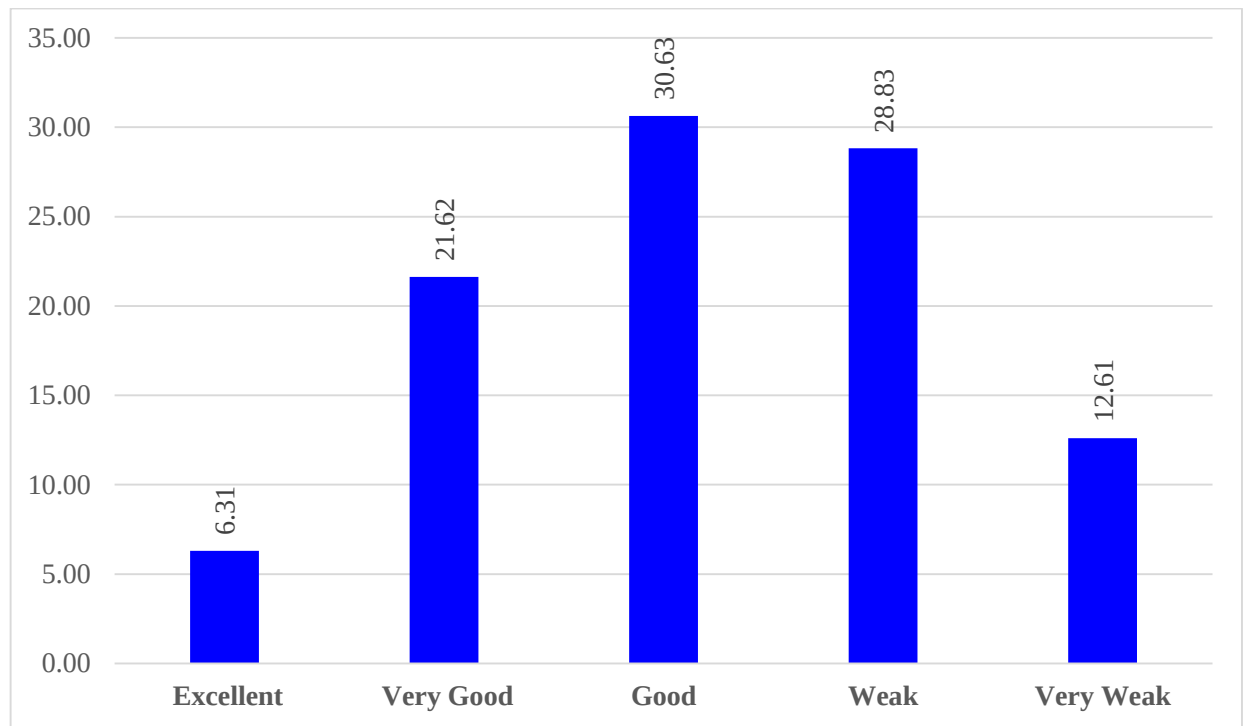
Table 4.5: Male and Female respondents' response on Aspiration of Women to participate on school leadership positions

Alternatives	Male		Female		Total	
	N	%	N	%	N	%
Excellent	6	3.41	7	6.31	13	4.53
Very Good	30	17.05	24	21.62	54	18.82
Good	49	27.84	34	30.63	83	28.92
Weak	58	32.95	32	28.83	90	31.36
Very Weak	33	18.75	14	12.61	47	16.38
Total	176	100	111	100	287	100.00

Source: Primary Data Collected from field survey (February 2018)

In addition, the responses of Female respondents were also demonstrated in Figure 4.3; summarizes the data regarding women's aspiration towards school leadership positions. According to the data of this Figure, female aspiration was found at lower level of expectation. Most of the female respondents were responded as their aspiration was weak (28.83%) and very weak (12.61%). Those female respondents who responded Excellent and Very Good level of their aspiration towards school leadership positions accounts only 6.31% and 21.62% respectively.

Figure 4.3: Summary of Women's Aspiration towards School Leadership Position as Perceived by *Female Respondents*



Source: Primary Data Collected from field survey (February 2018)

4.4. Strategies in Place to Promote Women Participation on Leadership

This part of the chapter examines the strategies put in place to promote women's participation on leadership position in the study schools of the city and also assesses what has been done so far to address women's exclusion from school leadership positions. In this regard, about five strategic issues related to Recruitment guidelines, capacity building training, involves of women in different committees, separate quota given for female to compete with the male, and financial resources allocated were examined. The data in Table 4.6 presents the responses of male and female respondents on the strategic issues. The results are presented as follow:

Recruitment Guidelines

The first item of the data in Table 4.6 presented respondents responses regarding 'had guaranteed female applicants to affirmative action and be given the priority for recruitment on school leadership positions'. According to the mean score illustrated in Table 4.6 ($M=3.13$, $SD=1.08$) the practices of strategies related to recruitment guidelines in that it guaranteed female applicants to affirmative action and be given the priority for recruitment on school leadership positions was found at moderate level.

Almost similar rating result was absorbed between male ($M=3.23$, $SD=1.06$) and female ($M=2.98$, $SD=1.10$) respondents regarding the practices of recruitment guidelines in that it guaranteed female applicants to affirmative action and be given the priority for recruitment on school leadership positions in the study schools.

The provision of capacity building training

With regards to the second item, that is, ‘the provision of capacity building training to promote females’ participation in school leadership position’ the result of Table 4.6 ($M=2.41$, $SD=1.12$) indicates that school has not properly practiced the strategies related capacity building training to promote women on school leadership positions as attractive mechanism to promote the participation of female teachers to school leadership positions in the schools understudy. According to the data of Table 4.6 female’s rating result was 2.38 mean score ($SD=1.18$) and that of male respondents was 2.43 mean score ($SD=1.08$).

Involvement of women in different committees and teams

Regarding the third items of Table 4.6, that is, ‘involving women in different committees and teams established in the school in order to develop their leadership competencies’ the results of the Table showed relatively better rating results among the five items in the Table.

According to the mean score illustrated in Table 4.6, the respondents were rated the item above moderate level ($M=3.45$, $SD=1.01$) of practices of women’s involvement in different committees and teams established in the school in order to develop their leadership competencies in the study schools. In this regards, statistically the results of t-test ($t(176, 111)=-1.796$, $p=0.074>0.05$) did not showed significant differences between male and female respondents in rating the item.

Giving a separate quota for female to compete with the male counterpart

Concerning the fourth item of the Table, that is, ‘giving a separate quota for female to compute with the male counterpart on school leadership position’ the data of the Table showed moderate level of rating result among respondents ($M=3.02$, $SD=1.12$). This means giving a chance of separate quota for women to compute among themselves and with an additional chance to compute with the male competitors to promote the participation of them on school leadership positions in the study schools was not fully practiced by authorities concerned about women’s participation on school leadership positions. This showed insufficiencies of the practices of the authorities in implementing such strategies to promote women’s participation on leadership positions in public secondary schools of the City.

The allocation of financial resources for women empowerment

The fifth item of Table 4.6 focuses on issues related to ‘the allocation of financial resources for women empowerment to promote their participation on school leadership positions. According to the results illustrated in Table 4.6 (M=2.40, SD=1.15), this item was poorly rated than all other items listed in Table 4.6. That is, the practices of allocating financial and other resources for empowerment of women to promote their participation on leadership positions in the study schools of the City was not attractive. Lower level of rating results was particularly rated by female respondents (M=2.27, SD=1.18) than male respondents (M=2.48, SD=1.13). However, statistically t-test results ($t(176, 111)=-1.532$, $p=0.127>0.05$) did not showed significant differences between the two group of respondents in responding this item.

Generally, the data illustrated on Table 4.7 showed that, relatively better practices of the strategies in place to promote women participation on leadership position in the study schools of the City was observed regarding the involvement of women in different committees and teams established in the schools in order to develop their leadership competencies (M=3.45, SD=1.01); statistically without significant differences between the two group of respondents in rating the item.

However, issues related to the allocation of financial resources for women empowerment to promote their participation on school leadership positions (M=2.40, SD=1.15); and the provision of capacity building training to promote women’s participation in school leadership positions (M=2.41, SD=1.12) were rated lower than all other items listed in Table 4.6. This indicated that, allocation of financial resources; and provision of capacity building training to promote women’s participation on school leadership positions in the study schools of the City were not sufficiently practiced.

Table 4.6: Strategies in Place to Promote Women Participation on Leadership Position

No	Items	Male		Female		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Recruitment guidelines had made clear that among others female applicants are guaranteed to affirmative action and be given the priority for recruitment on school leadership positions	3.23	1.06	2.98	1.10	3.13	1.08	-1.890	0.060
2	There were the provision of capacity building training to promote females' participation in school leadership position	2.43	1.08	2.38	1.18	2.41	1.12	-0.352	0.725
3	The school involves women in different committees and teams established in the school in order to develop their leadership competencies	3.53	0.94	3.32	1.10	3.45	1.01	-1.796	0.074

No	Items	Male		Female		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
4	There were a separate quota given for female to compute with the male counterpart competitors on school leadership position	3.10	1.12	2.88	1.11	3.02	1.12	-1.625	0.105
5	Financial resources were properly allocated for female capacity building training and to promote females' participation to school leadership position	2.48	1.13	2.27	1.18	2.40	1.15	-1.532	0.127
		2.95	1.15	2.77	1.19	2.88	1.17	-2.99	

Source: Primary Data Collected from field survey (February 2018)

Interview Responses

In addition, an interview administrated with Head of Adama City Education Office; Women's focal person of the Education Office; and Head of Adama City Women and Children Affairs Office on issues related to the strategies put in place to promote women's participation on leadership position in the study schools of the city; also confirmed absence of full implementation of the strategies developed by government. They particularly said that, there are policies and affirmative actions developed by government. But, they are not properly implemented at school and education Office level. So, the problem are not absence of polices and strategies that can promote women's participation on leadership position; but its implementation.

4.5. Factors Affecting Women's Participation on Leadership Positions

This part of the chapter discusses major factors that affect women's participation on leadership position in the study schools of the City. The data collected from men and women respondents are presented in Table 4.7 to Table 4.10.

Organizational Factors

The data in able 4.7 demonstrated respondents' responses related to Organizational Factors. According to the data of the Table, Male domination of key school leadership position in the education system (M=4.22, SD=1.01); Schools leadership style did not attract females to participate in to school leadership positions (M=4.05 SD=1.19); and Higher officials make sex bias while selecting school leaders (M=3.92, SD=1.21) were rated as the three major organizational factors that affect women's participation on leadership position in the study schools of the City.

On the other hand, job recruitment and hiring practice ($M=2.50$, $SD=1.08$); and assigning tasks and delegation of authority on leadership positions for female ($M=2.76$, $SD=1.21$) were the two least organizational factors that negatively affected women's participation on leadership position in the study schools of the City.

Table 4.7: Organizational Factors

Nº	Items	Male		Female		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Job recruitment and hiring practice do not attract female candidates for school leadership	2.45	1.00	2.57	1.20	2.50	1.08	0.860	0.390
2	Assigning tasks and delegation of authority in school do not encourage female to come to leadership position	2.63	1.06	2.97	1.39	2.76	1.21	2.361	0.019
3	Lack of special support to females to win competition for leadership positions in the education system	3.28	1.26	3.56	1.34	3.39	1.30	1.750	0.081
4	Higher officials make gender bias while selecting school leaders	3.82	1.22	4.06	1.19	3.92	1.21	1.633	0.104
5	Schools leadership style did not attract females to participate in to school leadership positions	3.94	1.15	4.21	1.24	4.05	1.19	1.839	0.067
6	Lack of role model for female on school leadership position	3.69	1.23	3.97	1.25	3.80	1.24	1.870	0.063
7	Male domination of key school leadership position in the education system	4.13	1.03	4.35	0.97	4.22	1.01	1.813	0.071
	Overall Results	3.42	1.29	3.67	1.38	3.52	1.33	4.085	

Source: Primary Data Collected from field survey (February 2018)

Personal Factors

As can be seen from Table 4.8; among personal factors listed, items that indicated about 'Females are frequently worried with family responsibility than holding school leadership position' ($M=4.06$, $SD=1.17$); 'Female fear additional responsibility that will increase pressure on them' ($M=3.80$, $SD=1.23$); and 'Females lacks necessary skill to supervise other adults and criticize constructively in school management activities' ($M=3.60$, $SD=1.33$) were rated by the respondents as the first three serious factors that negatively affected women's participation on leadership position in public secondary schools of Adama City Administration.

Moreover, lack of motivation and commitment among women to hold school leadership position ($M=3.31$, $SD=1.27$); Female consider themselves as they are less capable to act like males do in their leadership and ($M=3.20$, $SD=1.36$) also considered as factors that moderately affect the participation of women on leadership position in the study schools of the City.

On the contrary, personal factors like; Females are not confident to take leadership roles than men (M=2.20, SD=1.21); Females lacks confidence in their capabilities, qualification and experience to be a leader (M=2.28, SD=1.15); and Low academic qualification of females to hold school's leadership position (M=2.36, SD=1.21) were identified by both group of the respondents as the three least factors not strongly affecting women's participation on leadership position in the study schools of the City.

Table 4.8: Personal Factors

No	Items	Male		Female		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Lack of motivation and commitment among women to hold school leadership position	3.44	1.20	3.11	1.36	3.31	1.27	-2.148	0.033
2	Low academic qualification of females to hold school's leadership position	2.41	1.11	2.28	1.35	2.36	1.21	-0.924	0.356
3	Females lacks confidence in their capabilities, qualification and experience to be a leader	2.35	1.18	2.16	1.10	2.28	1.15	-1.323	0.187
4	Females lacks necessary skill to supervise other adults and criticize constructively in school management activities	3.54	1.30	3.68	1.36	3.60	1.33	0.901	0.368
5	Females are frequently worried with family responsibility than holding school leadership position	4.01	1.15	4.14	1.19	4.06	1.17	0.915	0.361
6	Female fear additional responsibility that will increase pressure on them	3.71	1.18	3.94	1.30	3.80	1.23	1.525	0.128
7	Females are not confident to take leadership roles than men	2.20	1.16	2.19	1.28	2.20	1.21	-0.105	0.917
8	Female consider themselves as they are less capable to act like males do in their leadership	3.31	1.36	3.03	1.34	3.20	1.36	-1.702	0.090
9	Women underestimate their abilities to be leaders	3.02	1.24	2.74	1.22	2.91	1.24	-1.860	0.064
		3.11	1.36	3.03	1.46	3.08	1.40	-1.419	

Source: Primary Data Collected from field survey (February 2018)

Social factors

A social factors are those factors associated with gender-outlook, socio-cultural attitudes, and family related issues. Among those, as illustrated in Table 4.9, the influences of Socio-cultural attitudes on female to hold school leadership positions (M=4.32, SD=0.94); lack support from husband and their family to hold school leadership positions (M=3.98, SD=1.10); and strong male dominancy trends in holding leadership responsibilities in the society (M=3.88, SD=1.09) were identified as critical factors that influence women's participation on leadership position in the study schools of the City.

However, among social factors, lack of information accessed for women related to school leadership position ($M=2.68$, $SD=1.21$) was not strongly influence women's participation on leadership position in public secondary schools included in this study.

Table 4.9: Social Factors

No	Items	Male		Female		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Strong male dominance trends in holding leadership responsibilities in the society	3.81	1.02	3.99	1.20	3.88	1.09	1.390	0.166
2	The influences of Socio-cultural attitudes on female to hold school leadership positions	4.27	0.91	4.41	0.99	4.32	0.94	1.211	0.227
3	Lack support from husband and their family to hold school leadership positions	3.93	1.07	4.07	1.14	3.98	1.10	1.097	0.274
4	Women lacks social networks that will facilitate holding school leadership positions	3.71	1.12	3.86	1.18	3.77	1.14	1.118	0.265
5	Lack of information accessed for women related to school leadership position	2.61	1.17	2.77	1.27	2.68	1.21	1.102	0.272
		3.66	1.20	3.82	1.28	3.73	1.23	2.353	

Source: Primary Data Collected from field survey (February 2018)

The data in Table 4.10 summarized what was presented in Table 4.7, 4.8, and 4.9, regarding organizational, personal, and social factors that affect women's participation on leadership position in public secondary schools of Adama City Administration.

According to the data of Table 4.10, among factors that affect the participation of women on leadership position, factors associated with social issues ($M=3.73$, $SD=1.23$) were more influencing factors than organizational ($M=3.52$, $SD=1.33$), and personal factors ($M=3.08$, $SD=1.40$). These implies that, social factors and institutional related factors are more critical for women participation on school leadership positions than issues related to personal factors.

Table 4.10: Summary of Factors Affecting Women's Participation on Leadership Position

No	Items	Male		Female		Total	
		Mean	SD	Mean	SD	Mean	SD
1	Organizational Factors	3.42	1.29	3.67	1.38	3.52	1.33
2	Personal Factors	3.11	1.36	3.03	1.46	3.08	1.40
3	Social Factors	3.66	1.20	3.82	1.28	3.73	1.23

Source: Primary Data Collected from field survey (February 2018)

Interview Responses

Regarding major factors that affect women's participation on leadership position in the study schools of the City interviews were also administered with Head of Adama City Education Office; Women's focal person of the Education Office; and Head of Adama City Women and Children Affairs Office also identified some social, organizational, and personal factors.

Among those they stated that: Negative attitude of school community towards women leadership; Lack of confidence and capacity; Family responsibilities and different household burden; Societies cultural influence on women leadership; Absence of training and capacity building program for promoting women's to participate on leadership positions; and lack of awareness and fear of taking risks among women to hold leadership positions.

Moreover, they also said that, the most and prominent factors are associated with social and organizational factors: like wrong perception of the community on women leadership; society's belief as females are less powerful than male counterpart; there are no strong organization where women are empowered with leadership skills and exercise their leadership competencies.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with summary of major findings of the study, conclusions drawn from the findings and recommendations forwarded in order to improve women's participation on school leadership positions in public secondary schools of Adama City Administration.

5.1. Summary

The major purpose of this study was to investigate factors that affect women's participation in school leadership position in public secondary schools of Adama City Administration. In order to attain this objective and to answer research questions of the study, the data were collected through questionnaire, interview, and document analysis. The questionnaire was collected from 176 male and 111 female (a total of 287) respondents. The analysis and interpretation of data was based on the responses collected and organized from appropriately filled and returned questionnaires. Furthermore, the results of an interview administered with three officials were used in the analysis and interpretation of the data. Besides, the data collected from official documents were also utilized for the analysis and interpretation of the data.

Thus, based on the analysis made in accordance with the study objectives, major findings of the study were summarized and presented hereunder.

5.1.1. Background Information of the Respondents

Background information of the respondents were related to gender, age, educational backgrounds, experience, and current job positions of them.

- With regards to Sex, the number of male respondents' accounts 61.32% of all respondents participated on this study. The participation of female in public secondary school of the City was low when compared to male respondents; they accounts 38.68% of the respondents.
- In terms of age, majority of the respondents (42.86%) were above 40 years old. Moreover, the age of 29.62% of them was found between 31-40 years old. These implies that, in terms of age, majority of the respondents were matured
- Concerning educational background of the respondents, the finding of this study showed that, almost all of the respondents (93.38%) had a bachelor's degree level of education.

In relation to this, MOE's standard for secondary school education (MOE, 1995) indicates a minimum requirement for teachers to work in secondary school is first degree. Accordingly, majority of teacher respondents participated in this study had the required level of qualification to work in secondary schools.

- Regarding work experience of the respondents; the data showed that, majority of the respondents (42.51%) had worked for more than 20 years. Following this; 22.30% of them worked for 6-10 years. Moreover, significant number of respondents (14.63%) were acquired experiences for 11-15 years.

In general, the data related to background information of the respondents indicated that, majority of the respondents were adult male (above 30 years old); educated and had the required experiences in their respective job position. This implies that, the respondents were matured, educated, and relatively experienced; so as to understand and responded the questionnaire and to assume the responses they provided are genuine and frank.

5.1.2. The Proportion of Women on School Leadership Positions

- The maximum proportion of women's participation on leadership position was observed during 2017/18 year (29.63%); and the minimum percentage share was 16.13% during 2013/14. Generally, the data showed that, the participation of women on school leadership position was found at lower level during the past eight years (since 2010/11). On average their participation was found at 21.28%. This means out of five individuals found on leadership position of the study schools only one women have been participating on school leadership activities during the past eight years in the study area.
- However, the proportion of women participation on school leadership position showed slight increment from year to year during the study years. Particularly increment of proportion of women's participation on school leadership positions was observed after the year 2013/14 from 16.13% to 29.63% during 2017/18 year in the study schools of the City.
- With regard to annual growth rate of women's participation on school leadership position, the data showed significant variation among and between the years considered in this study. A positive growth rate of women's participation on leadership position in the study schools was observed after 2014/15. It was increased by 4.03%

during 2014/15 from previous year and then goes to 6.06% increment during 2017/18. However, it did not showed significant annual growth rate. The maximum annual growth rate was found at about 6%. The average annual growth rate of proportion of women's participation on school leadership activities in the study schools was found at 3.89%; confirming lowest rate of annual growth of women's participation on school leadership activities in the schools understudy during recent the past eight years in the City.

- Furthermore when the participation of women on different leadership of the schools under study where seen; significant variation was observed among various leadership positions. Among different leadership positions, most women were participated on school leadership positions was related to club head (29.71%), PTA members (26.79%), Department head (24.44%) and members of school boards (20.73%) during the study years. The proportion of women participation on school leadership position as principal and vice principals accounts only 4.17% and 1.92% respectively. This means, above 95% of principals and vice principals of the study schools during the study years were male. This clearly indicated that, key leadership position in the study schools were dominated by male.

5.1.3. Women's Aspiration to Participate in School Leadership Activities

- Overall results in this study showed that, women's aspiration to participate on school leadership positions was found at moderate level ($M=3.05$). However, most women were believed that, school leadership is more appropriate to females than male ($M=4.02$). They also assumed as they could be successful in leading school if they are assigned at school leader positions ($M=3.33$); and attaining school leadership status was important for them in their career ($M=3.25$).
- On the other hands, the results of this study showed that, women are not strongly interested to devote their energy to be promoted to better school leadership positions ($M=2.58$); and they did not highly hoped to become a leader in their career field ($M=2.27$). Moreover, they did not hope to continuously move up to a leadership position in their school ($M=2.68$).

In general, overall aspiration of women towards school leadership positions as responded by both male and female was found at lower level of expectation. The number of respondents who rate Excellent and Very Good aspiration of them accounts only 23.34% of all respondents. Those

respondents who rated weak and very weak aspiration had took largest share of all respondents' (47.74%).

5.1.4. Strategies to Promote Women Participation on Leadership Positions

With regards to strategies in place to promote Women participation on school Leadership positions five items were presented for respondents raising items related to guide lines that schools used for leaders selection, assertive actions, training programs offered for women, and arrangement of resources made to promote the participation them on school Leadership positions.

- Regarding the practices of strategies related to recruitment guidelines in that it guaranteed female applicants to affirmative action and be given the priority for recruitment on school leadership positions was found at moderate level (M=3.13).
- With regards to the provision of capacity building training to promote females' participation in school leadership position' the result (M=2.41) indicates that school has not properly practiced the strategies related capacity building training to promote women on school leadership positions as attractive mechanism to promote the participation of female teachers to school leadership positions in the schools understudy.
- Regarding the involvement of women in different committees and teams established in the school in order to develop their leadership competencies; the results showed relatively better rating results among other items. The respondents were rated the item above moderate level (M=3.45) of practices of in the study schools.
- In relation to issues concerned to 'giving a separate quota for female to compute with the male counterpart on school leadership position' the result showed moderate level of rating result among respondents (M=3.02). This showed insufficiencies of the practices of the authorities in implementing such strategies to promote women's participation on leadership positions in public secondary schools of the City.
- With regards to 'the allocation of financial resources for women empowerment to promote their participation on school leadership positions; was poorly rated than all other items included in this study. That is, the practices of allocating financial and other resources for empowerment of women to promote their participation on leadership positions in the study schools of the City was not attractive.

In general, all the results showed relatively better practices of the strategies was observed regarding the involvement of women in different committees established in the study schools of the City (M=3.45). However, issues related to the allocation of financial resources for women empowerment (M=2.40); and the provision of capacity building training to promote women's participation in school leadership positions (M=2.41) were rated lower than all other strategic issues included in this study. This indicated that, the allocation of financial resources; and provision of capacity building training to promote women's participation on school leadership positions in the study schools of the City were not sufficiently practiced.

5.1.5. Factors Affecting Women's Participation on Leadership Positions

- According to the data of this study, Male domination of key school leadership position in the education system (M=4.22); Schools leadership style did not attract females to participate in to school leadership positions (M=4.05); and Higher officials make sex bias while selecting school leaders (M=3.92) were rated as the three major organizational factors that affect women's participation on leadership position in the study schools of the City. On the other hand, job recruitment and hiring practice (M=2.50); and assigning tasks and delegation of authority on leadership positions for female (M=2.76) were identified as the two least organizational factors that negatively affected women's participation on leadership position in the study schools of the City.
- Among personal factors listed in the Table, items that indicated about Females are frequently worried with family responsibility than holding school leadership position (M=4.06); Female fear additional responsibility that will increase pressure on them (M=3.80); and Females lacks necessary skill to supervise other adults and criticize constructively in school management activities (M=3.60) were rated by the respondents as the first three serious factors that negatively affected women's participation on leadership position in public secondary schools of Adama City Administration. On the contrary, personal factors like: Females are not confident to take leadership roles than men (M=2.20); Females lacks confidence in their capabilities, qualification and experience to be a leader (M=2.28); and Low academic qualification of females to hold school's leadership position (M=2.36) were identified by both group of the respondents as the three least factors that have been not strongly affecting women's participation on leadership position in the study schools of the City.

- Among social factors, the influences of Socio-cultural attitudes on female to hold school leadership positions ($M=4.32$); lack support from husband and their family to hold school leadership positions ($M=3.98$); and strong male dominance trends in holding leadership responsibilities in the society ($M=3.88$, $SD=1.09$) were identified as critical factors that influence women's participation on leadership position in the study schools of the City. However, among social factors, lack of information accessed for women related to school leadership position ($M=2.68$) was not strongly influencing factor for women's participation on leadership position in public secondary schools included in this study.
- In general among factors that affect the participation of women on leadership position, factors associated with social issues ($M=3.73$) and organizational ($M=3.52$) have been strongly influencing women in the study schools than personal factors ($M=3.08$).

5.2. Conclusions

According to the finding to this study, for the recent last eight years (2010/11-2017/18) the involvement of women on educational leadership positions at secondary schools was negligible. It seems to show an increment each year; one can safely conclude that the increase was insignificant and not promising sex balance between male and female in holding educational leadership positions in public secondary schools of Adama City Administration.

As clearly identified in this study, women's aspiration level to hold educational leadership positions is generally low. Yet it is not clear whether the observed low level of aspiration is a response to the limited opportunity accompanying discrimination or a choice on the part of women in response to society's expectation for their role; suggests further research on the topic in the study area. However, as evidenced in this study, social structural factors as more important to determine women's aspiration to educational leadership.

According to the findings of this study, there are various factors that affect women's involvement on educational leadership activities in secondary schools of Adama City Administration. Those factors emerge from one another and impede women's participation on educational leadership positions. Most of the factors are associated with social backgrounds and socio-cultural attitude of the society towards women leadership. In the culture of the community, women are not considered as a leader; they are usually considered as followers. As a result of lack of confidence, they are not aspired to become leaders. Thus, it can be said that socio-cultural

structure of the society were the main factors as the sources of organizational and individual factors that cause women's underrepresentation in educational leadership positions.

Moreover, considering the findings related to organizational factors, one can conclude that, the tendency of female teachers to hold down themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers as they are also overburdened by home responsibilities than males obviously. Similarly, since the school society considers females as incompetent to meet educational leadership positions, women tend to underestimate their own values; this low self-concept may result in demotivating them from aspiring to top positions in the school in particular and the education system in general. Certainly, this defect arises not from nature but from historical back ground that females came up with. As the society does not prepare their daughters for management or leadership but for household activities, they do not develop confidence of being a leader.

In addition, attitude of the school society does not enhance female teachers to become a leader. Because of this, women at school level are not interested to be involved in educational leadership positions. This means women do not have confidence that their leadership service is acknowledged by the school society and the subordinates. In addition, the key educational leadership positions have been already occupied by male leaders. This means there is over dominance of males in the key educational leadership positions and even in the bottom leadership areas such as department head, club leaders, etc. Consequently, females do not have an opportunities to gain experiences in educational leadership activities.

Moreover, the finding of the study confirmed that if favorable conditions are set at place and women are provided the position to lead, they are as effective and successful as their male counterparts. This indicates that, some encouraging mechanisms are needing to strengthen attitudinal changes of women towards school leadership positions. Women's exclusion from school leadership positions should be an issue, which can no longer be ignored. If at one point people saw school leadership positions as a male domain, this alleged grounds cannot be continued any longer. In order to correct this imbalance, certain measures must be taken into account.

In general, low participation of women in managerial position is attributed to different personal, societal and institutional factors. However, the societal factors are the main hindering factors for women's participation on leadership positions in the schools understudy. This could be

associated with the culture of society, in that the cultural setup of the society design and assign gender role, put women at subordinate level in comparison with their male counterpart. Women are mainly assigned in domestic and reproductive role; while men are expected and assigned to managerial positions in the society. Thus, the notion that women are not good leader is the predominated factor in the schools understudy and it is an obstacle for women's participation on school leadership positions. As a result, school leadership positions in public secondary schools in the study area are mainly dominated by male leaders and it is not attractive for women. Such practices will has a self-fulfilling effect on women; in that women do not see themselves as 'important' leader and neither do men; and men are legitimated in 'keeping women out' of leadership activities. This strongly calls concerned bodies, to ensure and enhance the participation of women on school leadership positions by developing and implementing different strategies and mechanisms as soon as possible.

5.3. Recommendations

On the bases of major findings of this study and the conclusions made; the following recommendations were forwarded to improve the participation of women on school leadership positions in public secondary schools in the study area.

- 1) According to the finding of this study most of the time women have more burdened in their home, social relation and working area than men; which leads them not exercise their potential at leadership position as expected. So, in order to make women's to be competent enough in the schools' leadership position and bring them to other educational management position; it is advisable if quota system could be introduced; particularly on principals and vice principal job positions. This will help them to widen opportunity for women to increase their participation in school leadership. Moreover, it is significant as a strategy to ensure women participation in school leadership position and improve the future expectation of them to take part in school management activities.
- 2) Since educational status of women could be the reason for low participation of them to school leadership position; the school and education offices should consider giving more chance for women to improve their educational status related to educational management and leadership fields of studies. Moreover, the schools should attempted to upgrade women's managerial experience through short-term and long-term training and other educational motivation. Besides, to encourage the participation of women on school

leadership activities, it is advisable if the schools give recognition and motivational rewards for those women who are performing their work at the best success.

- 3) In order to avoid gender disparities and socio-cultural influences on women's to hold educational leadership positions, it is advisable if careful monitoring and evaluation of implementation of policies and strategies in place in relation to women's participation on leadership and management positions by government and all other stakeholders to enhance their participation in education sector at all levels. This will enable public and private sector to strive to achieve gender equity at school and others, bearing in mind the legal provisions on gender issues particularly on leadership positions. Thus, Educational leaders, including School Principals, and local Education Officials, need to ensure that all applicable guidelines are fully implemented.
- 4) Deliberate efforts are also needed to be made by concerned bodies (Women themselves, school management, educational Offices, and Women, Children affairs Offices, and other Offices) to increase societal awareness on the significance of women's participation on school leadership positions; particularly on top-level management of the school. Moreover, women should realize their innate abilities and attempted to show their competency to their colleagues to change school communities and local society's negative attitude towards their leadership practices through discussion at different public stages. Above all, school management need to do much work on awareness creation programs about sex equality among the school communities.
- 5) Finally, though the findings of this study identified major factors that affect women's participation on leadership position in Public secondary schools of Adama City, there may be other issues may not be assessed through this study. So, to identify such other factors that hinder the participation of women on school leadership position and to take appropriate actions on time; it is advisable if further research is conducted at all level of the education structure on issues related to practices and challenges of women participation on school leadership positions in the City.

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Appendices

Appendix-A: Proportion of Women's Participation on School Leadership Positions

Positions	2017/18			2016/17			2015/16			2014/15			2013/14			2012/13			2011/12			2010/11			Overall		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Principal	2	1	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	23	1	24
Vice Principals	7	0	7	7	0	7	6	1	7	6	0	6	6	0	6	7	0	7	6	0	6	6	0	6	51	1	52
School Boards	16	5	21	16	5	21	16	5	21	16	4	20	17	3	20	17	4	21	16	4	20	16	4	20	130	34	164
PTA	15	6	21	15	6	21	15	6	21	15	6	21	16	5	21	16	5	21	16	5	21	15	6	21	123	45	168
Department heads	20	14	34	23	11	34	25	9	34	27	7	34	28	6	34	28	6	34	27	6	33	26	7	33	204	66	270
Club Head	22	12	34	21	10	31	22	9	31	20	8	28	19	6	25	22	9	31	21	8	29	21	9	30	168	71	239
Cluster Supervisors	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	24	0	24
Unit Leader	10	2	12	12	0	12	12	0	12	12	0	12	12	0	12	11	0	11	11	0	11	11	0	11	91	2	93
Total	95	40	135	100	32	132	102	30	132	102	25	127	104	20	124	107	24	131	103	23	126	101	26	127	814	220	1034
% of F		29.63			24.24			22.73			19.68			16.13			18.32			18.25			20.47			21.28	
Growth Rate		6.06			1.52			3.94			4.03			-3.05			0.79			-2.36						3.89	

Annual Growth Rate of Women's Participation on School Leadership Positions (2010/11-2017/18)

Year	% of Female	Growth Rate
2010/11	20.47	
2011/12	18.25	-2.36
2012/13	18.32	0.79
2013/14	16.13	-3.05
2014/15	19.69	4.03
2015/16	22.73	3.94
2016/17	24.24	1.52
2017/18	29.63	6.06
Average	21.28	3.89

Year	Male		Female	
	#	%	#	%
2010/11	101	79.53	26	20.47
2011/12	103	81.75	23	18.25
2012/13	107	81.68	24	18.32
2013/14	104	83.87	20	16.13
2014/15	102	80.31	25	19.69
2015/16	102	77.27	30	22.73
2016/17	100	75.76	32	24.24
2017/18	95	70.37	40	29.63
Total	814	630.5396	220	21.28

Appendix-B1: Women's Aspiration to Participate on School Leadership Positions

No	Items	Female								
		5	4	3	2	1	Total	Mean	SD	Ranks
Q11.1	I hope to become a leader in my career field	5	9	27	40	30	111	2.27	1.087	8
Q11.2	I devote energy to promoted to better school leadership position	6	20	34	23	28	111	2.58	1.203	7
Q11.3	Attaining school leadership status in my career is important to me	19	34	21	30	7	111	3.25	1.210	3
Q11.4	I hope to continuously move up to a leadership position in my school	8	16	39	28	20	111	2.68	1.145	6
Q11.5	I plan to rise to top leadership position in my school and beyond	13	36	26	18	18	111	3.07	1.270	5
Q11.6	I believe that, School leadership is more appropriate to females than male	56	18	24	9	4	111	4.02	1.175	1
Q11.7	I have an interest and motivation to apply for school leadership post	14	39	25	20	13	111	3.19	1.217	4
Q11.8	I could be successful in leading school if I am assigned at leader position	24	31	25	20	11	111	3.33	1.274	2
	Overall Results	145	203	221	188	131	888	3.05	1.297	

Appendix-B2: Responses on Items Related to Major Factors that Affect Women's Participation on School Leadership Positions

Item	Male Respondents						Female Respondents						Both Groups of Respondents					
	5	4	3	2	1	Total	5	4	3	2	1	Total	5	4	3	2	1	Total
Q14. 1	5	18	62	58	33	176	11	12	27	40	21	111	16	30	89	98	54	287
Q14. 2	10	24	56	63	23	176	23	16	27	25	20	111	33	40	83	88	43	287
Q14. 3	43	24	68	22	19	176	35	29	23	11	13	111	78	53	91	33	32	287
Q14. 4	66	52	31	15	12	176	55	29	12	9	6	111	121	81	43	24	18	287
Q14. 5	66	68	18	14	10	176	70	17	7	11	6	111	136	85	25	25	16	287
Q14. 6	56	54	35	18	13	176	53	27	12	13	6	111	109	81	47	31	19	287
Q14. 7	78	64	19	9	6	176	67	25	12	5	2	111	145	89	31	14	8	287
Total	324	304	289	199	116	1232	314	155	120	114	74	777	638	459	409	313	190	2009
Q14. 8	37	53	54	14	18	176	20	27	30	13	21	111	57	80	84	27	39	287
Q14. 9	7	20	58	45	46	176	9	18	12	28	44	111	16	38	70	73	90	287
Q14. 10	9	24	37	55	51	176	5	7	26	36	37	111	14	31	63	91	88	287
Q14. 11	52	52	25	33	14	176	45	19	26	9	12	111	97	71	51	42	26	287
Q14. 12	77	54	23	13	9	176	62	21	14	9	5	111	139	75	37	22	14	287
Q14. 13	50	66	31	17	12	176	56	19	16	13	7	111	106	85	47	30	19	287
Q14. 14	14	10	26	74	52	176	9	10	18	30	44	111	23	20	44	104	96	287
Q14. 15	47	37	35	37	20	176	25	11	32	28	15	111	72	48	67	65	35	287
Q14. 16	30	28	52	47	19	176	8	25	30	26	22	111	38	53	82	73	41	287
Total	323	344	341	335	241	1584	239	157	204	192	207	999	562	501	545	527	448	2583
Q14. 17	41	89	24	15	7	176	51	30	14	10	6	111	92	119	38	25	13	287
Q14. 18	87	62	17	7	3	176	71	25	7	5	3	111	158	87	24	12	6	287
Q14. 19	59	71	29	8	9	176	52	34	11	9	5	111	111	105	40	17	14	287
Q14. 20	43	76	31	15	11	176	41	37	16	11	6	111	84	113	47	26	17	287
Q14. 21	15	26	38	70	27	176	12	25	18	38	18	111	27	51	56	108	45	287
Total	245	324	139	115	57	880	227	151	66	73	38	555	472	475	205	188	95	1435
G/Total	892	972	769	649	414	3696	780	463	390	379	319	2331	1672	1435	1159	1028	733	6027

Hawassa University
College of Governance and Development Studies
Department of Civic and Ethical Education

Dear Respondent;

I would like to express my appreciation for your time and cooperation, in advance to fill these questionnaires. The purpose of this questionnaire is to collect information regarding ***“Factors Affecting Women’s Participation in Leadership Position: The Case of Public Secondary Schools in Adama City Administration”***.

This study is purely for academic purpose and in no way affects you personally or organizationally. So your genuine, frank and timely response are quite vital to determine the success of this study. Therefore, I kindly request your cooperation in filling the questionnaires honestly and responsibly.

General Direction:

- No need of writing your name on any parts of the questionnaire
- To respond close-ended questions; put “✓” mark on the space provided.
- For open-ended questions, you are kindly requested to write your answer as briefly as possible in the space provided.
- Please follow the instruction at the beginning of each section and try to read each item before attempting to complete it.
- There is nothing “right or wrong” answer here and there; what is required is to show the level of your understanding and judgment to all items.

Thank you in Advance!

Part I: Personal Background of the Respondent

1. Name of your School _____
2. Gender: a). Male _____ b). Female _____
3. Age (in Years): _____
4. level of Education: a) Diploma ____ b) First Degree ____ c) Master Degree ____ d) Others _____
5. Areas of specialization/Field of studies:
 - a). Educational Leadership _____ b). Natural Science _____ c). Mathematics _____
 - d). Social Studies _____ e). Language _____ f). Others _____

Work related basic information

6. Work Experiences in the current school (in years) _____
7. Total work experience (in years) _____
8. Your Current job Position in the School:
 - a) Principal _____ b) Vice Principal _____
 - c) Member of PTA _____ d) Board members _____
 - e) CRC Supervisor _____ f) Department Heads _____
 - g) Teacher _____

Part II: Items related to Proportion of Women Participation in Schools Leadership Position

9. Are you involved in any leadership? a) Yes _____ b) No _____
If "Yes" state the positions and Organizations _____

10. The numbers of women in school leadership positions is proportional as compared to men in your school? a) Yes _____ b) No _____
 - 10.1. If your answer is "Yes", please justify your answer

 - 10.2. If your answer is 'NO', please state the reason.

Part III: Items Relate to Women's Aspiration to Participate on School Leadership Positions

11. In the following tables some items related to women's aspiration to participate in school leadership are listed. Please, show your level of agreement for each items using the scales with regarding to women's participation in your school leadership position; 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

No	Item	Rating Scales				
		1	2	3	4	5
11.1	School leadership is more appropriate to females than male					
11.2	Females have an interest and motivation to apply for school leadership post					
11.3	Women could be rated higher than men on most of the qualities associated with school leadership					
11.4	Women assume that they could be successful in leading school if they are assigned as a leader position					
11.5	Women's recognize that most teachers (both female and male) want to work under female leadership					
11.6	Most women have a plan to set their promotion goals to be school leader					
11.7	Women does not have a fear to compete with males for school leadership positions					
11.8	Women are not encouraged by higher education bureau officials to be leaders in secondary schools					

12. Overall, how do you rate the aspiration of females towards school leadership position in your school?

_____ a) Excellent

_____ d) Weak

_____ b) Very Good

_____ e) Very Weak

_____ c) Good

Part IV: Items Relate to Strategies in Place to Promote Women Participation on Leadership Positions

13. In the following tables some items related to strategies to promote women's participation on school leadership are listed. Please, show the extents of practices in your school by putting tick mark “✓” for each item using the scales; 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

No	Item	Rating Scales				
		1	2	3	4	5
13.1	Recruitment guidelines had made clear that among others female applicants are guaranteed to affirmative action and be given the priority for recruitment on school leadership positions					
13.2	There were the provision of capacity building training to promote females' participation in school leadership position					
13.3	The school involves women in different committees and teams established in the school in order to develop their leadership competencies					
13.4	There were a separate quota given for female to compute with the male counterpart competitors on school leadership position					
13.5	Financial resources were properly allocated for female capacity building training and to promote females' participation to school leadership position					

11.6. Please state any other strategies and policy directions available in your school to promote women's participation on school position.

Part V: Items related to Major Factors that Affect Women's Participation on School Leadership in the Study Schools

14. In the following table some items related to factors that affect women's participation in school leadership position are listed. Please, show the degree of their influences in your school by putting tick mark “✓” in the space provided under the rating scales: 1= Not serious, 2=Somewhat serious, 3=Serious, 4=Very much serious, and 5=Extremely serious challenge.

No	Item	Rating Scales				
		1	2	3	4	5
Organizational Factors						
14.1	Job recruitment and hiring practice do not attract female candidates for school leadership					
14.2	Assigning tasks and delegation of authority in school do not encourage female to come to leadership position					
14.3	Lack of special support to females to win competition for leadership positions in the education system					
14.4	Higher officials make gender bias while selecting school leaders					
14.5	Schools leadership style did not attract females to participate in to school leadership positions					
14.6	Lack of role model for female on school leadership position					
14.7	Male domination of key school leadership position in the education system					
Personal Factors						
14.8	Lack of motivation and commitment among women to hold school leadership position					
14.9	Low academic qualification of females to hold school's leadership position					
14.10	Females lacks confidence in their capabilities, qualification and experience to be a leader					
14.11	Females lacks necessary skill to supervise other adults and criticize constructively in school management activities					
14.12	Females are frequently warred with family responsibility than holding school leadership position					
14.13	Female fear additional responsibility that will increase pressure on them					
14.14	Females are not confident to take leadership roles than men					
14.15	Female consider themselves as they are less capable to act like males do in their leadership					
14.16	Women underestimate their abilities to be leaders					
Social Factors						
14.17	Strong male dominancy trends in holding leadership responsibilities in the society					
14.18	The influences of Socio-cultural attitudes on female to hold school leadership positions					
14.19	Women lacks of support from husband and their family to hold school leadership positions					
14.20	Women lacks social networks that will facilitate holding school leadership positions					
14.21	Lack of information accessed for women related to school leadership position					

15. Any additional issues related to factors that affect women's participation in school leadership position, which is not mentioned above? If so, please specify.

- _____
- _____
- _____
- _____

16. What measures should be taken to improve women's participation in school leadership in your school? Please forward your suggestions in terms of the following organs.

Organs	Possible Suggestions
Female teachers themselves	
Schools	
Education Offices	
Government:	
Societies	
Others (Like NGO and Private sectors)	

Leading Interview Questions

Dear Interviewee;

I would like to express my appreciation for your time and cooperation, in advance to fill these questionnaires. The purpose of this questionnaire is to collect information regarding ***“Factors Affecting Women’s Participation in Leadership Position: The Case of Public Secondary Schools in Adama City Administration”***.

This study is purely for academic purpose and in no way affects you personally or organizationally. So your genuine, frank and timely response are quite vital to determine the success of this study. Therefore, I kindly request your cooperation in responding the questions honestly and responsibly.

Thank you in Advance!

- 1) Personal information of the Interview _____
- 2) How do you describe proportionality of the numbers of women in school leadership positions as compared to men?
- 3) Would you please, explain your understanding about women's aspiration to participate in school leadership positions?
- 4) What Strategies and policy directions are in Place to Promote Women Participation on school Leadership Positions? How do rate the practicality of those strategies?
- 5) What major factors have been affecting women's participation on school leadership positions in public secondary schools’ of the City? Would you please describe such factors in terms of the following variables?
 - a) Organizational Factors
 - b) Personal Factors
 - c) Social Factors
- 6) Any additional issues related to factors that affect women's participation in school leadership position, other than the above variables? If so, please specify.
- 7) What measures should be taken to improve women's participation in school leadership in public secondary school of the City? Would you please forward your suggestions in terms of the following organs?
 - a) Female teachers themselves
 - b) Schools
 - c) Education Offices
 - d) Government:
 - e) Societies
 - f) Others (Like NGO and Private sectors)

Appendix-E: Women's Participation on Different Leadership Position

Name of the School _____ Date _____

Positions	2010 EC			2009 EC			2008 EC			2007 EC			2006 EC		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Principal															
Vice Principals															
School Boards															
PTA															
Department heads															
Club Head															
Cluster Supervisors															
Unit Leader															
Total															

Filled by: _____ Responsibility: _____

Signature: _____

