Factors Affecting Female Teachers Participation in Educational Leadership: The Case of Secondary Schools in Addis Ababa Kirkos Sub City

A Thesis Submitted to Indira Gandi National Open University (IGNOU) New Delhi for a Partial Fulfillment of Masters Degree in Social Work (MSW)

By

Hana Chernet Helelo

Enrolment No: 109100805

Addis Ababa, Ethiopia

May 2016

Declaration

I hereby declare that the dissertation entitled <u>FACTORS AFFECTING FEMALE TEACHER'S PARTICIPATION IN EDUCATIONAL LEADERSHIP. THE CASE OF SECONDARY SCHOOLS IN ADDIS ABABA KIRKOS SUB CITY</u> submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for another programmed of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or other.

Place: Addis Ababa, Ethiopia　　　　　Signature:-_____

Date: May 2016　　　　　　　　　　　Enrolment No: …   109100805

　　　　　　　　　　　　　　　　　　　 Name: …HANA CHERNET

　　　　　　　　　　　　　　　　　　　 Address: …Email Address

　　　　　　　　　　　　　　　　　　　 hana_chernet @yahoo.com.

　　　　　　　　　　　　　　　　　　　 Mobile : +251 911671419

CERTIFICATE

This is to certify that Mrs. Hana Chernet Helelo student of MSW from IndiraGandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course **MSWP-001**. Her project work entitled FACTORS AFFECTING FEMALE TEACHER'S PARTICIPATION IN EDUCATIONAL LEADERSHIP: THE CASE OF SECONDARY SCHOOLS IN ADDIS ABABA KIRKOS SUB CITY which she is submitting is her genuine and original work.

Place: Addis Ababa, Ethiopia   Signature:-_____

Date: May 2016   Name: Mosisa Kejella Megerssa

                                       Address of the supervisor:

                                       Addis Ababa, Ethiopia

                                       Phone No: 0911 24 38 83

Acknowledgements

I would like to acknowledge and thank people who supported me to finish this study. First, I would like to thank my advisor Mr.Mosisa Kejela for his valuable advice and guidance, constant encouragement, useful suggestions, constructive comments and critical feed back during my research study.

Secondly, I would like to thank all my respondents for providing me with the necessary information. I also want to thank Kirkos sub city education office supervisors for their willingness and cooperation during my data gathering time.

Thirdly, I acknowledge and thank my best friend W/o Mekdes Eyoel for her encouragement and support during my work.

Finally, I wish to extend my sincere appreciation and gratitude to my family for their moral support, encouragement and for all the efforts they contributed to overcome various challenges which would affect all my work of the study.

Above all, I would never forget that God is the base for all parts of my life in general.

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ACRONOYMS

UN: United Nations

OAU:Organization of African Unity

UDHR: Universal Declaration of Human Rights.

CEDAW: The Convention on the Elimination of all forms of Discrimination
Against Women.

BPA: Beijing Declaration and Plat form for Action.

CFDRE: Constitution of Federal Democratic Republic of Ethiopia.

TGE: Transitional Government of Ethiopia

CTE: Colleges of Teachers Education

HEI: Higher Education Institutions

ESDP: Education Sector Development Program.

TVET: Technical and Vocational Educational and Training system

EFA: Education for All

HLI: Higher learning Institutions

E.C: Ethiopian Calendar

Abstract

The overall objective of this study was to explore the problems responsible for underrepresentation of females in the secondary school leadership in the case of Kirkos sub city Addis Ababa. More specifically, the study sought to investigate the current status of female teachers in Kirkos sub city of Addis Ababa city administration secondary schools, to examine the factors that hinder females to accept educational leadership particularly in secondary school principal ship, to identify the way in which women could be aspired and develop self confidence in order to be efficient leaders. Quantitative and qualitative research methods were employed for this study. To collect the main data questionnaires were administered among 88 male teachers, 22 female teachers, 10 male and 2 female principals and vice principals. Furthermore, empirical materials were gathered from Kirkos sub city education office and the sample secondary schools, 8 female teachers and 3 Kirkos sub city education bureau supervisors through interviews were analyzed thematically. The data collected via questionnaires were computed through percentage, mean and mainly weighted mean. Results indicated from all the items stated most of female teachers participation was moderate. However two items such as home and family responsibility and educational institutions do not have transparent selection criteria were found great impact on females' participation of school leadership. Lacks of confidence because of the social back ground in the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. In addition, females do not have opportunities to gain bottom experiences in educational leadership that would help them for further advancement because the school leadership was men dominated in tradition. The overall recommendations of the study was the government, society and the stakeholders should give great emphasis to work on women leadership, since the country's half of the population is women, wastage of women resource should be minimized. Based on the results, further studies have been recommended.

CHAPTER ONE
1. INTRODUCTION
1.1 Background of the Study

Under this chapter background of the study, statement of the problem, objectives (general and specific), significance of the study, delimitation, limitation, and organization of the study and definition of key terms were presented.

A close look at the literature indicates that women are disproportionately represented in educational administration as department chairs, academic deans, chancellors and university presidents. This underrepresentation of women in leadership positions can be attributed to gender biases that inform academic cultural assumptions about women's leadership potential (Dominici,Zeger 2009,as cited in martine 2011)

The proportion of men and women leaders is more balanced in some countries than others. For example in Australia and parts of the USA, affirmative action has had influence and it may have an impact in South Africa where the constitution aims for equity in respect of race and gender. Cultural factors can affect the balance of men and women leaders.(Colman,2003).

However, this might exist in few countries but in most part of the world, still there is disproportional representation .For instance the majority of sub -Saharan African women continue to face both internal and external barriers. Internal barriers result from the effects of cultural socialization and societal stereotypes, while external barriers include social constructs that block the majority of women from taking leadership position.(Chisholm,2001; Marshal.1997 as cited Keller,2011)

Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women do, despite the positive perceptions of principals toward female capabilities. This lack of encouragement exists even though women who get doctorates are more likely than men to desire an academic career, but are not being hired at equal rates.(Growe & Montegomery 2000).

Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline older students, particularly males; females are too emotional; too weak physically, and males resent working with females (Rosline, as cited in Whitakerand lane 1990).

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic; political, social, and cultural affairs. For example, statistics show the existence of more illiterate women than men. (51%men and 66% women) and women are less represented at all levels of education, especially in higher education (MOE, 2014/2015)

Regarding employment, data from the federal civil service Agency (FCSA) on federal government employees shows that women occupy only 18.3% of all professional and scientific positions, and 25 % of administrative positions indicating that the upper and middle level positions in the civil service are still overwhelmingly dominated by men.

According to the same source, women hold 71 percent of clerical and fiscal jobs and 51% of the custodial and manual jobs. (FCSA,2014/2015). This is true that even in Addis Ababa weigh against other cities of the country which is the seat of different world and African institutions still the community's attitude towards women capability and skill is low.

The situation in the education sector is not encouraging either. As indicated in some studies (Abebayehu Aemiro, 1995) the number of female principals in schools is declining from time to time .The information elucidated below which was compiled after 10 years, the number of secondary schools increased in more than double however the number of women as principals has not improved at all.

Among the 59 secondary schools in Addis Ababa city administration, we only found two main female principals and 15 vice principals. In each secondary school there are two main principals and two vice principals with the total number of 4 principals. Out of the 10 sub cities, the Kirkos sub city which the study was conducted has 1 (25%) main and 1 (25%) vice female principals. The total number of principals in the 10 sub cities is 236; discouragingly there are only 17 (7%) femaleprincipals at main and viceprincipals levels. This number is very low by any standard and it needs great emphasis to increase their number as principals (source Addis Ababa BoE 2014/ 15).

It is now more than half a century that the negative impact of women's exclusions from or under-representation in different spheres of life has began to be well recognized and documented at global level. Ever since, promoting gender equality through women's empowerment has become a major policy strategy to achieve human development, poverty eradication and economic growth. This has come through efforts exerted not only by women but also by men as well that have concerns about the historical status of women in the society. Accordingly, a number of global and regional conventions that focus on gender equality and women's empowerment have been endorsed by the general assembly of the United Nations (UN). The effort to uncover what goes on in the Ethiopian education system with respect to promoting female leadership is centrally an educational issue embedded in gender equality and African Union (AU), and other regional organizations. Gender issues here give background to the more specific issue of female leadership in the education system of Ethiopia.

The international instruments that lend themselves to viewing the conditions of female educational leaders are for instance, the *Universal Declaration of Human Rights (UDHR, 1948)*, the *International Covenant on Social and Cultural Rights and the International Covenant on Civil and Political Rights* (constituting the *International Bill of Rights*). These are international instruments that decisively uphold instances of the principle of non-discrimination on the basis of sex.

The *Convention on the Elimination of all forms of Discrimination against Women (CEDAW-UN, 1979)* and its *Optional Protocol*, promotes gender equality in access to social and economic opportunities and political power. The CEDAW is particularly very important because it provides for the elimination of all forms of discrimination against women in the political, social, economic and cultural fields, through a range of legal and policy interventions. The *Beijing Declaration and Platform for Action (BPA, 1995)* continues to provide the overarching global framework on gender equality and empowerment of women in twelve critical areas of concern such us poverty, education,health,violence,armed conflict ,the economy, power and decision making ,institutional mechanisms ,human rights, media the environment. The BPA called for the mainstreaming of a gender perspective in the design, implementation and monitoring of all policies and programs, and committed countries to design their own specific programs and activities in consultation with women's groups and other stakeholders for its implementation. Moreover, promoting gender equality (mainly through the empowerment of women) has been considered in the Millennium

Development Goals not only as a strategy to achieve sustainable development but also as a goal in its own right to be achieved. In this regard, Ethiopia is not only a signatory of the global and regional gender equality conventions; but has also made the provisions of these conventions an integral part of the law of the land in its Federal Constitution (CFDRE, 2005). It further ensures that all fundamental rights granted are to be interpreted in conformity with the principles of the signed conventions and declarations. Therefore, as clearly stated in the *Document of the World Bank (*Report No. 36434-ET, 2007)*, Ethiopia's performance in terms of ratifying international conventions and formulating national legal and policy provisions pertaining to gender equality seems to be phenomenal.

The national Ethiopian policy on women underscores the critical importance of enhancing gender equality in all spheres of life through gender mainstreaming.

The policy also urges sector ministries and organizations to consider gender equality in the planning, implementation, monitoring and evaluation of all activities and programs.

Accordingly, the *Education and Training Policy of Ethiopia (Transitional Government of Ethiopia [TGE], 2004)* stated that education will be geared towards reorienting society's attitude and value pertaining to the role and contribution of women in development. It has further underscored that special attention to be given to the participation of women in the recruitment, training and placement of teachers, and specified that educational management will be democratic, professional, and will encourage the participation of women .It is in response to these policy pledges that widening the educational opportunities of girls and women has been the central policy agenda in Ethiopia. In general, Ethiopia has made remarkable achievements in promoting gender equality in participation, particularly at the primary education level.

Equality of women with men can be achieved when the status of men and women, their access to goods, services and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities in the society are equal. While there is no guarantee that education will bring about the same outcome to men and women alike, the achievement of equality in education, nevertheless, acts as a catalyst and contributes to the realization of equality for men and women in other spheres of life, including in employment, decision making and leadership. This implies that access to education is not an end by itself. It is rather a means to an end, which is, access to employment, resources, power, promotion etc.

In other words, besides provision of access and opportunity to education, policies and strategies that are designed to enhance gender equity should promote women's access to power, decision making and resources.

Promoting women's access to leadership positions is particularly significant in the education system, because, not only that it helps to enhance gender equality in the education sector; but it also creates female leaders who can be role models to thousands of school girls.

In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MOE, 2015/2016). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations. One could hardly find women holding a management and decision making positions. This would retain many women from facing the challenge and exercise decision making role (Meron, 2013).

This study was designed to investigate the factors that affected female teachers to appear in school leadership in Kirkos sub city of Addis Ababa and generate possible means of reducing this challenges based on the findings of the research.

1.2 Statement of the problem

Females' right to equal participation in all aspects of the education and training system should unanimously include their active involvement in the teaching profession as well as in the management and leadership positions. Women's scarcity in managerial and decision making is a global phenomenon. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact women account no more than 10 % managers and 3% of company directors and this issue has received the attention of international organization (Onsong,2004) .

The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular .In the case of school leader ship; it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP – IV 2010). This deprives female students the opportunity of looking up to role models.Females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all levels of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV 2010).

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

In order to understand the extent to which women are excluded from educational leadership in Ethiopia, it is imperative to see the proportion of women's share in the teaching force.

In Addis Ababa out of 70,987 male and female secondary school teachers, the statistics shows that 11,362 of the teachers are female. (Educational statistics Annual abstract 2013/2014). Similarly, in Kirkos Sub city there are four secondary schools holding 272 male and 87 female teachers.

However, the proportion of women principals and assistant principals in secondary schools is all scant. Relatively with the exception of two female principals, out of the four secondary schools available in Kirkos sub city, the remaining three secondary schools are all run by men. International EFA strategy encourages support for women's empowerment in the teaching profession and educational leadership, including initiatives to train, recruit, employ and empower more female teachers, principals and educational leaders.

In spite of policy instruments and the commitment in ESDP IV to significantly increase the proportion of female teachers and leaders in the education system, their participation is still considerably low.

Thus, as the above elucidations indicate, the problems of underrepresentation of women in educational leadership are multifaceted in developed and under developing countries. Hence, this study was designed to assess the major factors for low females' participation in educational leadership in Addis Ababa, Kirkos sub city.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate factors affecting female teachers' participation in educational leadership in the case of secondary schools in Addis Ababa Kirkos sub city.

1.3.2. Specific Objectives

- Explore the current status of female teachers in four secondary schools selected from Kirkos sub city.
- Identify factors that hinder women's promotion to leadership positions in schools selected from Kirkos sub city.
- Suggest alternatives that help to further enhance female teachers to assume leadership positions in schools selected from Kirkos sub city.

1.4. Research questions of the Study

With the above general and specific objectives in mind, the study is designed and attempted to answer the following basic research questions:

1) What is the current status of female teachers in the selected schools?
2) What are the factors that hinder female educators from accessing to and sustaining in the leadership of the school system?
3) What should be done to further enhance the participation of female educators in leadership positions of the school system?

1.5. Significance of the Study

This study was attempted to explore factors that affectfemale teachers' participation in educational leadership positions. Hence, this study is believed to give:

- Insights on the current status of gender equality in the leadership of the selected schools in Kirkos sub city.
- It helps to give recommendation on the strategies to increase female teachers' participation in leadership positions of the selected schools in Kirkos sub city.
- Helps policy makers and implementers to gain greater insights in to the purpose for the call for female leadership and to understand the major challenges to females 'access to leadership positions.

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- Helps to redesign strategies and set priorities for female leadership positions that are compatible with the social contexts and the education system of the country.
- Increase the representation of females in educational leadership.

1.6   Limitation of the Study

The major problem encountered in this study relates to the process of data collection. There was tremendous reluctance among participants i.e. teachers to fill in the questionnaires and to be interviewed. Similar problems among the principals and participants were chosen to be interviewed. It was also noted that some of the teacher respondents showed some carelessness in filling the questionnaires.

1.7   Delimitation of the Study

This research study was delimited to four secondary schools due to time and resource constraint, it was not inclusive of higher institutions and Ethiopian Technical and Vocational Education and Training (TVET).

1.8. Organization of the Study

This study is organized into five chapters. The first chapter deals with the introduction which included statement of the study, research questions, significance and definition of terms. The second chapter of the study presents review of related literature on which the study's theoretical frame work was based. The third chapter introduces the research methodology,   instruments of data collection employed.Chapter four deals with data presentation, analysis andinterpretation. Chapter five presents summary of the findings, conclusions and recommendations.

1.9 Definitions of Terms

Leaders: The term educational leaders under this paper used to represent the individuals who are in leadership positions of school, school principals, department heads, unit leaders and club heads.

Key Educational leadership positions: represent individuals who are in leadership positions of school principals and vice principals

Gender: reference to the society and culturally determined differences between males and females.

Glass ceiling: is a term coined in 1970's in USA to describe the invisible artificial barriers, created attitudinal & organizational prejudices, which block women from senior executive position.

Leaders: Lubachliwniak (1997) defined leaders as individuals who provide vision and meaning for an institutions and embodies the ideas towards which the organization strives.

Secondary schools: The term secondary school in the context of Ethiopia has four years duration. Consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and the world of work. The second cycle of secondary education and training enables students to choose subjects or areas of training which prepares them for higher education and the world of work ,and it is completed at grade 12 (MOE, 1994) . Thus secondary school in this research refers to both the first and the second cycles.

Sex role: sex roles are a set of behaviors or characteristics that are standard for each gender in a society. Sex role stereotypes are widely held beliefs about those behaviors andcharacteristics.

Sub city: level of city administration that is below city and above woreda or sub divisions of a region that consists of some number of woredas

Underrepresentation: is a term used to describe the disproportionate (that is too small or none) representation of women in educational leadership.

CHAPTER TWO

Review of Related Literature

This chapter relevant literature works from the major subject fields underlying the study to justify its various conceptual foundations. It presents the relevant literature pertaining to the problems that hampers women's participation in secondary school leadership. Female leadership in educational systems globally and the national perspective are reviewed in this chapter. The number of women in educational leadership is relatively small compared to the number of men. Although there have been some gains in opening opportunities to female educators towards educational leadership, still the majority of leaders are men.

Many of the studies investigating this problem over the past two decades have contributed knowledge about female educators as leaders in education. In particular, scholars have targeted the barriers against female leaders in school administration, career paths of female leaders, and female educators' leadership styles. This happened mainly due to the fact that female educators globally still dominate the teaching work force from which leaders are recruited and promoted. As studies confirm, although female educators prepare themselves and aspire for leadership positions, they are still dominated by their male counterparts.

2.1. Leadership defined

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century. Scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennis, 2009,p:45). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope the someone will come along and solve our problems (Meindis, et al,2009;56).

A Google search of articles and books about leadership indicates, leadership has probably been defined in many ways, and here is several other representative definition of leadership. Interpersonal influence, directed through communication to ward goal attainment.

The influential increment over and above mechanical compliance with directions and orders.An act that causes others to act or respond in a shared direction.

The art of influencing people by persuasion or example to follow a line of action.The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008; 17).

This shows that there is no single definition; a major point about leadership is that it is not found only among in high level position not assigned to formal leadership position. The extent even by a person not assigned to formal leadership position. Ording to koteniko (2001;1), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, according to Kotelniko, leaderships a complex activity involving;

Process in influence

Actors who are both leaders and followers.

Range of possible outcomes, the achievement of goals, the commitment of individuals to such goals and enhancement of group co-culture.

Organization is generally successful. By mentoring and empowering followers, such leaders help followers to develop their potential and thus to contribute more effectively to their organization. The study of Rosener (1990) shows that men more likely than women to describe themselves in ways that characterize transactional leadership. According to Rosener, man leaders view job performance as a series of transactions with subordinates-exchanging rewards for services rendered or punishment for inadequate performance. Men leaders are described as they are more likely to use power that comes from their organizational position and formal authority.

Women leaders in his study described themselves in ways that characterizes transformational leadership- getting subordinates to transform their own self interest in to the interest of the group though concern for a broader goal. Rosener called the leadership styles of women as interactive leadership. The justification given by Rosener to call women's leadership as interactive leadership is that; women leaders actively work to make interactions with subordinates" positive for everyone involved. As stated in Rosener's words, ". . . women encourage participation, share power and information, enhance other people's self worth, and get others exited about their work." (p.4).

Leadership researchers; (e.g., Avolio, 1999, cited in Eagly and Carli, 2003), contrasted transformational leaders to transactional leaders, as who appeal to subordinates' self interest by establishing exchange relationships with them. Transactional leadership involves managing in the conventional sense of clarifying subordinates' responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives. In addition, researchers distinguished a laissez-faire style that is marked by an overall failure to take responsibility for managing.

In general, Eagly and Carli (2003) meta – analysis revealed that, compared with male leaders, female leaders were (a) more (significant in general and on all but one subscale) and (b) engaged in more of the contingent reward behaviors (i.e., exchanging rewards for followers' satisfactory performance) that are one component of transactional leadership. In addition, male leaders were more likely than female leaders to manifest two other aspects of transactional leadership; active management by exception (waiting for problems to become severe before intervening). Men were also higher on laissez- faire leadership (exhibiting widespread absence and lack in involvement).

According to Eagly and Carli sex differences in transformational and transactional leadership do have implications for female advantage arguments because researchers defined these styles in an effort to identify effective leadership. Substantiating these claims, a meta-analysis of 39 studies showed positive correlations between effectiveness and all components of transformational leadership as well as the contingent reward component of transactional leadership, the one aspect of transactional leadership on which women exceeded men (Lowe, Kroeck, & Sivasubrama-niam, 1996, cited in Eagly and Carli, 20003).

The worming study of the MLQ measure produced similar effectiveness findings (enter for Leadership studies, 200), and in addition, showed negative relations between leaders' effectiveness and two of the remaining measures: (a) passive management by exception, which is one of the components of transactional leadership, and (b) laissez-faire leadership.

In view of these findings, the tendency of women to exceed men on the components of leadership style that relate positively to effectiveness (i.e., transformational leadership and the contingent reward aspect of transactional leadership) and the tendency of men to exceed women on the ineffective styles (i.e., passive management by exception and laissez- faire leadership)

attest to women's abilities. Thus, research on transformational, transactional, and laissez –faire leadership styles does suggest female advantage, albeit a small advantage.

2.1.1. Leadership from a feminist perspective

According to Marshall (1995:484) the feminist paradigm grew from the dominant male and structural- functionalist perspective. Marshall (1995:488) further contends that women who are educational administrators are more attuned to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers.

Marshall (1995) futher contends that when women talk, supervis or lead in ways that are not consistent with the dominat paradigm of leadership, teir work is not credited as leadership. The researcher is of the opiion that andocentric philosophy has prejudiced and disadvantaged women whho endevoured to attain leadership positions in organizations such as schools. According to blackmore (1989:113), feminist recondstruction of leadership would involve women in meaningful discoures of organizational life and values as autonomous individuals rather than as objects fo patrichal discourse, with the fous on relationships between individuals and leadership. The researchers of the opinion; that at tlasr the view sgould be –empowering oytthet rather than poewr ve others.

According to Gossetti and Rusch (1995:1), the power of a feminist paradigm is that it focuese on the gaps and blank spaces of dominant cultures, kniwledge baases and behaviours. Using those spaces, feminism can foucs on women and their experiences, so that femisnist thory can become part of contemporary dialogue and experiences, rather than just and –add-on to the dominant culture. In the researcher's opinion, many womn leaders see discrepancies between the dominatnt culture and their own experiences as women leaders. They do not necessarily proopose the eradication of current replacing them with dialogue and ideas that are more inclusive, open and democratice. Considering leadership from the foregoing perspectives peovides as realistic picture of the various views held by individuals working within schools. What is imperative is that women in leadership provide a different view interpretation of leadership.

2.2. Females and leadership

Good school admisistration is more attuned to feminine tan mascluline modes of leadershi behaviour. Femlae attributes of nurturing, being sensitive emparheric, intuitive, compromising,

caring, cooperative and accommodative are increaseingly associated wih effective administration. While these characteristics are innate and valuable, women possessing the qualities of a good leade still face higher attrition and slower career mobility particularly in educational administration (porat, 1991).

Data on equality of oppoetunity in educational adminisitation reveals that gender, more than age, experience, background, or comperence determines the role an infividual will be assigned in education (whitaker & Lane, 1990).

Transformational leadership associated mainly with women are increasingly praise for having excellent skills for leadeship and, in facr, woomen, more than men, manifest leadership styles associated with eddective perdormance as leaders (Eagly, 2007;1).

Unlike men women have commnunal qualities, democratice and participatory, typiccally focusing on relationships and creating positive working atmospheres (Eagly and Johnson, 1990).

Therefore, the researchers strongly support this idea from the fact that if this quality of females' leadership is potentially released to school environment and provided that female access to leadership, they contribute their quality of leadership to schools.

Moreove, writers of popular books on ledership have argued that effecive leadership is congruent with the ways that women lead (Helgesen, 1990; Rosener,1995). For example, Rosener (1995) labelled women's leadership as interactive, nvolving collaboration and empowerment of employees, and men's leadership as command and control, invoving the assertion of authority and the accumulation of powwer.

Even though, some writers stated women's effevtive leadership is attributed to a transformational leadership style which frequently brings effective leadership, there is a lack of women in gigher level of leadership (eagly, 2007).

In this regard considerable research could be conducted so as to identify the barriers that cause female underrepresentation in educaional keadership. To different authors men and women are quite different in the ways that they lead. Whilr men reling on somewhat antiquated leadership style that does not fit the needs of most contemporary organizations (Aburdene and Naisbitt (192) described in their book, Megatrends for women, 25 behaviours that characterize women's

leadeship. The behaviours clustered in six central patterns were identifled as behaviours the empower, restucture, teach, provide role models, encourage openness, and stimulate questioning.Gillet Katam (1994), on the other hand, used four behaviours; (a) avision behaviour- in this categor, women leaders would take appropriate risks to being about change; (b) apeople behaviour womrn leaders provide care and respect for individual differences; (c) influence behaviour women are acting collaboratively; values behaviour in which women leaders spend time building trust and openness (Getskow, 1996).

No matter how the leadership behaviours of women are delineeated, the fact is the women do possesss the capabilities and skills to be excellent educational leaders. Gross and Trask (1976) listed capabilities of women in leadership women principals hab a greate knowledge and concern for instructional supervision, supervisors and teachers preferred women over men, students' academic performance and teachers' professional performance rated higher under women principals. Women were more effective administratiors, supervisors and teachers preferred the decision making and problem solving behaviours of women, women principals were more concerned with helping deviant puplis. Women priceipals palced more impoetance on techinical skills and organization reponsibility of teachers as a criterion for evaluation (Allan,2004.)

When sexual liaisons do develop between people at work, problems sometimes result-and those problems can lead to job loss fot the member of the couple (usually the woman) who has the leasr seniority. Moreover, sexual harassment is a common popblem in the workplace, especially for women, and even more especially for women in token or oioneer positions. Such harassment can serve to keep the geneder bassed division of labour in place by forcing the victims from their jobs or interfeing with their job performance (Kenter,1977;Lott, 1987;Fagenson,1993).

2.3. The impact of Gender on Effectiveness of Leaders.

In reviewing the literature on gender and full range leadeership, and important issue that emerged was leader effectiveness. Transformational leadership, along with the use of contingent reward, is astyle significantly related to effectiveness as previously mentioned (Eagly ad Carli, 2003; Appelbaum, Auedet and miller, 2003; Center for leadership studies, 2003).

Given these constraints, transformational leadership may be especially advantageous for women (Eagly et al., 2003; Yodeer, 2001, cited in Eagly and Carli, 2003) because it encompasses some

behaviours that are consistent with the feemale gender role's demand for supportive, considerate behaviours. The transforma repertoire, along with the contingent reward aspect of transactional leadership, mau resolve some of the inconsmistencies between the demand of leadership roles and the female gender role and there fore allow women to excel as leaders. Fortunately, for women's progress as leaders, this positive, encouraging, inspiring style appears to have generalized advanatage for contemporaty organizations. This idea is supported by Appelmbaum, Auedet and Miller (2003:49). Women's styles are not at all likely to be leass effective; in face, they are more effective within the context of team based, consensually-driven organizational strucures that are more prevalent in today's world.

Eagly and Carli (200) has tried to show how leadership effevtiveness varies between men and women leders in different situations. According to thers reseatchers, women are relatively less effective in leadership roles defined in especially masculine terms and more effective in roles defined in less masculine terms. The following findings were consistent with these expectations; (a) women were less effective than men to the extent that leadership positions were male dominated; (b) women were less effective relative to men the greater the proportion of men subordinates increase; (c) women were less effective relative to men the greater the proportion of men among the rates of leader effectiveness; (d) women were substantially less effective than men in military organizaions, a traditiionally masculine enviroment,

But modestly more effective than men in educational, govermental, and social service organizations; (e) women fared particularly well in effectiveness, relative to men, in middle level leadership positions as opposed to line or supervisory positions.

The metal analytic study of Eagly and Johannesesn –Schmidt (2001), regarding on measures of transformational ,transactional and laissez- faire leadership style, which were designed to predict effecivess show siilar esult to toher studies, ye another pattern appeared. According to these researchers, female leades exceeded male leaders espeially on femal stereotypic transformational dimension of individualized condideration and were higher than men two additional subscales of transformational leadership as well as on the contingent reward sclae transational leadership. In contrat, men excee women on the active and passive management by exception and laissez faire subscales. Based on the above findings of their study, Eagly and Johannesesn Schimdt (p;787) they argue that, it is likely that the greater effectiveness of female than male in this smple of managers

reflected the negative relationships between passive management by exception and the laissez faire styles to effecdtiveness and the positive relationship of transformational and contingent reward to effectiveness. The finding of Ekore and Attah (2007: 161-162) on influence of sex Role expectaions on perceived work performance among Employees in Miltinational corporations in Nigeria has shown that –sex role expectations have a significant influence on perveived work performance.

Specifically, employees with male expected characteristics were found to perform better than those with female expected characteristic. Although, not part of the major finding of the research works, the researchers found that experience on the job significantly influences performance among employees used in this research work.

2.4. Gender Stereotyping (*the Glass Ceilin*)

Ashimre and Del Boca 91979), after reviewing various definitions of gender stereotyping, tried to incoporate the idea of all with a single and simple statement. They define stereotype as a,, strutured set of belief about the [eronal attributes fo a group of peoople. Whereas, sex stereotype of gender stereotyoe is, a structure set of belief about the personal attribute of males and females.

Powell (1993)in his book of woen in management, explaining what this set of beliefs incorporate, defines gender stereotype as velief that sees men to be high in masculine traitas such as independence, aggressiveness, and women to be high in feminine traits such as gentleness, sensitivity to the feelings of other, and tactfulness. Powell (1993), Further explaining about this belief mentions that belifs about sex differences appear to have remained essentially the same since the late 1960s, despite the increased attention give to gender stereotypes in the popular media and the condiderable changes thant have taken plae in the work world since then,

AGlass Ceilingis a metaphor introducd in 1986 by writers of the Wall Street Jourbak to explain the contradicion of an increasing number of women entering the labour market and their persistently limited acrs to ledership positions (Black and Rothman, 1998; Oakly, 2000; Weyer, 2007).

The metaphor portrays the difficulty that women in the corporate world face, in ordeer to atainposition of highe levels, alhough these appear to be attainable, given their achievements in education and abilities. So, it looks as if they were falling on an ivisible wall, since the difficulties are not very clear and evident at first sight. The glass ceilling, thuse, constitutes an invisible barre

for women and minority grous, preventing them from mopving up the corporate ladder (weyer, 2007).

The phenomenon has been explained in many ways, including corporate practices, such as rectuitment (powell, 1987), retention, emuneration and development (witt and nye, 1992), structural and clutural factors, as prescribed by feminist theory (Robeyns, 2003; Noble and Moore, 2006) and behavioural causes, such as stereotyping and perferred leadership. Of the above menioned, Gender role stereotypes is the major reason for the existence of the Glass ceiling. As mentioned eatlier, Genede stereotypes are common beliefs about character traits that describe men and women. Inicarively, characterisitics such as self –reliance, independence and aggressiveness, which are thought of as male characterisitics, are usually attributed to successful leaders. On the other hand, traits such as non-aggression, spiritual values, artitic inclinations and concern for others anre mostly attributed to women. Therefore, the rxistence of gender stereotyping puts women with power in a disadvantaged postion compared to their male counterparts, exactly because their gender stereotyping puts women with power in a disadvantaged position compared to their male counterparts, exxactly because their gender stereotype conflicts with the leadership stereotypes. (Galanaki, et al, 2009).

2.5. Affirmative action quotas and Targets

Affirmative action (AA) is a change intervention promoted in equity driven politial agendas. Programmes include organisational goals for ncreasing the representaTION of historically excluded grous, timetables for their achievement and the introduction of stagies and practies ro suport targets (Konrad and Haetmannn, 2001). Quoras and targets can be perceived as discriminatory (In this case against men) or as risking causing backlash and accusations of tokenism (Baez, 2006; Lihamba et al,, 2006; Morley et al, 2006).

Conversely, they can be seen as necessary and suitable, particularly in areas where gender segregation is entrenched, and can compensate for and tackle gender bias in recruitment and selection (OECD, 2008). They were a contentious topic in Lord Davies' (2011)UK report on women on boards.

However, Norway introduced quotas in 2008 mandating at least 40% of each sex on publicly listed boards. Since then other European countries have, or are considering, legislation in the form

of quotas (e.g. Spain, Iceland, Finland, France, Netherlands, Belgium and Italy). Case study 4 illustrates an intervention that has produced auditable change.

2.6. Major factors for low females' participation in Educational leadership

It this section, several research studies confirm with the factors for low participation of women in educational leadership. For instances, female administrators in educational leadership are underrepresented as gender given that make up the whole teaching profession (Gregory 2000).

For their underrepresentation' they list several factors that are related to organizational and individual factors.

2.6.1. Organizational Factors

Since the mid – 1980s, studies have continued to report that women 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 women are their perceived inability to discipline students, supervise other adults, criticize constructively, manage finances and function in a political frame (Folmar, 1989).

Young and McLeod (2001) stated – many school board members, search consultants, search committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past (p. 494). Assumptions about appropriate activities relate to concerns about whether or not a woman can do the job. For example, the school board may lack confidence in a female superintendent's competency to oversee the construction of a new building, and when she completes the task successfully the board is surprised. Logan (1999) also found that women were still perceived as lacking the ability to handle discipline at school.

Skrletal (2000) reported that school boards and other administrators believe that women 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 redaction is much more negative for women than for men.

Most research studies conclude that the biggest barriers to career advancement among women are beyond their personal control. The glass ceiling commission indicts organizational and structural

barriers as the most predominant barriers toward women's upward climb in the career ladder (Wood, 1994)..

Berman (1999) opined that organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level. Job assignment is considered to be the primary condition for career advancement of women to advance to the leadership position in school as organization. An organizational structure steer away woman's potential for upward mobility by confining them to work roles that are considered to be women's occupation.

To this end, the quickest way to the top of management level is placement in functional areas or crucial job assignment that leads to the accomplishments of critical organizational tasks barman (1999:88). Women are there to the learners and men are there to run or manage the schools. The term teacher is associated with a woman and the term principal with a man (Greyvenstein2000:30).

From the researcher point of view this is the traditional assumption that made men to be privileged in holding the position of Educational leadership undermining female teachers in educational leadership. If female are given the opportunity to lead school yes they can lead.

Since men have traditionally dominated leadership positions in all spheres, it follow that research has been male – gendered (Enemata 2000:377). In this way, organization research and theory became male biased oriented to male ways of knowing. Acker (1989: 6) further noted that the early work on teachers' careers either ignored Since men have traditionally dominated leadership positions in all spheres, it follow that research has been male-gendered (Enomoto 2000:377). In this way, organization research and theory become male-biased oriented to male ways of knowing. Acker (1989:36) further noted that the early work on teachers' careers either ignored gender differences or explained them in terms of women's deficiencies. Thus, it is possible to see how the field of management itself could be seen as male gendered and imbued with the culture of masculine (Asker, 1989:36).

2.6.1.1.   Working Conditions and Sex Discrimination

In the opinion of Morgan, King and Robinson (1981:467) discrimination, refers to the behavior of treating a person or group in an unfavorable or unfair way. Naturally, prejudice often leads to discrimination. But prejudiced people sometimes do not behave in accordance to their attitudes either because they have no opportunity to or because they are afraid to. Women, as people of

the weaker sex, are often the ones most likely not to react when discriminated against for fear of being harmed or further victimized. Putting the issue of women discrimination into context, Ouston (1993:5) says that men are still the prime barrier to women in management. Despite some progress, old fashioned sexist attitudes are still common and represent a real, not imagined, barrier to the progress of women.

Discrimination that rest on any assumed difference between men and women is both ill ground and immoral since human beings by their natural are capable of learning in other worlds women as members of the human species are also endowed with the potential to learn, for through learning a man can capable of new station.

Grogan (1996:137) furthermore, enlightens by arguing strongly that leadership in dynamic organizations and schools is a shared phenomenon. If we subscribe to the notion that virtually everyone has some potential for leadership, schools can be extraordinary places for expecting opportunities for leadership. This view surely covers women as well. Equality, and not discrimination, rest on strong democratic beliefs, beliefs that are further based and supported by such compelling views, as for example, the argument that says_ 'there is something peculiar to human beings and common to human beings without distinction of class, race, or sex, which lies deeper than all differences (Dowling, 1995:23).

Discrimination against women that is based on untested grounds and perceptions no doubt constitutes unfairness. The components of administrative work, as well as the perceived and real male defined environments in which May women administrators must work, shape women's perceptions of the desirability of administration. The perceptions that women holder what leaders Gardiner and Tiggemann (1999) found that the job stress of women was higher than that of men when working in a predominantly or traditionally male environment Skrla, Reyes, and Scheurich (2000 described organizational context in which men used intimidation and silence to discourage women. Intimidating tactics and behaviors of board and community members include name-calling, rumors, and over lies, additional 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 (19950 in his study revealed that Women had been sexually harassed by a higher status male and that sexual bribery by higher status male co-workers was a problem. Silence as a form

of sexism was represented in personal silence about gender issues while in the superintendence and the fillings of not being heard. The women teachers studied by Hewitt (1989) were discouraged from applying 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 Clemens (1989) noted that supportive work environments were essential in choosing to become principals. Wynn's (2003) study of teachers with leadership skills 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 ship.

2.6.1.2. Socialization and Sex Role Stereotyping

Organizational socialization is the process by which new leaders become integrated into the formal and informal norms, as well as the unspoken assumptions of a school or a district. Because traditional stereotypes cast women as socially incongruent as leaders, they face greater challenges becoming integrated into the organization (Hart, 1995, Braithwaite 1986) attributed women's failure to advance to upper level leadership positions in schools to oversaturation with the cultural message of female inferiority within male systems (P. 16). This marginalization results in women not only being expected to behave like men, but also on being judged on how womanly they are.

Furthermore, Hill and Ragland (1995) indicated that colleagues might say such things as the main is firm, but the female is stub-born, and school boards are more likely to negatively evaluate women superintendent who portray decisiveness, assertiveness, and directness (Bell, 1995).

Another form fox sex stereotyping reported by Irby and Brown (1995) related to societal perceptions that women work on an emotional level. Langford (1995) indicated that is perceived that because women are intuitive (akin to the emotional work response), they cannot be natural, logical decision makers.

Kamler and Shakeshaft (1999) supported these findings, pointing out the existence of the myth that women are too emotional and can't see things rationally and so that affects their decision making (P.56). Chrisman (2003) indicated that there exists a societal climate of un expectation

for women who hold administrative positions. Perhaps due to this un expectation, a more difficult socialization process in to the profession occurs with women as opposed to men.

Carr (1995) Reese (1993), and Chrisman (2003) indicated one of the reasons for the difficult socialization process is male dominance of the profession. Studies of women found the double womanly of negative stereotypes, firs t about being female and then about ethnic background (Perscott-Hutchins, 2002: Trujillo-Ball,2003).

2.6.1.3. Hiring Practice and Recruitment

The way an organization makes decisions about hiring, promotions and paying women leaders is strongly influenced by its culture and the gender stereotypes that underline it (Howard and Wellins 2009). These assumptions and biases can result in employer overlooking talented candidates and limiting their access to the talent pool (Equal Opportunity for Women in the Workplace Agency 2008b). Hurdles to women's advancement in leadership are encountered in recruitment and hiring processes, and in job assignment, training and promotion activities in unjustified assumptions (Palermo, 2004).

These assumptions include that women have less career ambition and diminished loyalty to their employers because of their more significant caring and household responsibilities (Howard and Willins, 2009). Gender stereotyping excludes women from leadership roles (Piterman, 2008).

Research indicates that employers avoid recruitment women. Women are less likely to be considered for leadership roles and are segregated into marginal roles that do not lead to positions of influence, and are not being offered challenging assignments (Chief Executive Women, 2009).

Recruitment problems, and in particular the selection and appointment process, was identified as a significant barrier for women seeking principal ship. According to Sinclair (1998:33), par of the problem is what is defined as leadership behaviors: when women exhibit what, in a man, would be judged as leadership behaviors, they are judged as something less than, or other than, leaders. Rhode (2002) argues that this lack of recognition is due to women's lack of mentors and access to informal networks of advice and contacts. This reinforces Ehrich (1994:5), who reported that Women in a variety of professions such as management, academe, and education continue to experience a lack of mentoring opportunities.

With regard to women seeking principal positions in primary schools, power (2002:93) describes the role of recruiting and hiring committee on selection panels as one of gatekeepers to leadership. The influence on the interviewing usually a non educationalist and members of the local community who may also be non educationalists and members of the local community who may also be non educationalists are cause of unpredictability for applicants. It may seem logical to think that lay women would have replaced women when principal ships become available, but statistics show an increases in males appointed. In summary, socialization and stereotyping of women, individual barriers, and organizational. System barriers combine to make appointment to principal ship more difficult for women. They perceive their capacity to remain authentic and build cultures of shared leadership to be an uphill battle. This is an important barrier limiting women's advancement 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 (O'Farrell and Harlan, 1984: Roos and Reski, 1984).

Hiring practices in entry level jobs determine access to ladders. Complex organizations contain many subsystems of job ladders (pipelines0 to which different rules and procedures apply (Osterman, 1984). 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 source that yield a homogenous set of applicants.

Similarly, vocational educational programs and business colleges supply women to meet employers demand for clerical workers (Giese 1989; Vetteer 1989). Personal networks of friends and relative are another common way that people find out about entry-level jobs.

Employers use administrative rule and procedures to regulate hiring, promotion, and wage systems in the "internal labor market" (ILM) of organizations (Osterman 1984). The ILM theory is useful in analyzing more formally and precisely the notion of the "pipeline" for career advancement. Ideally, a job ladder that links steps in a logical progression of skill, knowledge, and experience acquired on the job characterizes an ILM. Formal rule govern who is eligible to move up the ladder and how promotion decisions are made.

The external barriers to career advancement for women are pervasive. Grade cites Timpanon (1992) as maintaining that sex discrimination is practiced through "filtering methods" that filter out qualified women. Timpano's filtering methods include: "Recruiting filters limiting job opening announcements to "within the district" when few if any women are certified as administrative position by suggesting that she apply for a lesser administrative or teaching position; "Selection criteria filters" applying dual selection criteria by allowing men to skip one or more rungs on the career ladder but requiring women to climb each step concerned about returning home alone late in the evenings from meetings?"; and lastly, "Selection decision filters" rejecting a woman because she is aggressive, but hiring a man for the same reason. Research and statistics indicate that sexual discrimination, whether covert or overt, does exist in hiring practices in educational administration (Grady, 1992).

Mahoney (1993) cities Christianson in pointing out that when such selection boards have to choose between a man and a woman, both equally competent, it is more likely the man will be chosen. In addition to these "filters", women face selection criteria, overt discrimination, and dual-work role expectations (cairns, 1975).

Dopp and Sloan (1986) found lack of female role models, resistance from persons in the community, and lack of central office experience to be common external obstacles to women aspiring to superintendent status. Shapiro (1987) offers more insight into the topic by suggesting that low levels of encouragement for women to enter administrative posts, a limited number of role models, lack of networks and discriminatory hiring and promoting are important barriers to women seeking administrative placement in school systems.

One of the external barriers that Courthouse to reinforce the status quo is the hiring practice that still tends to be highly subjective and directed at those who appear to fit into the "old boys" network. This "Old boy's network" has been used to recruit, train and replace men in administration (Pig ford and Tonnsen, 1993).

Women are not privy to these "locker room discussions" where these networks are developed and where informal decisions and important contacts are made. With this lack of networks, women often do not face the same kind of encouragement to apply for administrative posts. It has been said that men often act as "gatekeepers" to the profession, excluding women: Through

all the stages of preparation-from encouraging teachers to seek administrative positions to final selection of administrative candidates the chances are that a man will be preferred to a woman (Hawthrone. And Henderson, 2000).

Researchers have also examined institutions of learning, and why advancement for women in this realm of education may be limited. Watkins (1998) points out that anti-nepotism policy are widespread in institutions of learning. These polices appear to be inordinately discriminatory to wives, usually due to the fact that husbands are employed first, and many institutions forbid the hiring of any relative.

In addition to discriminatory hiring practices, and lack of networks, the lack of role models has been cited as another impediment. 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 (cooper Jackson, 2001).

As Restine (1993) noted, "Women's paths into administration are often unplanned and unexpected" having female role models would definitely help to encourage other young aspirants to follow suit. Coleman (1996) 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 regard arise from the socially defined expectations that women will take responsibility for domestic matters including childcare.

Schmuck, as cited by Coleman (1996) 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 ten to be given more opportunities to serve on committees and, therefore, begin to "exhibit those qualities that will recommend them for further responsibility" (Coleman, 1994:185). Coleman also observes that male teacher 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.

2.6.2. Individual and societal Factors as Barriers for Females' Advancement to Educational Leadership

Shakeshaft (1989) refers to internal or psychological barriers as "those that can be overcome by Individual changes whereas external barriers require social and institutional Change" (P.82).

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.

2.6.2.1.Poor Self-Image of Lack of Confidence

Low Self-esteem, lack of confidence, motivation or aspiration is often reasons given for women's low representation in positions of educational leadership. There is some evidence to indicate that women lack confidence in applying for promotion and that, in contrast to their male colleagues, they only apply for jobs for which they are fully qualified (Shakeshaft, 1989). Research reported by Shakeshaft (1987, 1993) supports the perception that females tend to receive less constructive criticism than males in carrying out their work. As a result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and allowing their confidence to be unnecessarily damaged. Some would suggest that these psychological internal or intrinsic barriers, however, are seldom more prevalent for women that for men, and it is not usually the woman's psyche at fault, but the social structure of society that is the root cause of the inequities (shkeshaft, 1989).

Women may be aspiring to leadership Positions, but systemic barriers can prevent them from acting upon these aspirations, Women being deficient in credentials and experience have often been cited as an influencing factor in Women's underrepresentation in educational leadership, even though, time and again, research illustrates what a fallacy this is. In the past, women 'slack of credentials may have been factor. However, the number of women in graduate school implies an increase in confidence, motivation and credentials. More and more women are becoming better qualified for the job but, unfortunately, this is not necessarily securing them positions in the administrative field. Grady's (1992) article `women and Educational Administration: Certified, but Not Employed", Cites studies that indicate the number of women in graduate programs in educational administration approaches or exceeds the number of male graduate students.

However, other data reveal that corresponding number of women do not hold administrative positions. In investigating why women with administration certification were not employed in an administrative position, Grady discovered in her study that a major impediment was women's unwillingness to apply for administrative positions. Further reasons cited were that they preferred their current positions and were not interested in administrative work.

It appears that some well qualified women have psychologically accepted a secondary role in their profession because they are concerned about their family or because of lack of confidence (Lange, as cited by Grady, 1992).

Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (1995) found a marked lack of self-confidence. On the other hand, female Secondary School teachers who had been tapped for the principal ship but who didn't want to become administrators exhibited no signs of low self-esteem or lack of confidence according to Hewitt (1989). Although, Walker (1995) and Gupton (1998) both noted that female administrators rarely see themselves as experts, often expressing a lack of a confidence about seeing themselves at the top, women superintendents studied by Lutz (1990) reported no internal barrier of poor self-image of lack of confidence. Rogan (1996) found the superintendent aspirants in her study to be very confident of their abilities and qualifications to lead school districts.

Similarly, Grogan and Brunner (2005a,b) report that 40% of women in senior central office positions feel competent to take on district leadership positions. Low self-esteem and lack of self-confidence may be different than leadership identify, which is the feeling of belonging to group of leaders or to a specific level of leadership and of feeling significant within that circle (Brown & Irby, 19960. Lack of leadership identity can lead to a feeling of isolation and the feeling of belonging to group of leaders or to a specific level of leadership and of feeling significant within that circle (Brown & Irby, 19960. Lack of leadership identity can lead to a feeling of isolation and the feeling of being and outsider (Chrisman, 2003). In their findings related to superintendents and aspiring superintendents, Walker (19950 and Scherr (1995) indicated that women lack a sense of themselves as leaders and perceive that they have further to going developing this leadership identity than do men. 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,b; 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.

2.6.2.2 Family and Home 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, ether 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 919850, a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility 1993 (Kamler and Shakeshaft, 1999) and the study documented family responsibilities as one reason why women teacher were not choosing to enter administration.

Hewitt (1989) Personal and family impact' included the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours. These factors intrude into, and reduce physical and psychological time and space which principals wish to allocate to themselves and their families. It would appear that an increasing numbers of senior leaders are re-assessing the extent to which becoming a principal enables them to maintain a preferred balance across the different dimensions of their lives.

2.6.2.3 Gendered Cultural and Social values

A major obstacle to women's access to leadership positions in school refers to the cultural and social structure that bifurcate the society into male and female arenas. Entrenched norms inscribed in the culture of many developing countries (Such as, Turkey, China, Islamic countries) attribute certain tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the social expectations of one's gender, assuming that one must behave in accordance with the social expectations of one's gender (Celiketen, 2005; Suet al., 2000; Sidani, 2005). Leadership positions, in this sense, -belong to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they are susceptible to various social sanctions, such as reduce chances to marry (Cubillo and Brown, 2003). In the traditional Chinese culture, for illustration, women have always been in the submissive roles both at home and in society (Suet al, 2000).

The cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calver and Calvert, 1996).

Schultz (1998) explains most case; women are in many cases still chained to the house, which is seen as the space where they may obtain ritual and spiritual purity, if a woman obtains this purity, which many still believe to a significant degree can only be achieved in the home, through domestic activities, then, she can evolve to the next spiritual plane, that is, can be reborn as a man.

The barriers to career advancement experienced by women in developing countries seem to be determined by specific cultural and religious beliefs and values that define femininity in terms of marriage, housekeeping and child-raising. Pakistani women principals' lack of power illustrates this situation; in most of the non-government schools in this country the principals are women, but the power of the governing boards in predominantly in the hands of men (Kirk, 2004).

Grady (1992) Cites Lyman Speyer as saying that few women have been socialized to have a clear sense of a career track to develop their leadership skills. They have also been denied the support, opportunity, and experience give to men. The findings form Grady's study suggest that there remains psychological barrier, a subconscious occupational ceiling that prevents women from form actively pursuing success in the non traditional roles of school administration. Thus, proportionately fewer women than men seek administrative positions, tending to disguise their ability and eliminate them from competition in a larger occupational sphere (Johnston, Yeakey, & Moor, as cited by Grady 1992.)

Socialization and gender stereotyping have also been regarded as additional internal barriers faced by women. Mahoney (1993) cites Witaker and Lane as saying women are limited by social expectations, parental guidance and self-aspiration. Men are more often socialized to preserve and seek professional success while women are socialized to nurture and support other as they assume the traditional role of mother and caretaker of the hone (Brown & Irby, 2006).

An abundance of literature indicates that the socialization process of females perpetuates notions of the inferiority of the female gender. Mahoney also cities Slauen white and Skok who contend that the inferiority of the female gender. Mahoney also cities Slauen with and skok who contend that women have been socialized not to pursue a higher education, since society tends to believe they do not require as high an educations as men. 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 unperceived 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 spouse as qualities of effective administrators.

In addition to socialization, society seems to use a double standard in describing female characteristics. Men might be called absentminded, but women are scatterbrained; men might be described as intellectually curious, but women are nosy; men are planners, but women are schemers; men are sensitive, women are emotional; men are managerial, but women are manipulative. Faced with attitudes such as these, it is no wonder it has been difficult for women to break through the glass ceiling in to higher educational administrative positions, it is of critical importance that women be allowed to nurture the strengths they have (Write, 2001).

Female principals cannot be clones of their male counterparts. It is time to look at the strengths of both and detuning how those strengths can help both men and women become the instructional leaders our schools so desperately need.

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 put in $15 - 18$ hours of work per day, which has never been valued in economic terms (United National Children's Fund [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.

To This point, this literature review has been focused quite extensively on both internal and external barriers that influence the representation of women in educational leadership. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to

overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor.

Holt (1981) suggests that mentors, both male and female, many be the single most important factor in an administrator's career development "Mentors can suggest strategies for career mobility, open doors, initiate contact, and make recommendations` (p:23). Despite the benefits of mentoring, research indicated that there seems to be a lack of available male or female mentors for women.

When males do act mentors, they tend to sponsor male, or someone who is most like them (Erich, as cited by Coleman, 1996).

One reason why mentoring may not be readily accessible to women may be that women don't "fit" into the comfort zone of male mentors, Fleming (1991). Another reason may be that women are still the unknown quantity and are not perceived by some men as loyal or trustworthy and, therefore, maybe seen as a great risk factor for the mentor. Fleming points out another problem of men choosing women as protégés is sexual connotation that is attached to this relationship or the threat of actual sexual harassment in the form of sexual bribery.

In addition, research does indicate that male teachers may benefit more from an informal level of mentoring" than their female equivalents. Clearly, mentoring when it does happen is one way break down the barriers that women face, but it is not such a simple matter. Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional reference that can assist in the promotion of women as candidates for positions.

Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Rees, 1992).

Women need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers (Rees). Various American networks such as Sex Equity in Educational Leadership (SEEL) and Women in School

Administration (WISA) have been established. In Canada, the Federation of Women Teachers' Association (FWTA) Provides

Different types of networking opportunities ranging from courses to prepare for the different leadership positions, to conferences, resource booklets, and a regular newsletter.

Additionally, the Canadian Teachers' Federation organizes an annual Status of Women conference. As Irby and Brown (1998) stated in their study of women's support organizations, "Women need time to grow together professionally and to learn from other women". Schmuck as cited by Irby and Brwon (1998) suggests that there is something special and celebratory for same sex members of all races and ethnic groups of come together. Perhaps one of the most compelling and power full experiences that women have in the conferences and workshops for women is the camaraderie, the shared unspoken assumptions, and the revelation of one's experience which is understood (Brown, 1998:61).

Gaining academic credentials is another way for women to overcome barriers to moving up the administrative leader. Evidence suggests that women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trends of increased enrolment in graduate programs by women will beings to have an effect on the serious under-representation of Women in leadership. It is important to remember, however, that to date the results have not been that encouraging Holt (1981). A more formal way to decrease the barriers facing women seeking advancement in educational leadership in through employment equity programs or affirmative action initiatives. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Dotzler, 1993).

It is important to note that although hiring can be mandated by institutions, acceptance cannot. Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principal and school principal (Dotzler, 1993).

Moreover, educators must be cognizant of the "hidden curriculum" and the divesting effects that gender inequality in school can have on girls. Flynn and Chambers (1996) outline various steeps to a bias free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities. Thus, the researcher has made an attempt to discuss the issues of the underrepresentation of females in educational leadership integrating the existing literature with Ethiopian Education Policy context.

In Ethiopian Context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while braining them to leadership position. Ti this end several documents have been issued by the federal government. Among the documents issued, the first unquestionable is the education and training policy (ETP), 1994 states female education and female Educational leadership with the provisional:-Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women (ETP:3.8.2)

Thus the policy has done much in gilding the entire education system with the fact that one would argue that this would have been much better if there was a strategy in quantities terms that put quantitative parameters to the ensuing change as a result of such a policy. Yet, many administrative guidelines issued as several stages mainly the ESDP series phases could be taken as augmenting the implementation of this policy.

Compared to the document of the education and training Policy, the Ethiopian Teachers Development Program (TDP); Blue print, 1999 E.C in it objectives of candidates also puts that female candidates will be given attention. Very important strategy documents the National Female Strategy, 2010. Focuses on the enhancement of female Educational participation. First, it has it sole inspiring statement that has a direct response to the policy by providing a strategies intervention: provide continuous capacity building training to female leaders assigned as supervisors or school leaders, etc, for enriching their educational leadership and enabling them to be effective in their duties (NFS.P:55).

On these instances, the ESDP IV has emerged with clearly pronounced expressions of the current status and further tends of female leadership in Ethiopian Education System. ESDP IV has taken gender and education as one of the eight cross cutting issues of the education system (ESDPIV;

P: 7 and 13). Describing achievements with respect to narrowing the gender gap in education system since ESDP III, it did not forget to detect the fact that-the number of females in administrative and leadership position remains low this deprives female students of the opportunity of looking up to role models (ESDPIV; P:70). As one of the main challenges within the spectrum of gender and education, the ESDP IV declares that:-

Females are grossly underrepresented in the positions of educational leadership and management as well as in teaching profession to higher institution (ESDPIV: P:70)

The document continues to forge its expected outcomes in a way that the number of female administrator, supervisors and directors at all levels increased (P:70), however it does not specify by how much or to what percentage the increase will be. The same is true in its key outcome targets only promising that the share at all levels will increase. In one way or another, this living document is essential in both recognizing the current low level of female representation in educational governance and in the state of future trend it has outlined for female leadership; In addition to their policy provisions, ministries also provide several administrative or implementation guidelines to their respective regional bureaus.

The ministry of Education sends many of them at internal time. Another is the ministry of civil service and in tune to this some of the regional bureaus have made it a rule that women stand as one significant part of the society who deserve unreserved service to affirmative action. Specifically, in its sub article 5.6.1 a and b of the Civil servant a Recruitment (Hidar, 200), the ministry has made it clear that among others women applicants are guaranteed to affirmative action and if the difference of result in competition, they have in average score is not more than 3% that the ones not entitled to affirmative action, they will be given the priority for recruitment.

The ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seeker on the ground of sex (Article 13,a,); and also that in recruitment, promoting and deployment preference shall be given to women among other (Articles 13,c,a,).

However, as a researcher having such all privileges, female's advancement to school leadership position was not realized. The policies and guide line with its implementation procedure could practically stand for inclusive leadership that participate female teacher Educational leadership.

This study puts more emphasis on how effective these strategies in bringing more female to leadership position.

2.7.Overcoming the factors for Low Women Participation in Educational Leadership

To this point, this literature review has been focused quite extensively on both internal and external barriers that influence the representation of women in educational leadership. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor.

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Gaining academic credentials is another way for women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trend of increased enrolment in graduate programs by women will begins to have an effect on the serious underrepresentation of women in leadership. It is important to remember, however, that to date the result have not been that encouraging Holt (1981). A more formal way to decrease the barriers facing women seeking advancement in educational leadership is through employment equity programs or affirmative action initiatives. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Dotzler, 1993).

It is important to note that although hiring can be mandated by institutions, acceptance cannot.

Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are underrepresented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principle and school principal (Dotzler, 1993).

Moreover, educators must be cognizant of the "hidden curriculum" and the devastating effects that gender inequality in school can have on girls. Flynn and Chambers (1996) outline various steps to a bias-free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities. Thus the researcher has made an attempt to discuss the issues of the underrepresentation of females in educational leadership integrating the existing literature with Ethiopian Education policy context.

In Ethiopian context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position. This end several documents have been issued by the federal government. Among the documents is sued, the first unquestionably is the education and training policy (ETP), 1992 states female education and female educational leadership with the provisional:- Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women (ETP:3.8.2).

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However, as a researcher having such all privileges, females' advancement to school leadership position was not realized. The policies and guide line with its implementation procedures could

practically stand for inclusive leadership that participate female teachers educational leadership this study puts more female to leadership position.

National perspectives
The context

Ethiopia is a signatory to the Beijing Declaration and its Platform for Action. In 2001 Ethiopia launched a Women's Policy to facilitate conditions conducive to the alleviation of equality between men and women so that women could participate politically, socially and economically on equal terms with men. Further, the policy aims at eliminating prejudices as well as customary and other practices that are based on the idea of male supremacy and to enable women to hold public offices and participate in leadership and decision-making at all levels. One of the strategies to implement the policy is the creation of a government infrastructure and mobilization of human resources.

In addition to the women's policy, Ethiopia ratified a new constitution in 2003 that guaranteed gender equality in all aspects of life. The national population policy and the Ethiopian national social policy also affirm that raising the social and economic status of women is a precondition to the achievement of national development goals.

What has been achieved so far and what are the challenges ahead? The establishment of national Women in Development (WID) machinery at federal, regional and zonal levels and the institutionalization of Women's Affairs Office (WAO) at the office of the Prime Minister are major successes. In addition, Women Affairs Departments (WADs), gender focal points and desk offices are established within the various federal ministries and regional bureaus. Despite resource and other constraints, these offices are working hard to raise the awareness level of their colleagues in each of the ministries and bureaus. Though several measures have been taken and achievements are visible, Ethiopia has a long way to go with so many other challenges, which are summarized below.

Level of institutions

The institutions with the mandate to implement the policy do not have the human resources equipped with necessary skills and financial resources. To make matters worse, the institutions do

not have the clout to enforce implementation. This is further reinforced by the fact that women in Ethiopia are also not sufficiently organized to lobby and advocate for their issues in a manner that will attract government attention. With strong women's associations and networks, it is possible to rally around an issue and exert pressure at all levels.

Studies have shown that if there is a critical mass (30 –35%) of women in decision-making positions, especially in parliament, they could make significant changes in the male dominant political culture by putting more emphasis on issues of gender equity and social justice (Nzomo Eds.1993). For this to happen, there is a need to create strong institutions and networks that can create a strong collective voice.

Cultural norms and practices

Culturally, 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 (United Nations Children's Fund [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.

In summary most of the barriers to women in administration are still existing in evidence today. However, there have been gains in every category. Women lack confidence, aspiration, or motivation. Family and home responsibilities are still affecting the career patterns of women than of men. Sex role stereotyping and overt discrimination still exist and impede women's career progress. Sex discrimination is evident in hiring and promotion. Women continue to experience

Workplaces that discourage participation and leadership career paths in Educational Leadership. The world of work has historically been set in the traditional model, with little accommodation to

the necessary combining of both work and family. For women who commonly interrupt their careers to care for young children or older parents, the challenges are getting back on track in terms of preparation, advancement, promotions, informal networking, and participation in special projects or committee work that bring career enhancing opportunities.

Though women in the country have constitutional rights of participation in decision making, their involvement is limited at all levels. For instance, the report of the National Electoral Board of Ethiopia indicates that, among 547 seats of the Federal Parliament, only 29% of them were occupied by women. At regional and district levels, women constitute only 13% and 14% of council members and elected officials, respectively (Federal Civil Service Commission, 2010). It is also the case that women have little or no power to make decisions on matters related to their own households. Their decision making power is limited regarding land use in rural areas (Haregewoin and Emebet, 2003) and even on sexual interactions (Adanech and Azeb, 1991). Mostly women in the country have the power to make decisions on issues related to the daily life of their family, but decisions about large household purchases, degree of participation of a woman in social activities, and reproductive health issues are dominated by men.

Women have fought hard to reach leadership positions, sometimes at great cost to family and self, but the rewards are only what they achieve once in position. The paucity of women in decision making positions has been a global concern. Men have monopolized and dominated strategic decision making positions throughout history. While the participation of women in leadership and decision making positions would be significant, Ethiopian women are grossly underrepresented in leadership and decision making roles where important decisions that affect their life are taken.

At the grass roots level such gender-based discrimination practices are deeply entrenched and as such are very difficult to curb or control. In spite of progressive legislation in place, there is a continuing discrepancy between the law and reality and the challenge, therefore, lies in the transfer of policy to practice.

The promotion of gender equality is one of the Government's development agendas in all its country programs as a crosscutting theme and thus, supporting the provision of girls' education has been a central focus of the ESDPs. Hence, more female candidates have been making their presence felt. Additionally now all universities and colleges have Gender Offices and work to:

create awareness about gender issues, support the learning process of female students, decrease attrition rates, increase the assertiveness of female students, empower female students, strengthen the centers' capacity and to create linkages between females. Yet, much has to be done by all concerned stakeholders in cooperation with the Ministry of Education and Regional Education Bureaus to level ground for female educators' ascent to educational leadership positions.

CHAPTER THREE

3. Research Design and Methodology

3.1. Research Design

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling technique, data collecting instruments, document analysis and ethical considerations.

The purpose of this study is toassessfemales' leader ship of the current practices and the major factors faced in its implementation at the secondary schools of Kirkos Sub city.

3.2 Research Method

To attain this, a descriptive survey method was employed. Descriptive survey design was employed to conduct this study. This method is employed because of its importance that it fits to get detail of data from many respondents and it is appropriate to assess the status of the phenomena. Regarding this method Babbie, (1990), cited in Creswell (2003, P. 154.)

> *"… descriptive survey method includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with intent of generalizing from a sample to population also it enables to generalize from a sample to a population so that inferences can be made about some characteristic, attitude or behavior of that population.*

3 .3 Universe of the Study

Population is the entire group of people to which the researcher intends the results of a study to apply (Aron,&Coups,2008,p:130)

Kirkos Sub city educational bureau Supervisors, teachers and principals from the selected fourschools constituted the target population of this study.

There are four secondary schools in Kirkos sub city, all the schools are selected as a sample for the study. The total populations are 343 teachers, 16 school directors, and 4 sub city supervisors.

The data source of this study is primary source of data. The primary data sources are Kirkos sub city supervisors, school directors and teachers.

3.4. Sampling Method

The sample drawn from 4 schools found in Kirkos sub city. The total populations of teachers in the sample schools are 343. The sample size 114(33.3%) of teachers were taken by simple random sampling technique based on the researcher judgment.

The main purpose of this research is to assess the major factors that contribute for low females' participation in educational leadership at secondary schools in Kirkos sub city. For the case of this study both probability and non- probability sampling technique were used to obtain the representative sample units for this research. All the secondary schools available in Kirkos sub city are taken by availability sampling technique. The total populations of teachers in the sample schools are 343.The sample size 114(33%) of teachers are taken by simple random sampling technique based on the researcher judgment. Furthermore 16 principals and vice principals, 4 sub city supervisors were selected by availability sampling and 8 secondary school female teachers were selected purposively out of 85 total female teachers in the schools to be interviewed.

3.5. Sampling Procedures

From the ten sub- cities in Addis Ababa, Kirkos sub city is selected bysimple random method. In Kirkos sub city, thereare4 secondary schools. .I took four schools accordingly the sample schools are Temenjayaze secondary school, Misrak Goh secondary school, Abiyot Kirse preparatory school and Shameless Habte secondary schools and there are 114 sample teachers, 16 school directors and 4 Sub city supervisors.

3.6 Tools and procedure of Data collection

The data collection mechanisms included questionnaire, interview and review of relevant documents. Given below is a description of the tools used to collect the data and the procedures followed.

3.6.1Questionnaire

The questionnaire was identical for all the participants (for teachers and principals) used to obtain information about the female educational leadership.. Regarding this, key (1997) mentioned that "questionnaire is a means of eliciting the feelings beliefs, experiences, perceptions or attitudes ofsome sample of individuals.

Sarantakos (2005, p.263) on his side stated the following about the use of questionnaire.

Questionnaire are less expensive, consistent and uniform measures, free of variation they offer a considered and objective view of the issue, since respondents can consult their files and since many subjects prefer to write rather than talk about certain issues. Questionnaire allows a wider coverage, than other methods. In addition, they offer less opportunity for bias or errors caused by the presence or attitude of the interviewers. The questionnaire has two parts ,the first part is about background information of the respondents .The second part of the questionnaire contain items on socio cultural factors, attitude of women towards themselves ,family and home responsibility and institutional factors that affect women's participation in secondary school principal ship.

The respondents were asked to indicate the extent of their engagement to a particular behavior or practice from a five point scale ranging "strongly agree (5) to strongly disagree (1).

3.6.2 Interview Guide

The importance of using interview was discussed by (Pfeifer,2000 Mahar,1995, and Roth 1987) in Sarantako (2005,p.286)as… interview has flexibility ,high response rate, easy to administrate, easy to control over the environment of the interviewer capacity for correcting misunderstanding by respondents and has opportunity to control overtime, date and place of the interview.

In addition to the questionnaires two types of semi- structured interviews were prepared for female teachers and for Kirkos Sub city super visors .The items included in the interviews related to the contents of questionnaire. The interview prepared for female teachers attempted dwell on issues like their interest of being principal, their attitude towards female principal's skill and competency and strategies or policies to be checked or revised by the ministry of education. On the other hand, interview with sub city supervisors dealt with why the number of female principals is quite declining ways or addressing the problem .Besides their attitudes towards

female principal's skill and competency. To make the interview more effective, all interviews are using Amharic.

3.6.3 Document Analysis

Data concerning the current level of women's involvement in educational leadership position and the trend of women leadership for four consecutive (2005-2008) academic years will be obtained from sample sub city education offices and secondary schools through direct access.

3.7 Data analysis Techniques

The data was analyzed using both qualitative and quantitative method/ mixed approach/ of data analysis technique. This is because to have opportunity of critically examining the target school problems related to educational leadership and suggests the possible recommendations.

Regarding the importance of this method as (Creswell and Plano Clark 2007) cited inCreswell (2009, p.4) that "mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. So that the overall strength of a study is greater than either qualitative or quantitative research "Based on the above fact, the interview will be analyzed qualitatively .The close-ended questionnaire response will be analyzed quantitatively using frequency table and percentage.

3.8 Ethical Consideration

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

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questioner and semi- structured interview. The summary of the quantitative data has been presented by the use of tables on the other hand, the collected data through interview and open-ended questions were analyzed qualitatively.

As mentioned above, among various data collecting instruments questionnaire and semi-structure interview were used to collect the relevant information for this study. Thus a total of 130 questionnaires were distributed to the selected secondary school teachers and directors. Unfortunately, only 122 (93.8%) of them were properly filled and returned to the researcher. Some questionnaires were lost and some were incomplete because of the reluctance of the respondents. Among 12 interview respondents (8 female teachers and 4 sub city supervisors) 11(9.6%) have properly participated and gave the required information on the issue under investigation.

In general 92.7% of respondents have participated to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5,agree=4 somewhat agree=3, disagree=2 and strongly disagree=1.Accordingly the overall results of the issue investigated as well as respondents' personal background or profiles were clearly presented below.

4.1 Respondents Characteristics

This chapter deals with description of the Personal characteristics of the respondents followed by their respective demographic sector type or sector. And Analysis of measures, mean and mean Weights examined under this section of the chapter. The data are collected and then analyzed in response were posted and presented to the problems posed in the first chapter of this study. The findings are based on the responses of sample respondent with the help of structured questionnaire in the study area.

Table 4.1: Characteristics of the Respondents

No	Items		Teachers		Principals Vice principals		Total
			N	%	N	%	N
1.	Sex	M	88	73.0	10	91.7	98
		F	22	27.0	2	8.3	24
	Total		110	100.0	12	100	122
2.	Age						
	1. 21-30	55	1	19.5	-		56
	2. 31-40	40	6	48.7	-		46
	3. 41-50	10	4	26.5			14
	4. >50	5	1	5.3			6
	Total	110	12	100	-		122
3.	Educational Qualification				-		
	BED/BSC	97	9	78.7	-		102
	MA/MSC	10	3	12.0			13
	Others	3	-	10.3			13
	Total	110	12	100.0			122
4.	Work Experience						
	<3	6	-			12.7	6
	3-5	18	1			14.0	19
	6-10	40	4			57.3	44
	11-15	22	3			16.0	25
	>20	24	4			18.3	28
	Total	110	12			100.0	122

NB, respondent's profile presented from survey, 2016

As above Table 4.1 shows that the age factor of the respondent's profile was (21-30)19.5 percent (31-40); 48.7 percent (41-50); 26.5 percent (>50); 5.3percent. As it is shown in the table above, the majority of teacher respondents are fall in the working age group accounting to (31-

40); 48.7 percent, almost half of the total population .And majorities of principal respondents are with the same age level.

This shows that the young people who fall in the working age group are engaged in different teaching divisions in the study area. However, males were dominant, comprising 73.0 percent and females were 27.0 percent of the total respondents.

This high ratio of males reflects the structure of teachingcarriers in the study area. That is in most developing countries; including Ethiopia, husbands and single males are responsible for the earning of income and providing money for wife's to purchase goods and services. And may be due to the cultural influences that Females are not capable of involving in teaching; their participation in different teaching division sectors is very minimum as compared to the participation of males. Almost 78.7percent of the respondents had at least have BSC degree. As the hierarchy goes up MA/MSC 12.3percent smaller number out of the population were even more highly educated. Discouragingly , out of the total participants only one female teacher has a master's degree, besides from the total population of teachers in Kirkos sub city only 3 female teachers have master's degree. Majorities of respondents have working experience more than (6-10); 57.3 percent of the total population.

In this study, in the same caseafter marriage some women continue their education even having (bearing) children to upgrade them by defeating the challenges they faced. However, most of the educated or graduated females are not seen to take the higher positions of leadership as their equivalent male ones even if having the opportunity to be a leader. Researcher strengthens this idea Women still do lessinnumbers of teaching or in proportion to those who are now trained and certified tobecomeadministrators.And society between men and women and that these distinctions make invisible barriers and difficulties for women who are occupying roles or seeking to occupy roles as leaders. The concept of patriarchy and the dualism, that underpins our thinking about men and women, labels and influences our perceptions of the worth of both which is the researcher has done on the way female teachers manage schools are quite less. Encouragingly this study, according to Grow and Montgomery, 2000 (cited in Josephine, 2008), in studies on school administration, schools with female administrators are better managed (e.g. the quality of pupil learning and professional performance of teachers is higher), and on average they perform better than those managed by men.

4.2. Presentation of data

This part deals with analysis of the results which are gathered through questionnaire, interview and document analysis. To make the data interpretation easier the respondents were classified in to two categories teachers and principals also the supervisors who participated in interview.

In the analysis of the data emphasis was given on factors that determine women from accepting educational leadership and that include: Attitude of Women towards themselves, socio-cultural factors, Family and Home Responsibility, Institutional factors that affect women's participation.

4.3. Attitude of Women towards themselves

Concerning this part the respondents were asked to put their degree of agreement to the attitude of women towards themselves. As indicated earlier weight of the choices was represented as follows 1= for strongly agree,2=disagree,3=somewhat agree,4=agree and 5= strongly agree. And this was calculated by mean and weighted mean. Since the scale consists 5 points 2.5 was taken as average results, exceeding 3.5 as high, whereas scores less than 2.5 were regarded as low; mean scores between 2.5 and 3.5 was considered to be moderate.

Table, 4.3. Problems Related to Attitude of Women towards them selves

No	Items	Respondents		Rating scales					Total	Mean	Weighted Mean
				1	2	3	4	5			
1.	Women still acknowledge the world as masculine scales	Teachers	F	14	38	35	14	9	110	3.12	2.91
			%	2.4	.45	89.0	9.00	34.0		2.87	
					5			91.1			
			F	3	7	1	-	1	12	2.12	
		Principals & V/Principals	%							3.21	
2	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership	Teachers	F	11	36	19	26	12	110	.56	3.08
			%							3.45	
			F	1	6	3	2	-	13.2	4.5	
		Principals & V/Principals	%							2.06	
3.	Women perceive themselves that they are confined at lower tasks under men	Teachers	F	19	16	36	17	22	67.0	2.78	3.57
			%	1.5	1.1	1.3	1.2	-	1.56	2.34	
			F	1	9	2	-	-	12	3.67	
		Principals & V/Principals	%								
4.	Women exhibit poor risk taking of themselves	Teachers	F	19	36	22	20	13	110	3.76	3.74
			%								
			F	-	8	3	-	1	12		
		Principals & V/Principals	%	.5	1.1	1.6	.5		3.7	3.74	
5.	Women consider themselves to have low level of acceptance than men	Teachers	F	19	38	17	22	14	110	3.70	3.89
			%	1.1	1.6	1.1		.53	4.3		
		Principals & V/Principals	F	1	6	3	2	-	12		
			%	16.0	38.8	19.7	10.1	7.4	110		

NB,respondent's problem presented from survey, 2016

Level of cause = (<2.50=low cause; 250-3.50 = Moderated cause and >3.5 major cause

Along with the problems related with Women consider themselves to have low level of acceptance than men factors particularly with the weighted mean value 3.89which is the highest cause for not accepting or entering to school leadership. On the other hand lack of Women exhibit poor risk taking of them and Women perceive themselves that they are confined at lower tasks under menwith2[nd]highest3.74 weighted mean and 3rd highest 3.57 weighted mean respectively. Among the Problems Related to Attitude of Women towards them, Women still not acknowledge the world as masculine scales with score of 2.91 [weighted] mean has a moderate cause which is becoming an obstacle not to aspire to secondary school leader hip. Moreover this finding is supported by Kasier (2009) as he mention that "lack of self-awareness consider themselves to have low level of acceptance than men. Women are under-represented in educational leader ship. In differentways researcher tried to indicate the problem and give different recommendations.

In response to the interview question "Do you have any interest to be a school principal?" the respondents exhibited some kind of reluctance. Here is a typical response.". I do not want to be a secondary school principal because I do not want to face challenges especially with teachers and miss behaving students"

Besides all this, countries including Ethiopia have signed different conventions and declare different policies concerning women (female) non-discrimination. Among these the Convention of the Elimination of All forms of Discrimination againstWomen (CEDAW1981), is mainly very important because it grants for the elimination of all forms of discrimination against women in the academic leadership interventions. Actually there is a little bit improvement comparing with the past decades in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous marches that Ethiopia has made in the past few years in promoting and advancing women in the school women are still under-represented in educational leaderships. Improvement comparing with this research in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous march those schools

Management has to enhance in promoting and advancing women in the workplace women are still under-represented in educational leaderships.

4 .4. Respondent's views towards the Socio Cultural Factors

Concerning this part the respondents were asked to put their degree of agreement to the socio-cultural factors which are affected in educational leadership especially at secondary school leader ship. As indicated earlier, weight of the choices was represented as follows: 1=for strongly disagree; 2= disagree; 3= somewhat agree; 4= agree; and 5= strongly agree. And this was calculated by mean and weighted mean since the scale consists 5 points 2.5 was taken as average; results exceeding 3.5 as high. Whereas scores less than 2. 5 were regarded as low, mean scores between 2.5 and 3.5 was considered to be moderate

Table 4.4 Respondents Views on Problems Related To Socio Cultural Factors

No	Items	Respondents		Rating scales					Total	Mean	Weighted Mean
				1	2	3	4	5			
1.	Girls and boys are socialized differently to assume different roles	Teachers &V/Princip	F	41	46	15	2	6	110	3.70	2.90
			%	11	22	22.9	15	19.7	92.0		
		Principals V/Principal	F	1	6	3	1	1	12	2.88	
			%	16.0	38.8	19.7	10.1	7.4	92.0		
2	The patriarchal ideology that dominated the culture affects women's participation in educational leadership	Teachers	F	23	44	19	9	15	110	3.62	3.72
			%	2.1	.5	445.5	23.3.	1.1	-		
		Principals V/Principal	F	-	4	5	2	1	12	3.43	
			%	.5	2.1	1.1	.5		4.3		
3.	Men feel more competent, capable and efficient in leadership	Teachers	F	31	39	24	4	2	110	3.65	3.89
			%	1	2	25.	1	17.	92.0		
		Principals V/principal	F	2	5	3	2	-	103	2.90	
			%	16	31	27.1	10	6.9	92.0		
4.	People think women do not have the ability and skills to be leaders.	Teachers	F	21	54	13	12	10	110	2.68	3.77
			%	23	33	20.2	12	2.1	92.0		
		Principals V/Principal	F	1	4	7	-	-	12	2.88	
			%	.5	1.	1.1			3.7		
5.	Most people still think the decision making power rests with men.	Teachers	F	18	32	27	9	24	98	3.63	3.59
			%	23.4	33.5	20.2	12.8	2.1	92.0		
		Principals V/principal	F	2	6	3	1	-	12		
			%	11	22	22.9	15	19.7	92.0		

Level of cause = (<2.50=low cause; 250-3.50 = Moderated cause and >3.5 major cause

NB, respondent's problem presented from survey, 2016

As the abovetable indicates on item 1, teachers have highest opinion with mean 3.70on the issue that Girls and boys are socialized differentlyto assume different roles .People think women do not have the ability and skills to be leaders;& the patriarchal ideology that dominated the culture with weighted mean 3.77 and 3.72 ranked 2nd and 3rd respectively. This implies religion and culture highly affect women's participation at secondary school leadership.   Men feel more competent, capable and efficient in leadership than female, ranked 1st. The weighted mean score of the two category respondents Teachers Principals & V/Principals is 3.89which indicate it has ultimate impact on women to enter to leadership on views   towards   the Socio Cultural Factors.

By this result indication, researcher argue that a male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as in this research, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative. The new female principal has to contend with increased performance pressure, visibility, being a test case for other women, isolation, lack offemale role models, and exclusion from male groups and distort others in order to fit female principals in to pre-existing sex-stereotypes. This understanding that men and women are culturally not to understand and practice management and leadership in certain ways, are perceived by society to have innate traits associated with them, and that socialization and perception are specific to socio-cultural settings, has been explored in a number of nationally-situated studies (Sperandio, 2006).

Researchers have suggested that excluding involvement in educational leadership, and financial and social progress has a negativeimpact on development and society for increasing women's belief and confidence in their ability to support and sense of trust from their families as well as extensive mass of educational programs coupled with conscious efforts to change traditional values. The lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cited as a reason why women have not moved into administrative positions in larger numbers (Shakesharft, 1985:128 cited by Commbs, 2004).

Availability of few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate culturally. In view of the fact that there is paucity

of women educational leaders it is another challenge for a woman who aspire educational leadership in selected secondary school particularly in Addis Ababa.

4.5. Familyand Home Responsibility

Concerning this part the respondents were asked to put their degree of agreement to the family and home responsibility factors which are affected in educational leadership especially at secondary school leader ship. As indicated earlier, weight of the choices was represented as follows: 1=for strongly disagree; 2= disagree; 3= somewhat agree; 4= agree; and 5= strongly agree. And this was calculated by mean and weighted mean since the scale consists 5 points 2.5 was taken as average; results exceeding 3.5 as high. Whereas scores less than 2. 5 were regarded as low, mean scores between 2.5 and 3.5 was considered to be moderate

Table 4.5. Respondents Views on Problems Related To Family and Home Responsibility

No	Items	Respondents		Rating scales			Total	Mean		Weighted Mean
				1	2	3	4	5		
1.	Women's responsibilities of family child bearing and taking care of home affect their participation in educational leadership.	Teachers	F	65	26	11	6	2	110	3.82	4.00
			%	8.0	27.1	24.5	22.9		9.6		
		Principals & V/Principals	F	5	4	3	-	-	12	3.45	
			%	.5	.5	1.1			1.6		
2	Women are more responsible to home or family related issues than their male counterparts.	Teachers	F	59	32	8	9	2	110	2.31	3.73
			%	8.0	27.1	24.5	22.9		9.6		
		Principals & V/Principals	F	4	6	2	-	-	12	2.91	
			%	.5	1.1	1.1	.5		.5		
3.	Women's lack of support from family (partner) affects their participation.	Teachers	F	39	36	21	10	4	110	2.13	3.45
			%	.5	1.1	1.1	.5		.5		
		Principals & V/Principals	F	3	8	1	-	-	12	3.47	
			%	6.4	16.5	21.8	26.1		21.3		
4.	Women have minimal authority in controlling commanding and managing house hold	Teachers	F	19	26	17	28	20		3.57	3.61
			%	8.0	18.6	19.1	21.8		24.5		
		Principals & V/Principals	F	1	5	3	2	1		4.56	
			%	.5	.5	1.1			1.6		

NB,respondent's problem presented from survey, 2016

Level of cause = (<2.50=low cause; 250-3.50 = Moderated cause and >3.5 major cause

Generally speaking, participants deem that family and home responsibilities hinder women to get involved in school leadership. Table: 4.2.3 indicates items 1 respondents show high agreement that Women's responsibility of family child bearing and taking care of home affect their participation in educational leadership .Women are more responsible to home or family related issues than their male counterparts which in turn affects their participation in educational leadership. The mean value of teacher respondents for items 1 is3.82, principals /vice principals 3.45, the weighted mean score is 4.00, meaning it is a major cause for women not participating in secondary school leadership positions.

But among the items 2-4, item 2 is consolidating with weighted mean 3.73 affects highly. Women's lack of support from family (partner) affects their participation and Women have minimal authority in controlling commanding and managing household properties than their counterparts have moderate cause with weighted mean scores 3.57 and 3.61 respectively.

Female teachers expressed their opinion; the reason why they become reluctant to apply for the position as following: "I have an interest to be a school leader (principal) but I have so many things to perform at home after I get back from teaching. If I am not in a leader ship position I can have ample time to do lots of things like taking care of my family, my kids and so on. However, if I held a leadership position, I will have limited time to perform the household chores. I would be obliged to sacrifice much of my time mainly for school works." and Shake shaft guarantee on this problem –of whether current or anticipated – slow women's progress because of both external expectations and internal accommodations.

This result showed that ,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, in aspirants restricted them or because those who hired believed that women would be hindered by family commitments .researcher strengthens this idea Women's responsibility of family child bearing and taking care of home affect their participation in educational leadership .Women are more responsible to home or family related issues than their male counterparts which in turn affects their participation in educational leadership. The mean value of teacher respondents for items 1 is3.82, principals /vice principals 3.45. This strong result points as Married women are responsible for more than half of the domestic tasks in their households. Home has become a refuge for men and pressure and hard work for women. Obtaining affordable childcare may hamper the progress of younger women to management

Commbs, (2004). The skill and ability of women is not judged depending their practical activity or knowledge or qualification while because their familyresponsibility. Inguinal ,It can assigned married that female educational leaders, especially women who are at the age of reproductive are obliged to carry all the burdens of the house hold in addition to their leading responsibility.

Finally, researcher pointed out that beginner female leaders assume leadership positions in addition to their roles as mother, wife, and/or student. Each role has its own set of demands that must be met. The pressure of these demands can sometimes cause stress and force female leaders to feel out of balance Due to the above reasons they see women in management as women without children or grown children because their dual duties as mother and manager will interfere with her work as manager (Shakeshaft 1989:112; cited by Commbs, 2004).

4.6 Institutional factors that affect women's participation in secondary school principal ship.

Among the factors that are contemplated to affect women's participation in secondary school principal ship are the institutional factors, and at this issue there are 7 items

As indicated earlier, weight of the choices was represented as follows: 1=for strongly disagree; 2= disagree; 3= somewhat agree; 4= agree; and 5= strongly agree. And this was calculated by mean and weighted mean since the scale consists 5 points 2.5 was taken as average; results exceeding 3.5 as high. Whereas scores less than 2. 5 were regarded as low, mean scores between 2.5 and 3.5 was considered to be moderate

Table 4.6 Respondents Views on Problems Related to Institutional factors that affect women's participation in secondary school principal ship.

No	Items	Respondents		Rating scales 1	2	3	4	5	Total	Mean	Weighted Mean
1.	Educational institutions do not have transparent selection and promotion policies and practices to enhance women's school leadership participation.	Teachers	F	14	27	26	15	29	110	3.53	4.01
			%	10.0	26.2	25.1	14.0	20.9	93.9		
		Principals & V/Principals	F	1	3	4	2	1	12	3.73	
			%	1.1	.5	.5		.5	2.09		
2	Have no official effort to make females active participants in leadership.	Teachers	F	5	33	21	27	22	110	2.62	3.50
			%	7.0	26.2	25.1		20.9	92.07		
		Principals & V/Principals	F	1	3	5	3	-	12	3.61	
			%	1.1	1.1	1.2	1.9	1.1	1.7		
3.	Educational institutions have sex segregation that favor men while selecting and hiring employee.	Teachers	F	3	19	41	16	31	110	2.86	2.89
			%	7.0	26.7	23.5		23.5	92.0		
		Principals & V/Principals	F	-	1	3	6	2	12	3.14	
			%		1.6	1.1		1.6	2.3		
4.	Lack of supporting women to form professional network in leadership	Teachers	F	7	32	41	16	31	110	3.01	2.09
			%	9.6	23.0	26.2		18.7	92.0		
		Principals & V/Principals	F	-	2	6	3	1	12	2.78	
			%	-	1.1	2.1		1.1	.34		
5.	Lack of women role models in educational institutions affects participation of other women aspiring for leader	Teachers	F	24	37	32	14	3	110	2.98	2.67
			%	9.6	23.0	26.2		18.7	92.5		
		Principals & V/Principals	F	-	5	4	2	1	12	3.41	
			%		.5	2.7	.78	.59	.56		
6.	Lack of mentors and support system.	Teachers	F	18	41	30	18	3	110	3.20	2.94
			%	7.0	26.2	25.1		20.9	92.0		
		Principals & V/Principals	F	2	6	3	1	-	12	2.54	
			%	.5	1.6	1.7	2.1	.5	1.6		
7.	Implements are less committed to apply affirmative action in practice.	Teachers	F	20	34	45	9	5	110	3.66	3.79
			%	6.4	28.9	32.1		14.4	4.3		
		Principals & V/Principals	F	1	3	5	2	1	12	3.92	
			%	1.1	2.1	1.3	.5	.54	.5		

NB,respondent's problem presented from survey, 2016

Along with the problems related with institutional factors particularly with Educational institutions do not have transparent selection and promotion policies and practices to enhance women's school leadership participation with weighted mean value 4.01which is the highest cause for not accepting or entering to school leadership this result is also strengthened by the opinion of female teachers during the interview .Female teachers have expressed their opinion as follows:

> "The screening process for leader ship posts in the education system creates fertile ground for bias, corruption, unaccountability, and other undesired conditions."Female teachers complained that" there is no public advertisement for the vacant posts at this stage .Usually it is individuals who are very close to or favored by the woreda education officials and political leaders that are most likely to be nominated for the posts. We females do not know how and when people from our own staff are assigned as school directors or supervisors."

On the other hand lack of mentor affects their aspiration to educational leadership particularly secondary school principals.This indicate that, The gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level in the country of Ethiopia . Gender mainstreaming is weak owning to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates.

However, most of the barriers that hinder women are external barriers which are the institutional and social factors which are the 2nd strong factor that affect to career advancement for women in education are factors Implements are less committed to apply affirmative action in practice withweighted mean value 3. 79. This showed that the only setting, policies and strategies in Ethiopia is not adequate rather devoting effort to address gender equality and empowering women which remains challenging is most significant. This is because of the deep-rooted nature of the challenge, which depends not only on the actions of government, but also on changing attitudes

and cultural values of the society. These types of changes take a significant amount of time to evolve and bring society's conscious to one level of understanding.

Among the institutional factors that hinder women are one have no official effort to make females active participants in leadership with score of weighted mean 3.50 it affects women participations moderate level and which is becoming an obstacle not to aspire to secondary school principals hip. Except item 1 and 7, all the items included in the issue of institutional factors all are grouped in average mean value. Similarly the weighted mean value is in between 2.86-3.50 and this is moderate because for women not to participate in secondary school leadership.

Moreover this finding is supported by Commbs (2004:14) as she cautioned that "lack of mentors is thus the problem for women aspiring to move upwards and this could be minimized by getting more women in educational leadership positions.

To sum up, those above determination point of research investigations that all barriers experienced by women in institutions are result either directly or indirectly of an andocentric academic institution .Institutional structures, including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women's   in progress if appropriate selection has taken place

A study conducted here is also indicated that lack of institutional transparency selection and promotion policies and practices to enhance women's school leadership participation is the major problem for inadequate number of educational leaders. These Implements in schools to participate women are less committed by institution to apply affirmative action in practice .besides, less attention is being given to women's multiples of household and office based responsibilities. Women are more or less persecuted for seeking an executive position. This is largely due to female roles. In this research women face barriers in leadership positions compared to men, women receive little or no encouragement to seek leadership positions.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

This unit deals with the summary conclusions and recommendations of the study in general therefore general conclusions were drawn on the bases of the findings and recommendation were given to the concerned educational leadership bodies to minimize the factors for low women participation in secondary schools of Kirkos sub city Addis Ababa.

The major objective of this study was to assess the factors that affect women's participation in secondary school principal ship in Addis Ababa city administration. The study was undertaken in Kirkos sub city and four sample secondary schools were taken and the total sample population schools were taken and the total sample population was 343,110 teachers, 12 principals & Vis principals 3 sub city education office supervisors were participants of the study.

Data were gathered through questionnaire, interview and document analysis from the analysis done using both qualitative and quantitative data, the following major findings were drawn.

With regard to socio-cultural factors that affect women's participation in educational leadership particularly in secondary schools of Addis Ababa city. The Ethiopia government announces gender equality and give equal opportunity with their counterparts due that recent time splinter of light is seen in change of gender equality comparing with the former time nevertheless there are also factors that cloud hinder women to participate in secondary school leadership. Still some people think that women lacks the ability and skills the patriarchal ideology are not fully changed which are external barriers beyond the competency of them and this is indicated by the average mean.Scores362, 3.43 for teachers and principals respectively.

Majority of respondents agree moderately on the issues stated under the attitude of women towards themselves. Women still have the feeling of the world as masculine. Women does not want to take risk, women still do not perceive that they are capable of doing leadership activity, their consideration of being accepted equally to men is low and they continued themselves confined at lower tasks under men. More over the weighted mean rages from 2.9 to3.8 which is expressed as moderate cause for women were not to participated in secondary school leadership positions.

Regarding home and family responsibilities majority of the respondents agree that it is a major cause for women not to participate in school leadership the answer from the open ended questions

also indicates as a major barrier. In addition female teacher interviewees mentioned women's home and family responsibility as a major reason to retreat women in leadership participation. The weighted mean is 4.0

Under institutional factors that affect women's participation in secondary school leadership item 1 and 7 are expressed as major cause with weighted mean 4.01&3.79 respectively the remaining 5 items have moderate effect of women's participation.

Likewise the majority of the female interviewees express their idea that they do not have any idea how principals are selected and recruited. And this idea supports the institutional factors do not have transparent selection and promotion policy to enhance women. Besides the weighted mean score which is 4.0 strengthen the idea.

5.2 Conclusions

Depending on the finding of the study, it is possible to draw the following conclusion

Throughout the educational system for the last five years (2010-2014) the female's involvement in educational leadership positions at secondary schools was negligible it seems to show an increment each years in the last five years, one can safely conclude that the increase is insignificant and not promising.

There are different favors that have been discussed in the study which affect female teachers' involvement in educational leadership. Among the factors related to family and home responsibility women's responsibility of family child bearing and taking care of home and women are more responsible to home or family related issues than their male counterparts; factors related to educational initiations; educational institutions do not have transparent selection and promotion policies and implements are less committed to apply affirmative action in practice are identified as the major challenges that have slowed down female teachers right of entry to educational leadership positions.

One can conclude that this tendency of female teachers to hold 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 male obviously women's home and family responsibility is major cause to their participation. Still the burden of home in school leadership and family chores are on the shoulder of women.

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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 de motivating them from aspiring to top positions in general certainly, lack of confidence can significantly affect female's participation in educational leadership. And this defect arises not from nature but from historical background that females came up with. As the society does not prepare its daughters for management or leadership but for house hold activities, the children (daughters) do not develop confidence of being a leader.

To see broadly, there is lack of female role models in educational leadership positions that would encourage female teachers to aspire for the posts. Attitude of the school society does not enhance female teachers to become a leader. Because of this, female teachers are not interested to be involved in educational leadership position.

In addition factors lack of transparent selection criteria and implementers are less committed to apply affirmative action has been identified as major factors that hinder women back. In accordance the researcher's expectation and female teacher interviewees home and family responsibility and institutional factors become the major causes.

5.3 Recommendations

Based on the findings and conclusion reached the following possible solutions and recommended forwarded so as to increase women's participation in secondary school leadership.

- As evidence by the study the status of female principals in Addis Ababa secondary school needs improvement and this has to start with changing the society's mind set and this is mainly the duty of religious persons, mass media and family the way of socializing girls and boys should be changed. In doing so ministry of education (MOE) and Addis Ababa city administration education bureau in collaboration with sub-city education offices needs to create awareness regarding the skills and abilities of female teachers. As they appear to the school leadership in terms of their skill, ability, are also competent as men do. All concerned bodies should empower girls with skills for self. Confidence, assertiveness, speaking out, decision making (by giving different tasks at school level) and negotiation in order for them to overcome gender- based restriction to their participation.

- Moreover, raising various factors which could influence their participation is crucial; like creating conducive working condition, setting applicable school rules and regulations to

handle students who misbehave badly which could avoid the conviction of masculine leadership. The MoE with education bureau and sub city education office have to revise the policy, strategy and selection criteria used to appoint secondary school principals and serious consideration should be given form giving priority to female teachers to train to develop their self- confidence.

- To minimize the notion of masculine; family, school community, and other stake holders (NGOs) must take over their responsibility to participate women equally with their counterparts. This could be attained by using the necessary mass media, meetings, social affair associations.

- The society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereo type of sex discrimination) in bringing females to the educational leadership position.

- The gender heterogeneity in the secondary school teaching staff should be increased because the more the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions.

- The sub city education office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women. It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts etc.

- Finally, the researcher recommends further researches in the area with broader scope and depth including other variables like the perception of male teachers, female teachers and students

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Indria Gandi National Open University (IGNOU)

Department of Social Work

Appendix I

Questionnaire going to be filled by respondents (supervisors and principals and teachers)

Dear respondents! This questionnaire is prepared as part of the data for my master`s study titled "factors affecting women to participate in secondary school`s leadership in selected sub city of Addis Ababa". more specifically, it seeks to have your views and opinions about factors affecting women`s participation in educational leadership in the Addis Ababa secondary schools. The information you provide will only be used for the purpose of this research and will be kept confidential you are not therefore required to write your names. The result and success of the study depends on the quality of your responses you are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give your responses.

Thank you in advance

For your cooperation!

Hana Chernet

Part 1: Background information

1) Sex   male ☐   Female ☐
2) Age (in year)   A. 21-30   B. 31-40   C. 41-50
      E. >50
3) Educational background   BA/Bsc☐   MA/MSC ☐   other ☐
4) Work experience   A. < 3yrs   B. 3-5 yrs   C. 6-10 yrs   D. 11-15-yrs   E. >20 yrs
5) What is your current position in your school sub-city?
   A. Principal ☐   B. Teacher ☐   C. Supervisor ☐   D. vice principal ☐

Part 2 socio cultural Factors

The following are believed to be socio – cultural factors that affect women`s participation in educational leadership please indicate the extent of your agreement on these factors that affect women`s participation in educational leadership in secondary schools by putting a tick mark (✓) in one of the boxes provided for each possible factor using the scales given below.

Strongly agree (5), Agree (4) somewhat agree (3) disagree (2) and strongly disagree (1)

Items

1- Girls and boys are socialized differently to assume different

Roles (gender role socialization

2- People think women do not have the ability and skills to be leaders.

No.	5	4	3	2	1
1					
2					
3					
4					
5					

3- The patriarchal ideology that dominated the culture affects women`s participation in educational leadership

4- Most people still think the decision making power rests with men

5- Men feel more competent, capable and efficient in leadership than women

Part 3 Attitude of women towards themselves

The following are supposed to be women`s attitude (self concept) towards themselves. Please: Indicate the extent of your agreement on the following statements by putting a tick mark (✓) in one of the boxes provided for each possible factors using the scales given below.

Items

1- Women still acknowledge the world as masculine scales.
2- Women exhibit poor risk taking of themselves.
3- Women underestimate their abilities and perceive themselves as less skillful and passive in leadership

No	5	4	3	2	1
1					
2					
3					
4					
5					

4- Women consider themselves to have low level of acceptance than men
5- Women perceive themselves that they are confined at lower tasks under men

Part 4 Family and Home Responsibility

The following statements relate to women`s family and home responsibility that are thought to affect their participation in educational leadership please indicate extent of your agreement by putting a tick mark (✓) in one of the boxes provided against each statement using the scales given below.

1-   Women`s responsibility of family child bearing and taking care of home affect their participation in educational leadership
2- Women are more responsible to home or family related issues than their male counterparts.

No	5	4	3	2	1
1					
2					
3					
4					

3- Women`s lack of support from family (partner) affects their participation.
4- Women have minimal authority in controlling commanding and managing household properties than their counterparts.

Part 5 Institutional factors that affect women`s participation in secondary school principal ship.

The following are some of the expected institutional factors affecting women`s participation in educational leadership.

Item

No	5	4	3	2	1
1					
2					
3					
4					
5					
6					
7					

1- Educational institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation.

2- Educational institutions have no official effort to make
females active participants in leadership.

3- Educational institutions have sex segregation that favor men while selecting and hiring employees.

4- Lack of supporting women to form professional network in leadership.

5- Lack of women role models in educational institutions affects participation of other women aspiring for leader.

6- Lack of mentors and support system.

7- Implements are less committed to apply affirmative action in practice.

1) In your opinion what are other major factors that might contribute to the under representation of women in educational leadership?

_____
_____
_____

2) State what possible strategies or actions should be taken to attract and increase the participation of women in education leadership.

_____
_____
_____

3) In your opinion, whose concern is to maximize their participation in educational leadership?

_____
_____

Thank you again for your cooperation

Appendix II

Interview guide for female teachers

Part 1 Background information

1) Sub city _____ 2) Educational background
_____

3) Work experience _____

4) What is your current position in your school? _____

Part 2 Interview questions for female teachers

1) Is there unique opportunity for women to raise them in school leadership?
2) Generally speaking would you prefer to have a male or a female principal why?
3) Is there any priority to women to bring them to a leadership position in your school/woreda educational office
4) Is there any affirmative action that is still operational to make women teachers principal in your school/sub city if there what impacts (negative or positive) does it have.
5) Could you tell me about the major factors that might contribute to the underrepresentation of women in secondary school leadership in Addis Ababa city administration
6) What do you think should be done to improve their participation in the profession in the future
7) Do you have any attitude to be a school leader brief your answer please?

Appendix III

Interview questions for sub-city educational supervisors

Part 1 Background information

1) Sub city _____   2) Educational background
_____

 3) Work experience _____

 4) What is your current position in your school? _____

Part 2 Interview questions for sub-city educational supervisors

1) From your practical experience and observation how do you evaluate the current standing of women in secondary school leadership in schools of Addis Ababa city
2) What are the current selection and placement used for assigning educational leaders?
3) Does your institution encourage women to leadership positions? How?
4) What is your attitude towards women educational leaders' skill and competence in performing leadership functions in secondary schools?
5) What major factors do you think hinder women to come to secondary school principal ship?
6) What alternative ways do you think would encourage women to come to secondary school leadership positions?

<div align="right">Administration</div>