

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)**

**Dissertation Title:- To investigate opportunities and challenges of women's empowerment in leadership position in Endamehoni Woreda that found in Tigray regional state of Ethiopia**

Candidate's Name                      Getachew Negash Teka

Enrollment No                              ID 1254425

Advisor (Supervised ) by              Dr. Elias Berhanu

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## Declaration

I hereby declare that the dissertation entitled study of opportunities and challenges of women's empowerment in leadership position in Endamehoni Woreda submitted by me for the partial fulfillment of M.A.(Public Administration) to Indira Gandhi National Open University (IGNOU) New Delhi is my own original work and has not been submitted earlier to IGNOU or to any other institutions for the fulfillment of the requirement for any course of study/

Name: Getachew Negash Teka

Enrollment NO: ID 1254425

Address: Endamehoni Woreda Education office

E-mail [getch-negash@gmail.com](mailto:getch-negash@gmail.com)

Signature \_\_\_\_\_

Date \_\_\_\_\_

## CERTIFICATION

Certified that the dissertation entitled Opportunities and Challenges of Women's Empowerment in Leadership Position in Endamehoni Woreda Submitted by Getachew Negash Teka is his own work and has been done under my supervision. It is recommended that this dissertation be placed before the examiner for evaluation

Academic Supervisor ( Advisor)

Name Dr. Elias Berhanu

Address \_\_\_\_\_

Study Center \_\_\_\_\_

Regional Center \_\_\_\_\_

Date \_\_\_\_\_

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## Acronyms

AAU:	Addis Ababa University
B.A:	Bachelor of Arts
BPFA:	Beijing Platform for Action
CEDAW:	Convention on Elimination of All Forms of Discriminations against Women
CSA	Central Statistics Authority
DHS:	Demographic Health Survey
ECA:	Economic Commition for Africa
ESDP :	Education Sector Development Program
EWEB	Endamehoni Woreda Education Bureau
FDRE:	Federal Democratic Republic Of Ethiopia
MA:	Master of Arts
MDGs:	Millennium Development Goals
MOE	Minstry of Education
NAP-GE	National Action of Plan for Gender Equality
SRS	Simple Random Samplin
UN:	United Nation
UN ILO:	United Nations International Labor Organization
WEO:	Woreda Education Office
WHO	Woreda Human Resource
WID:	Women in Development

## **Abstract**

The aim of the study was to assess the level of women's empowerment in leadership positions and suggest remedial solutions so as to reduce the magnitude of the problem. To achieve these stated objectives, basic questions were asked which are related to the factors that hinder women's empowerment to have leadership position. The research method employed was descriptive survey and the sampling techniques were available, purposive and simple random sampling. Data were gathered from primary and secondary sources through questionnaires, interviews and documents. The data obtained were analyzed using suitable statistical tools such as frequency count, percentage, mean and standard deviation. Both qualitative and quantitative methods were employed for data analysis. Accordingly, the main result of the study revealed that, even though there is a little bit progress, women's empowerment in leadership position growth rate is insignificant compared to the growth rate of women in expert staff. It was further identified that the major causes that hinder women's having leadership position were socio-cultural, personal and institutional barriers, like home and family responsibility, lack of self confidence, lack of monitoring and evaluation and related issues. The main mechanisms which for women empowerment rate in leadership position are developing self confidence, pursuing higher education, developing strong women's network, avoiding meritocracy and using quota system. Finally based on the findings and conclusions, the recommendations given were; empowering women through continuous training and bringing perceptual and attitudinal changes in all men and women

# **CHAPTER ONE**

## **1. INTRODUCTION**

### **1.1. Background of the Study**

Many current theories regarding women's empowerment are based on the premises that in traditional society, women's are key providers of democracy by promote women's inherent strength and positive self image (chauhan s.s.s and Baughman, Guarav: 2002:10). Women's empowerment in leadership position is the process where by women become able to organize themselves to increase their own self reliance, to assert their self independence right to make choice and to control resources which will assist in challenging (sugana, : 2002:3).

According to Promila kapur view women empowerment help for women's to gain greater shape of control over resources, material, human and intellectual like knowledge, information, ideas, financial resources and control over decisions in the home community, society, and nation to gain power ( chausan and Banasal, Op. city)

According kiran, self-reliance, has appositive self- esteem to enable them to face any difficult situation and they should be able to participate in developmental activities and in the process of decision making/Ibid/.

The UN Assembly approved the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) in 1979, to provide a framework for action to end the discrimination against women in social, economic, cultural and political fields. Its principles (non-discrimination, accountability, inter-dependency and participation) inspire and reinforce the global initiatives. Similarly, at the world fourth conference held in Beijing-China in 1995 all UN member states reviewed women's situation towards gender equality, women's

power sharing in politics under decision making was the major ones among the 12 critical areas for intervention (UN: Beijing Platform for action, 1995)

Many governments realized that without the active participation of women at all levels of decision making; the goal of equality, development and peace cannot be achieved. It is believed that to ignore females participation in all aspects of social, political, and economic activities are a loose half of the potential of the world's population (Cubillo and Brown, 2003).

Women are still largely under-represented in decision- making positions where key policy decisions are made and resource allocations are decided (White, 2006). Majority of women working in the public sector are concentrated in professional of teaching, nursing, technical and related services, while men occupied administrative and managerial positions (ECA, 1996).

As anywhere else in the world, women in Ethiopia are experienced inequality and discrimination (FDRE, WP, 1993) and their status in leadership position is low (NAP-GE, 2006).

In line with the above stated fact, the current Ethiopian government has formulated a number of gender equity policies and initiatives of providing females an equal chance to participate in all sectors including in leadership and decision making. Some of these initiatives include the following: A new family law, a pension right policy for women, and other attempts made for the advancement of women such as an affirmative action provision for higher education, employment and promotion are worth mentioning (FDRE, WP, 2004). Even though Ethiopian government has tried to empower women in decision making positions, yet gender is just one of the ways in which women can be marginalized in accessing and exercising leadership

Therefore in order to understand the role played by women's empowerment in leadership position in Endamehoni wereda study of seven sectors. The

politician and governments are encouraging the local government authorities for the involvement of women's in leadership Position by understanding to achieve sustainable development there must be women's participation in leadership position.

## **1.2. Statement of the Problem**

The concern for women's empowerment has become key issue for the government of Ethiopia. The government's insists that women's empowerment is the key for the counties development. For many years the government realized that women's encountered many problems for their participation in various decision making positions has been the concern of many countries in the world; primarily their involvement in decision making structures is recognized as fundamental human rights and important principles of fair democratic system (Saide, 2005).

The Beijing platform for action, UN (1995) also argued that the presence of women in strategic positions is necessarily condition for women's interest to be taken into account, besides, women's visibility in decision making structures of all levels is provided to be powerful tool for changing societal stereotypes and creating role models who can be served as impetus for transformation towards gender equality (Genovese, 1993).

In light of the above stated fact, since launching of the new education and training policy of the 1994, education in Ethiopia has undergone several changes including measure taken for women's in empowerment in leadership position. Despite the continuing efforts that are being done by the government of Ethiopia for women's empowerment in leadership positions. In relation to this, the current number of women's in leaderships postion in Endamehoni Woreda is extremely low.

It is with this ground that the researcher finds it appropriate to investigate Opportunities and Challenges Women's Empowerment in leadership position in Endamehoni Woreda. The reason for taking this study area is due to that the researcher has been working as a supervisor of the EWEB and is aware of the gender-gap in decision-making structures. As far as the researcher's knowledge is concerned no research is found that relates with the growth and proportion of women's participation in leadership positions and problems that hinder them from being leaders in the woreda.

Therefore, the researcher has raised the following basic research questions to be answered.

- 1) What are the extent, variation and trends of women participation in leadership positions in 2014?
- 2) What are the mechanisms for women's empowerment in leadership positions?
- 3) Do the current regional and woreda level selection and placement criteria for leadership positions affect the participation of women?
- 4) What are the factors that hinder women's participation in leadership positions?
- 5) What is the perception of female and male towards women leadership qualities and behaviors?

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

#### **1.3.1. General Objective**

The general objective of the study was to assess the extent and growth rate of empowering women's participation in leadership positions and identify factors that hinder them from being leaderships and to come up with possible solutions in order to improve their participation by empowering them.

### **1.3.2. Specific Objectives**

1. To assess trends of women participation in leadership positions.
2. To evaluate the effectiveness of mechanisms which were used to empower women's in leadership positions.
3. To evaluate the selection and placement criteria for leadership positions.
4. To assess the community and political leaders perception on women's empowerment in leadership position in Endamehoni Woreda administration sectors.

Therefore in order to understand the role played by women's empowerment in leadership position the researcher study the topic to investigate Opportunities and Challenges of Women's Empowerment in leadership position Endamehoni Woreda study of seven sectors.

Therefore, the researcher study wants to know how and in which areas women have empowered in Endamehoni woreda administration.

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

Problem of sex inequality in leadership position is persistent problem in almost all woredas of Tigray region. In this study selected problems that hinder women's participation in leadership position was investigated and examined in Endamehoni woreda. Therefore, results of this study might contribute to fill the knowledge gap which hinders equal participation of women in leadership. More specifically the results of this study would have the following significances:

1. Since the problems of participation of women in leadership are not solved in their full extent in the region, thus, the finding of this study will help all other woredas in identifying and solving the opportunities and challenges women empowerment in leadership position.

2. The study may enhance the understanding about the opportunities and challenges of women empowerment in leadership position in Endamehoni woreda of the selected sectors.
3. The study can motivate responsible government bodies to give greater attention for gender mainstreaming in all organization in general and in the leadership position in Endamehoni woreda in particular.
4. The findings and recommendations of this study could also help other researchers to undertake further studies in the area of gender and leadership.

### **1.5. Delimitation**

The study is focus on investigate opportunities and challenges women's empowerment in leadership position in Endamehoni Woreda administration. The population under this study includes the seven administration sector of the woreda such as Woreda Head Office, Woreda Educaiton Bureau, Woreda Agriculture Bureau, Woreda Health Bureau. Tabia Chairman and women, Woreda Female Affairs Committee and Woreda Civil Servants.

Although there are various issues related to women in different spheres of societies that it could have been better to conduct the study in a wider range, How ever, due to financial and time constraints, the researcher preferred to delimit the scope of the study to manageable size. Accordingly, the study is delimited to investigate Opportunities and Challenges of Women's Empowermentor in leadership position in Endamehoni woreda by selecting seven sectors.

In evaluating the participation of women versus men leaders, the study did not consider all factors that affect women's participation, but delimited only to personal, cultural, institutional, policy, educational factors. The study further delimited to include experts and persons in position at the levels mentioned above.

## **1.6. Limitation**

The main limitation of the study was absence of gender aggregated data. Thus the researcher was forced to gather important information from the staff list and informants, and this made the data collection lengthy and difficult. The other problem was the access denial to interview heads and workers of human resource of the woreda that are mandated to nominate the leadership of the studied Woredas. Furthermore, there was also time limitation of the researcher wait until the aforementioned led to get free time to deal with the issue under consideration.

## **1.7. Description of study Area**

Tigray is one of the nine regional states of the Ethiopia. The region is divided into seven administrative zones, Endamehoni Woreda which is the study area is found in southern zone formerly known as Raya and it is found along the main road between the cities of Addis – Ababa and Mekelle about 660km far from Addis Ababa Endamehoni woreda is located 120 km far from the regional capital of Tigray i.e Mekelle. Astronomically Endamehoni Woreda is located at 12° 47' N latitude and 39° 32' E longitude and has a total population of 96,372 of which 47,824 are male and 48,547 are female (office of finance and Economic development of Endamehoni wereda, 2012).

## **1.8. Definitions of key terms**

While most of the concepts and terms examined in this study are well known concepts. Defined terms are: empowerment, gender stereotypes, institutional factors, leadership, and participation in leadership, gender and gender bias.

**Gender:** - Traditional definitions of gender refer to cultural norms (masculine or feminine) cultural and social traits and sex which is based on a biological state male or female (Berdahl, 1996). This perspective is from a view of cultural

norms which include vocational choices and academic achievements, family roles, levels of power and values (Basow, 1992).

**Leadership:** - The operational definition of leadership used in this study is taken from A. Jago. The complete definition of Jago (1982, p 315). states: Leadership is both a process and a property. The process of leadership is the use of no coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence.

**Empowerment:** is a process where people gain increasing power and control over their lives it involves awareness, self confidence, broadening of options and opportunities, and increasing access to, and control over resources, empowerment comes from “inside”, from the individual themselves, it cannot be granted by others (Saide,2005)

**Gender stereotypes:** is generalization of male gender as naturally acquainted with certain talents to do some work while women are unfit to do the same work. It ignores individual difference within the same sex (Stogdill, 1974).

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURES**

#### **2.1. The concept of women's Empowerment**

Women's empowerment is very important tool for development process in any country. The multilateral and bilateral aid organization, as well as NGOs has emphasised the importance of women empowerment in development process. For the government to achieve sustainable development requires ensuring that women's are involved in development leadership position.

Joje/2005- Argued that in order to facilitate women empowerment strategies must be came one of strategies of any country in order to have sustainable development.

##### **2.1.1. Women's Empowerment: Globla perspective**

Women's who constitute roughly 50 % of the total population received only as mall share of development opportunities. Due to the nexus of traditional factors such as caste, religion, class feudal attitudes and family status. As a result, women were left on the periphery of political life/ women's development of 1985: UNDP: 1993:135). In this back ground, it was felt that unless they are empowered and assured representation in elected local institutions, their status in the society can not be improve. Accordingly in order to improve their status and to ensure their participation different measurements were initiated by governments which have made the decentralized system more democratic (human development report (1993)

In India with the dawn of independence and the adoption of the Republican constitution. Several measures were taken by parliament and the government of India, which improve the status of women in Indiaohter that the constitution guaranteed them equal right of participation in the political process through

the provision of universal adult franchise (Arts, 325 & 326) along with equal opportunity and right in education and employment (Arts,14,15,16(2) and 17) women empowerment, calls for sensitive, empathetic and egalitarian governmental and non-governmental initiatives. No doubt, the 73<sup>rd</sup> and 74<sup>th</sup> Amendment Act have made it possible for the women's to become part of the planning and process of development in relation to their local needs.

In Kenya, increasing women's seats in parliament through the use of temporary special measures such as quotas show that political will is more important to making progress than level of resources. Following that by taking measurement of increasing girls attendance at secondary school in the country and by involving bench-marking for gender equality in the private & public sector the number of illiterate women's have increased and then their involvement in political social and economic have increased this implies sustainable development of the country.

In sum, the above concepts indicates women empowerment lead to good governance and great transparency

### **2.1.2. Evolution of women's Empowerment in Ethiopia**

Even though adequate, detailed and quantitative data regarding the Womens empowerment in leadership position in the country is lacking. There are evidences showing that women's were not active participants in decision making and leadership position. Some MOE reports indicate that Ethiopian women's since the Imperial Era and before were not active participants in political, social and economic affairs decision making (Bahru-Zewde the Ethiipian history-VOL.-03). The present government Federal Democratic Republic of Ethiopia/FDRE/ designed the first strategy for women's empowerment. The main trust of the strategy was for women's empowerment

as decision makes and leaders in the political, economic and social affairs ongoing activities and so as to maintain gender equality in the country (MOE, 1998)

The current Ethiopian constitution in Article-39- set up the right of women in human and democratic rights- However, even in reign of FDRE there is difference in power relation between men and women.

Finally, FDRE has take some measurements to tackle gender gap by particularly working on the social, economic and political marginalization of women in the country which purports to measure women's ability to control resources, to choose and control different outcomes and having active participation and decision making in political, social & economic affairs of the country particularly to have equal chance with men in all position's from local central leadership position raised opportunities since, the FDRE recognized that women's empowerment is a key for the existence of good governance but till it is in problem(CSA,2004).

## **2.2. Status of Women Participation in Leadership**

### **2.2.1. Women's Participation**

The contemporary world is male dominated in which gender-power relations are clearly adjusted in favor of men. The prevailing internationalized patriarchal system excluded women from every sphere of public life including leadership and decision making structures (Hirut, 2004)

One of the areas of disparity between male and female is related to the difference in their employment status which is manifested by occupational segregation, gender based wage gabs, and women's disproportionate representation in informal employment, un paid work and higher unemployment rates (UNFPA,2005:14). This disparity shows that as women have low states in the community, the activities that they perform tend to be

less valued and women's low status is also perpetuated through the low value placed on their activities (Marshal et.al, 1999:14). The problem of gender-inequalities discussed above is very much prevalent in, and relevant to Ethiopia. Ethiopia is a patriarchal society that keeps women in a subordinate position. There is a belief that women are docile, submissive patient, and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004:25).

The socialization process which determines gender roles is partly responsible for the subjugation of women in the country. Ethiopian society is socialized in such a way that girls are held inferior to boys in the process of upbringing, boys are expected to learn and become self-reliant, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and socialized indoor activities like cooking, washing clothes, fetching water, caring for children etc (Harege Woin and Emebet, 2003; Hirut, 2004).

Women make up 25% and 18% of the administrative and professional job categories respectively, indicating that upper and middle level positions are overwhelmingly dominated by men (SCA, 2004).

### **2.2.2. Policy overview**

The women empowerment has become an area of concern in development planning during the last few decades. The marginalization of women from development programs for a long period of time is challenged with changing policy perspectives from women in development (WID) which aims to include women in development projects (DHS,2005:19).

At international level, the Convention on Elimination of all forms of discrimination against women (CEDAW, 1979), the Beijing platform for action (BPFA, 1995) and Millennium Development Goals (MDG) are the main strategies and contentions introduced for the achievement of gender equality.

CEDAW incorporates measures that governments have to take to guarantee gender equality: elimination of discrimination against women in employment opportunities and benefits of service; ensuring gender equality in all areas of socio-economic and political life.

Ethiopia, as member of the UN and signatory of the commitments has adapted the international conventions and agreements as domestic laws to promote gender equality in all spheres. As a means to implement these global agreements, different policies and legislations have been also enacted, such as the national policy of women, National population policy, education and training policy (1994), Cultural policy and other documents are formulated.

The historical legacy of inequality of discrimination suffered by women in Ethiopia is taken into account in order to remedy this legacy, are entitled affirmative measures. The purpose of such measures shall be for women's empowerment as to enable them to compete and participate on the basis of equality with men in political, social and economic life.

Based on this practice at the grass root level must be compared with the above policies and other conventions.

### **2.3. Barriers for Women to have Leadership positions**

Some of the barriers those keep women from becoming leaders are as follows.

#### **2.3.1. Socio-cultural Barriers**

##### **2.3.1.1. Poor Self -Image or Lack of Confidence (Culturally)**

Women who aspire to become leadership are more likely to response lowered aspiration than men (Birhanu, 2011). In studies of female, aspiring to become administrators, Brown and Irby (1995) found a marked lack of self confidence.

In their finding related to aspiring leaders Walker (1995) indicated that women lack of sense of themselves as leaders and perceive that they have further to go in developing this leadership identity than to men.

#### **2.3.1.2. 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 leadership success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitment (Hewitt, 1989).

According to Shakeshaft (1985), a direct impediment for females in attaining leadership positions is the reality based factor of family responsibility; continued to voice this concern some years later from data obtained in 1993 by Kamler (Shakeshaft, 1999).

#### **2.3.1.3. Working Conditions and Sex Discrimination**

The component of administrative work, as well as the perceived and real male-defined environments in which many women administrators must work, shape women's perception of the desirability of administration.

Schmuck A. (1986). Determined that women's failure to aspire to the leadership might be a result of their experiences working with male leaders, role models whose leadership behavior may not be compatible with women's preferred ways of leading.

#### **2.3.1.4 .Lack of Support Encouragement and Counseling**

Shakeshaft (1985) noted research studies from the late 1970s (Roughman, 1997) that pointed out that women traditionally had little support,

encouragement, or counseling from family, peers, superordinates or educational institutions to pursue careers in leadership position. Empowerment has continued to be an important factor for women moving into position.

Brunner and Grogan (2000) found that lack of empowerment was one of the reasons female's elementary school teachers in Kansas reported not entering administration.

#### **2.3.1.5. Socialization and Sex Role Stereotyping**

Traditional stereotypes cost women and minorities a socially incongruent as leaders, they face great challenges becoming integrated into the organization (Brown et.al, (2005).

The 1985 Hand book for achieving sex equality through Education reported socialization and sex role stereotyping have been potent obstacles to increasing women's participation in leadership position" (shakeshaft, 1985; p.127). Since the mid 1980, studies have continued to report that women believe that negative stereotypical and inaccurate views held by gatekeepers about women are their perceived inability to discipline workers, supervises of other works, criticize constructively manage finances and function in political frame (Brown et.al, (2005)

Shakeshaft (1999, p.56) Supported these finding, 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" .

#### **2.3.1.6. Too Few Role Models, Sponsors, Mentors and Networks**

Decades ago, literatures cited lack of role models, lack of networks and lack support, sponsorship, and monitoring as barriers to women's entry into and

advancement in leadership position. (Baughman et.al, 1977). Currently, the literature reveals similar barrier for women.

As Shakeshaft (1985), professional socialization and growth continues for womens enhanced by positive role models, sponsors, mentors, and networks (Ibid).

**Role Models:** - Role models provide standards and patterns to copy or modify. In 1985, Shakeshaft reported that role models were the most effective for females, but not necessary for males.

**Mentors and Sponsors:** Sponsors helping others, by providing advice and access for aspiring leadership (Shakeshaft, 1985).

**Lack of Networks:** - (shakeshaft,1985) noted a lack of established networks as barrier for women to have leadership position is the need to have access information on job opening and administrative strategies as well as visibilities and functions as a support group.

### **2.3.2. Institutional Barriers**

According to Singh (2002), the underlying premises of this perspective is that women and men are equal capable and committed assuming positions of leadership, but the problems versed in the structure, among the structural factors are (Ibid):

- Discriminatory appointment and promotion policy
- Absence of gender policy in the organization
- Absence of visible criteria for recruitment individuals for different leadership positions.
- Exclusion of women's issue in the strategic plan of the organization.
- Lack of attractive economic benefits
- Patriarchal environment of the organization.

Despite some progresses institutional barriers are still contributing to women's invisibility from top leadership position (Ibid).

### **2.3.3. Educational Barriers**

Education is a critical element to increase the upward socio-economic mobility of women and creates an opportunity to other hand, as educational background of women becomes less. The activities they perform tend to be less-valued, and their low status is also perpetuated through the low value placed on their activity (Marshall et, al, 1999).

The fact that illiteracy rates are nearly always higher among women than men and it is a major limiting factor in women's contribution of development. The failed to eradicate and train female equally with male limits women's roles and makes them inadequately trained for employment opportunities that may be available (Wirth, 2005:25).

Therefore, having the right qualifications and training are central as policies and practices in the work place helps to eradicate discrimination at all levels (Ibid).

## **2.4. Strategies for Women Empowerment in Leadership position**

### **2.4.1. Provision of specific training**

As to (ILO, 200) women leaders are supposed to be well versed in different fields including technical learning in their specific areas by taking or giving Knowledge-Based Training there should be concrete knowledge on the structure and function of the specific leadership system, where women leaders are working. This enables them to have comprehensive understanding about the nature of administrative process in:-

- Developing managerial and competences skills: Apart from the knowledge dimensions, women educational leaders demand certain managerial competencies and skills, because they are leaders, initiators, innovators and institution builders.
- Developing competencies related to human resources development: Individual recognition, organizational and resources management, managing complexity, broader contextual competencies, record keeping and reading the situation
- Leadership skills: - the ability to lead and manage people to work as individuals, and a team towards common goal, to initiate and manage change and improvement in pursuit of strategic objectives.  
Communication skills: to have the ability to;
  - ❖ Make points clear and understand the views of others Evolve effective communication system
  - ❖ Negotiate and consult effectively and to organize formal and informal meetings through persuasive communicating inter personal skills and community relationships.
- Self managing skills – the ability to priorities and manage their own time effectively , how to resolve conflicts with in –to lack responsibilities for their work under pressure and deadline, to adapt self-motivational factors and to realize the strength, weakness , opportunities and threats (UN,2000).

#### **2.4.2. Restructuring Social and Work Environment**

According to the ILO convention 2005(No 111) which is the primary means of action to improve the working and living condition of women and men, and promote equality in the work place organizations are expected formulate gender sensitive policies for both gender and social changes by:-

- Improving women's access to training to help them run organizations effectively

- Placing women in strategic positions
- Removing structural barriers and biases in their own policies and programmes to provide sound base for women empowerment.
- Setting complementation of agreements and protection of women's right.
- Develop clear recruitment and selection criteria for career.

### **2.4.3. Affirmative Action**

intended to eliminate and prevent discrimination and to offset disadvantages arising from existing attitudes, behavior and structures based on stereotypes by having commitment of member states of the UN are committed themselves to the equal representation of women and men in decision-making positions at all levels (UN: ILO, 2005).

Young, (2005) suggested affirmative action in favor of women should not be considered as discriminatory against men. It may encompass a wide range of measures, including corrective action such as;

- Placement, guidance and counseling service
- Provision for gender-trained personnel familiar with the special needs of employed and unemployed women.
- Eliminating stereotypes
- Adapting working conditions and adjusting work organization to suit the need of female workers with family responsibilities
- Preferential appointment of women with equal qualification until 50% quota is reached (Ibid).

### **2.4.4. Gender Mainstreaming**

It is a means of integrating equality concerns across the board into all policy objectives in order to promote equality of all workers, irrespective of sex. The main areas of concerns are;

- Promoting and realizing fundamental principles and rights at work to ensure the principles of non-discrimination.
- Creating greater opportunities for women and men to secure decent employment and income.
- Enhancing the coverage and effectiveness of social protection for all in order to improve socio-economic security of all people.
- Awareness raising and capacity building activities UN:ILO, (2000:93)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

In this chapter, the researcher have provided the way going to conduct the research and how going to analyses and interpret the collected from the field. This chapter provides the definition and the use of research methodology, research design, and research methods. Techniques include interview, participant observation, focus group discussion and qualitative document reviews, the sample and sampling procedure. Finally, researcher was provided the limitations of the study in conduct this research.

#### **3.2. Research Design**

According to Bryman. (2008:31) research design entails the detail exploration of the specific case, which could be community, person or organization. Generally, research design is a framework for collecting and analyzing data as the arrangement of conditions for collection and analysis of data in amanner that aims to combine relevance to the research purpose with economy in producer.

Research design is determined by the nature of a research problem, objectives, questions, data, sample and population, and factors that affect data collected. Research methods can be classified in to three groups namely, descriptive, experimental, and causal researches.

The research methodology used for describing, recording, analyzing and interpreting the nature of the womens empowerment in leadership in position Endamehoni Woreda is descriptive type, since the study was focused on critically assessing and evaluating the women's empowerment in leadership position Endamehoni woreda.

### **3.3. Research Approach (General research strategy)**

The study was both qualitative and quantitative research approach. The reason for selecting this approach is to measure the physical performance in qualitative terms and financial performance in terms of quantitative terms.

#### **3.3.1. Research Methods**

##### **Approaches to design research project**

Survey research method was used for this research because it is an appropriate method for measuring respondent's opinion and attitude towards the Women's Empowerment in Leadership Position and collecting original data from target population.

##### **Research techniques for collecting data**

The researcher was use survey technique with the help of questionnaires, observation interview and documents. Both open and closed questionnaires were used in the collection of primary data.

The researcher was provided the questionnaires to which are selected from Woreda Head Office, Woreda Education Bureau, Woreda Health Bureau, Woreda Agriculture Bureau, Tabia chairman and woman, Woreda Female Affair committee Bureau and Civil Servants in the Woreda.

#### **3.4. Sample Design**

In order to manage and handle the study taking sampling from the population was imperative. Because of time limitation, shortage of finance and difficulties to manage the whole population, sampling was significant. Sampling has a big role on the soundness of the research. Taking a large sample decreases the error and taking small amount of sample increases the error. Therefore, researcher has tried to selected representative sample.

### **3.4.1. Population, sampling frame and Unit**

Endamehoni Woreda is one of the eight woreda administrations of Southern Zone of Tigray national regional state. Seven sectors taken as the populations of the study, besides 99 (ninty nine) samples respondent are selected purposively as sample frame because of their involvement for women's empowerment. The professional workers or respondents (diploma, first degree and second degree) working in the seven sectors are the sampling unit of this study.

### **3.4.2 Sampling Techniques**

The sampling technique that was used to select sample is a combination of probability and non probability sampling technique. Selection of sample size from the target population was based on probability sampling using simple random and systematic sampling. So that every number of target populations has had equal chance of being select and selection of sample from the selected sectors is non- probability sampling technique particularly by using purposive sampling.

### **3.4.3 Sample and sample size**

The study was used simple random sampling and systematic sampling because it provides equal chance to all sectors being selected in the sample. The population of the study included all respondent in the woreda while the target population respondent in woreda Head Office, Woreda Education Bureau, Woreda Health Bureau, Woreda Agriculture Bureau, Tabya Chair man and women, Female Affair Committee and Civil Servants(experts).

Table 1: Respondents selected through purposive sampling and simple Random sampling method.

S/N	Respondents Particulars	Total population	Sample size
1	Woreda Head Office	10	5
2	Woreda Education Bureau	20	10
3	Woreda Health Bureau	17	10
4	Woreda Agriculture Bureau	19	10
5	Tabya Chairman & women	18	18
6	Female Affair Committee Members	6	6
7	Civil Servants(experts) in the woreda	637	30
	Total	727	99

**Source: - Own computation (Oct.2014)**

### **3.5. Data Collection**

#### **3.5. 1. Data Collection Instruments**

For the purpose of the study, both qualitative and quantitative data collection methods were employed. Thus, in order to collect appropriate evidences or information about each research question, the study has used different data gathering instruments. The data gathering instruments which were employed in this study include: document analysis, questionnaire, and closed and open-ended interview guide questions.

##### **3.5.1.1. Document analysis**

In this research, one of the data collecting instruments which were employed in data collection was woreda survey forms (document survey). The descriptive forms were used to collect data on women and men participation in expert staff and leadership at sample seven sectors in year 2014.

### **3.5.1.2. Questionnaire**

Two kinds of questionnaires (for male and female respondents) were prepared in English and translated to Tigrigna (local language) in order to be easily understood for the respondents. The questionnaire prepared for both respondents was similar in most parts of it and had five parts.

- The first part was prepared to collect information about respondents back-ground.
- The second part of the questionnaire was designed to collect information on barriers which hindered women's participation from leadership positions which helps to understand the root challenges of the problems of under-representation of women. The questionnaire was prepared in the form of likert type attitude scale, and the level of agreement was indicated in five parts ranging from strongly agree to strongly disagree.
- The item in the third part was designed to obtain information about selection & placement criteria used to promote women's participation in leadership position. In this part, questions were prepared in terms of their level of importance (very important, moderately important, and, less important). Some of the questions focused on policy matters, educational qualification, Political background and related issues. This enables to understand how much the criteria were contributory for women's visibility in decision-making structure.
- The fourth parts of the questionnaire focused on mechanism/strategies put in place/planned to enhance women's empowerment in leadership positions. In this part, relevant information were collected based on respondents level of agreement from the suggested question using likert scale ranging from strongly agree to strongly disagree. This was to collect relevant and useful data about the opportuniyies & challenges for women's participation in leadership of the sample sectors. Appropriate close-ended and open-ended questionnaires were prepared & given to selected sample leaders and experts.

- The fifth part of the questionnaire was related to perception of the respondents about women leadership behaviors. In this part, relevant information were collected based on respondents level of view from the listed questions using likert scale ranging from highly favored(positive agreement) to highly unfavored (negative agreement).

### **3.5.1.3. Interview guide questions**

In this study the researcher has prepared interview guide questions to purposively selected women leaders, woreda human resource coordinators, gender female experts at each level. The interview guide contained both structured and unstructured questions focusing on barriers for women's participation, contributory factors for the few women who got the opportunity to hold leadership positions, measures taken to overcome the barriers and strategies to enhance women's participation in leadership in relation to the affirmative action as per the constitutional and gender policy statement.

### **Pre-testing of the instruments**

Questionnaires were pre-tested in non-sample woreda (Maichew Town). Some repeated questions were commented to be categorized with their similar items. Besides, technical terms were also commented to be replaced in simple and easily understandable words. Based on the constructive feedback, improvements were made on the items by omitting similar questions and technical terms. Then, after checking the appropriateness of the instrument, it was set in the final form and distributed to sample organizations with the necessary explanation on how to complete it.

### **3.5.2. Data Collection Administration**

The first step in the administration process was to get willingness of the subjects to fill the questionnaire by self introducing and showing letter of

cooperation. Once the subjects were willing to fill the questionnaire and able to return the papers within a short range of time, woreda experts' were made to voluntarily collect the papers collaborating with leaders from each sector. Finally, questionnaires were distributed to each respondent and all of them were correctly filled and returned.

### **3.6 Methods of Data Analysis**

In this research, descriptive statistics were used as a method of analysis. The main descriptive statistical method employed was SPSS: percentage, frequency count, mean score value and standard deviation.

#### **3.6.1. Quantitative Data**

After collecting questionnaires, the raw data were tallied and tabulated under their respective male & female categories and classified into different groups according to their similarities and issues raised so as to make it manageable, reliable and understandable. Then, depending on the basic questions, the data was analyzed using different statistical tools such as frequency, mean score and standard deviation.

#### **3.6.2. Qualitative Data**

Data drawn from the open ended questionnaire, interview and document analyses were translated into separate topics. Then, each expression and view obtained were categorized and combined to describe the items both as expressed by the respondents and understood by the researcher. The data was analyzed in the form of narration. Based on qualitative and quantitative data analysis, interpretations were made to reach on central findings. Finally, a conclusion was made and possible solutions were recommended.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

This chapter deals with results and discussions of the data that are categorized into two parts. The first part treats the characteristics of the respondents which describe the study population by sex, age, education, experience, and marital status, while the second part deals with the analysis of findings of the study that were gathered through questionnaire and interview.

In this study, both quantitative and qualitative methods of analysis were employed and the report was organized in a way to answer research questions raised in this research sequentially. Quantitative data which were collected through questionnaires and analyzed were supported and additionally evidenced by qualitative data which was collected from interviews.

#### 4.1. Background of Respondents

The clear picture of respondents' background, the collected data was analyzed based on the following characteristics such as sex, age, experience, qualification and marital status.

**Table-2: Distribution of respondents by sex, age, qualification, experience and marital status.**

No	Respondents background characteristics	Frequency in count & percentage					
		Male		Female		Total	
		Count	%	Count	%	Count	%
1	Sex	40	40.4	59	59.6%	99	100%
2	Age category						
	18- 25 years	6	15	9	15.3	15	15.2
	26-35 years	15	37.5	22	37.2	37	37.4
	36 -45 years	10	25	16	27.2	26	26.2

No	Respondents background characteristics	Frequency in count & percentage						
		Male		Female		Total		
		Count	%	Count	%	Count	%	
	46 -55 years	7	17.1	11	18.6	18	18.2	
	> 55 years	2	5	1	1.7	3	3	
3	Experience category	Male		Female		Total		
		Count	%	Count	%	Count	%	
		1-5 years	8	20	21	35.5	29	29.2
		6-10 years	14	35	23	39	37	37.3
		11-15 years	11	27.5	11	18.6	22	22.3
		16-25 years	6	15	4	6.8	10	10.1
		≥ 26 years	1	2.5	0	0	1	1
4	Qualification Category	Male		Female		Total		
		Count	%	Count	%	Count	%	
		Diploma	4	10	35	59.3	39	39.4
		First degree	35	87.5	24	40.7	59	59.6
		Second degree	1	2.5	0	0	0	0
5	Marital status of respondents	Male		Female		Total		
		Count	%	Count	%	Count	%	
		Single	15	37.5	18	30.5	33	33.3
		Married	19	47.5	31	52.5	50	50.5
		Divorced	5	12.5	10	17	15	15.2
		Death of spouse	1	2.5	0	0	1	1

Based on table 2 above, the numbers of women were represented in a greater proportion than men; because when respondents were categorized by sex, 59 (59.6% of the total) were women, while the remaining 40 (40.4% of the total) were men.

As the minimum age allowed employing in FDRE governmental offices is above 18 years, its category is started from 18. The age distribution reveals that most of the age category was found concentrated in the ranges between 26 to 35

years age. On the other hand, when the respondents' age categories were analyzed by sex, both men & women respondents' age respectively had shown peak frequency count value in the range between 26-35 years. In the age category less than 25 years, the proportion of women respondents which 9(15.3%) was found greater than men which was 6(15%). This may be rationalized for that women are getting chances to join higher education only in recent years.

In relation to work experience, men respondents were found showing relatively greater in service year categories 16 to 25 and 11 to 15 years that are 6(15%) and 4(6.8%) respectively. On the other hand, the relatively greater frequency counts of women respondents were found having its highest value in lower service categories, such as 1 to 5 and 6 to 10 year of service, because frequency counts were found to be 44(74.5%) for both service year categories. The most probable reason that women are highly concentrated at lower service years might be explained by that women are being late comers to the academic world. Once again their number was found greater in lower service year categories, while their men counterparts' frequency count magnitude was at relatively highest service year categories.

As can be seen in the table above item 4, the qualification of respondents were found to be 39(39.4%) diploma, 59(59.6%) first degree and only 1(1%) second degree holders. When the distribution of qualification of respondents were analyzed by sex, women respondents were found having the highest frequency count 35 (59.3%) under the qualification category of diploma, where as their counterpart men were found having the highest frequency count under the qualification category of first degree 35(87.5%. With regard to second degree, though its frequency count was found the least as it was compared with diploma and first degree for both sexes. Among respondents having second degree, 1(100%) was found to be men but women was 0%.

Similarly as one looks the trend of growth of women from first degree to second degree, it shows track trend while the proportion of their counterpart men is showing an increasing trend. This might also be rationalized that in remote past year's equity and access of education to girls were very low and they were not able to enter to higher education qualification categories.

However, since recent years, mainly the proportion of women respondents in diploma & first degree qualification seems slightly increasing and this increasing trend may be as a result of access to school and affirmative action used.

With reference to the marital status as can be seen at table 2 item 5, 69(47.5%) *i.e.* 19(47.5%) of male and 31(52.2%) of female were married, where as 33(33.3%) of both respondents *i.e.* 15 (37.5%) of males and 18(30.5%) of females were single. The other 15(15.2%) that is with 5(12.2%) male and 10(17%) female were divorce, and 1(2.5%) of men respondent was death of spouse.

When compare between the two groups, majority of the females were married. This implies that they are exposed to take family and societal responsibilities than males which in return affect the progress in education and leadership positions.

In general, the characteristics of respondents showed that majority of them were matured enough in age, education, marital status and work experience to know the gender related problems and policies, realities or facts about women.

**Table 3: Distribution of respondents by sex and current leadership position**

No	Sample sectors of endamehoni woreda	Frequency in count & percentage					
		Male		Female		Total	
		Count	%	Count	%	Count	%
1	Head office	4	10	1	1.7	5	5
2	Education office	6	15	4	6.7	10	10.1
3	Health office	10	25	0	0	10	10.1
4	Agricultureoffice	9	22.5	1	1.7	10	10.1
5	Tabya chair man & woman	10	25	8	13.6	18	18.2
<b>6</b>	<b>Woreda female affair</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>10.1</b>	<b>6</b>	<b>6</b>
<b>7</b>	<b>Civil servants (experts)</b>	<b>1</b>	<b>2.5</b>	<b>39</b>	<b>66.1</b>	<b>40</b>	<b>40.1</b>
<b>8</b>	<b>Total</b>	<b>40</b>	<b>100</b>	<b>59</b>	<b>100</b>	<b>99</b>	<b>100</b>

**Source; Data obtained from document of human resource of woreda, 2014**

As it is evident from table 3 respondents' background analysis, women were found having lower representation than men in leadership position. However, in total sample, women's were found having greater 59(59.6) proportion while the counterpart men were having 40 (40.4%). But as current leadership position of respondents revealed generally women were found having lower participation in key leadership positions.

On the other hand, in the sample taken from the expert workforce, women representation was found having the highest proportion as compared with their leadership positions. Thus, from this respondent's background analysis, it was easy to infer that even though women representation in the expert forces was found rising up as compared with men, but their representation in leadership positions were not rising in accordance with their proportion in the expert force.

As can be seen from table 3 as respondent background was analyzed by their current leadership position, most of respondent were experts because they were 40.4% of the total respondents. Among these experts 1 (2.5%) were men & 39 (97. %) were women. The second highly represented respondents next to experts were sector leaders because of the total sample taken 59(59.6 %) were leaders.

Among the total number of leaders taken purposive and sampling procedure of this research, 39 (66.1%) were men and 20 (33.9%) were women. Here, from total number of participants having the highest leadership position 39 (66.1%) were men but 20 (33.9%) were women

#### 4.2. Professional Upgrading Choice of Respondents

Table 4 Distribution of women respondents' professional upgrading choice

No.	Given alternative or option of upgrading	Respondents by their type					
		Women in position		Expert women		Total	
		Frequency count	%	Frequency count	%	Frequency count	%
1	Women who have shown interest to upgrade in leadership profession	8	44.4	10	55.6	18	30.5
2	Women who have shown interest to upgrade in expert subject	12	29.3	29	70.4	41	69.5
	Total	20	33.9	39	66.1	59	100

Source; Data obtained from respondent's women expert and positioned through questionnaires, 2014

Thus, as it can be seen in table 4 below, from total women respondents, 41 (69.5%) were showing interest to upgrade in teaching profession of their own subjects. On the other hand, from total women respondents showing willingness to upgrade in expert profession, 12(29.3%) of them were women found in leadership position respondents and 29(70.4%) were expert respondents. However, from the total women respondents only 18(30.5%) of them were found having interest to upgrade in the leadership profession. Of these women respondents, 8(44.4%) were women found in leadership position respondents and 10(10.6%) were from women experts.

As can be inferred from the analysis of upgrading choice of women respondents, expert's women were found showing greater interest or choice to upgrade in leadership profession. But contrary to this, womens found in leadership position have shown relatively little interest in both expert and professions.

Therefore, from the above analysis, it is easy to infer that women experts' interest to participate in given or vacant and nomination for leadership positions matters are very low particularly womens found in leadership position. This implies womens are forced to leave from leadership position.

### **4.3. Why Are Women Unwilling to participate in Leadership Positions?**

As it is evident in table 5 below, respondents have rated family related factor to be the primarily reason of women not to apply in vacant and nomination of leadership positions.

Table 5 Perceived Reasons of Women Respondents not to apply for vacant and nomination leadership positions.

No.	Item	Frequency count	Percentage	Rank
1	Family related reasons	42	42.4	1st
2	Institutional Related reasons	19	19.2	3rd
3	Personal related reasons	25	25.3	2nd
4	Educational barriers	13	13.1	4th

Source: data obtained from respondents through questionnaire, 2014

Similarly most respondents' views in interview also confirmed same fact as follows:

*“We know that there is a policy, strategy and guide line of gender issues. We also know that the government at any level is committed to raise women participation in leadership. However, the participation of women in vacant and nomination leadership is limited because of the family and home related reason of women. Though equal opportunity of participations are given for empowering women, due to high workload at home & family related factors, women have shown little willingness to participate in the given vacancy and nomination in leadership positions .*

*Source; interview with Woreda HRM experts, March /2014.*

Thus, both the quantitative and qualitative data analysis have verified that family and home related factors(socio-cultural) are the most dominant reasons why women experts refrain from applying for vacant and nomination leadership positions. According to the respondents ratings, the next two other hindering factors are personal related and institutional related factors respectively. Because among respondents of this study, 25(25.3%) have rated personal factors to be the reasons of women teachers not to apply for vacant leadership positions. Similarly 19(19.7%) also have rated institutional factors to be the reason of low participation. Therefore, from the above analysis, the reason why women become unwilling to participate was found to be due to home and family related factors, personal and institutional reasons.

#### **4.4. Mechanisms/Strategies for Women's empowerment in Leadership Positions**

As indicated in the introductory chapter of this research, one of the objectives of this study was exploring the effective mechanism that empowers women to participate in leadership positions. Having recognized that women's low participation in the leadership position in Endamehoni Woreda, The researcher tried to investigate whether there are mechanisms/ strategies planned to women empowerment in these selected sectors.

For this purpose, woreda Head Office, HRM coordinators and gender experts, were asked to explain whether there are mechanisms for women empowerment in leadership positions.

According to the interviewees' opinion, women have been given special attentions as per the government policies and programs in order to participate equally in all hierarchy the positions and other levels. To mention some strategic plans are gender sensitive, gender department is established at federal, regional and woreda level, positive discrimination is considered during selection and placement opportunities of education for women are widening, recruitment and selection criteria are gender sensitive, management were aware and responsible for the implementation of gender policy. Despite these strategies in place, they convinced that every vacancy notice are not gender sensitive and quota systems are not applied correctly. In general, it can be said that constitutional gender related written policies are smart and they can play a great role in the effort made for women empowerment.

Besides, interviewees were asked that if they are likely to have such policies and strategies, why women do are invisible positions. Their responses were that divided in to two. Some responses were that since senior management positions are occupied by men, they tend to propose men which are the reflection of the informal net work of men. Of course written policies are smart, gender departments are established, constitutional gender related policies are clearly stated; however, they couldn't have translated in the needed way. Most of the management bodies' at all levels are monopolized by men; hence decisions are made without women's participation. From this, it is possible to conclude that women's participation in leadership positions were influenced by managers who are usually males and trend to maintain male dominance in the of management.

*“Endamehoni education office has used the mechanism of inviting only women teachers in order to increase the participation of women in school leadership positions. By this mechanism most of the women teachers were found motivated to participate in leadership positions at schools” May, 2014.*

As a result, the magnitude of women empowerment participation in leadership position in EWEB has been found raised and reached 32 % in the current time. Thus, this kind of mechanism might

help other sectors to raise the motivation of women empowerment in leadership position. In reflection of this, Cubillo (2003) argued that providing women with more education without changing the gender power structure that reinforce and perpetuate gender inequalities, will not facilitate their access to educational employment level and political opportunities equal to those of their counter parts.

Table 6 shows mechanisms/strategies in place or planned for women empowerment in leadership position. For the purpose of the analysis, the obtained mean values were interpreted as  $\leq 2.50$  highly disagree, 2.51-3.50 moderately agree, and.  $\geq 3.51$ -5.00 highly agrees.

**Table 6: Mechanisms/Strategies for women empowerment in leadership positions**

No.	Mechanisms of empowerment	High				Moderately high		Low				Descriptive statistics	
		5	4	Total	%	3	%	2	1	Total	%	Mean	S.D
1	<b>Effective gender sensitive Planning</b>	40	31	71	71.7	14	14.1	11	3	14	14.1	4.0	1.77
2	Top management commitment to gender equity & issues	18	27	45	45.7	19	19.1	24	11	35	35.4	3.2	1.41
3	Proactive strategies to empower women through training	15	24	39	39.3	25	25.2	26	9	35	35.4	3.1	1.38
4	Enhancing women networking & experience sharing	20	23	43	43.4	25	25.2	20	11	31	31.3	3.2	0.08
5	Applying quota system during selection	45	30	75	75.7	10	10.1	8	6	14	14.1	4.0	1.69
6	Applying regular M&E to implementation of policy	32	27	59	60	18	18	15	7	22	22.0	3.6	1.63

**Source: Data obtained from respondents through questionnaire, 2014**

As can be seen from the Table 6 in the case of item 1, effective gender sensitive planning as a mechanism for women empowerment in leadership position, respondents rated as strongly agree with accumulative mean score of 4.0. Besides, in relation to item 2 the same table, respondents were asked to rate their views to top management commitment in gender issues and equity and their response is moderately agree with score mean 3.2 and S.D 1.41.

Regarding item 3 of the same table, respondents about the mechanism of proactive strategies to empower women through training were revealed as moderately agree with score mean of 3.1. In relation to item 4 On table 9, respondents response about enhancing women networking and experience sharing in their respective offices, were revealed as moderately agreed with score mean of 3.2.

Item 5 of table 6 about applying quota system during selection and recruitment of women for leadership positions, it was rated as strongly agree with frequency count 75(75.6%) and score mean 4 and S.D 1.69. From these findings, we can understand that applying quota system can be a recommendation to the participation of women in leadership positions.

Regarding the last item of the same table in relation to importance of applying regular M&E by officials to implementation of the gender policy, most of the respondents revealed strong agreement with the rate of mean score 3.6 & 60% of the respondents. This shows that one of the reasons of under-representation of leaders is that the weak performance of monitoring & evaluation of policies on the ground, and this is relevant with the information obtained from interviews which state the plan to promote female was not implemented correctly.

Thus, according to their rating; providing and effectively applying quota system and effective gender sensitive planning were found to be the first and second effective mechanism that help decision-makers to raise women participation in leadership.

#### **4.5. Selection and placement Criteria that affect participation of women in leadership position.**

Recognizing these effects, the researcher attempted to investigate the current selection and placement criteria for leadership positions in terms of women's empowerment. In this regard some selected issues are provided to respondents to be rated according their importance for women's participation.

**Table 7: Selection & placement criteria effect on women participation in leadership positions**

No.	Selection & Placement Criteria	V. important				Moderately important		Less important				Descriptive statistics	
		5	4	Total	%	3	%	2	1	Total	%	mean	S.D
1	Prof.qualification as measure of selection & placement	20	22	42	42.4	23	23.2	21	13	34	34.3	3.2	0.07
2	Experience as measure of selection & placement	26	24	50	50.5	20	20.2	16	13	29	29.2	3.3	1.49
3	Performance level as measure of selection & placement	23	22	45	45.5	24	24.2	19	11	30	30.3	3.3	1.47
4	Giving weight to leadership related qualification & training	21	16	37	37.2	25	25.3	22	15	37	37.4	3.0	1.36
5	Giving weight to Oral or written exam as measure of selection & placement	22	18	40	40.4	19	19.1	20	20	40	40.4	3.0	1.34
6	political background as criteria of selection & placement	36	46	82	82.8	7	7	5	5	10	10.1	1.8	0.82

**Source: Data obtained from respondents through questionnaire, 2014**

According to the rating of respondents on the current selection & placement criteria of, most of the current selection and placement criteria were found important for the participation rate of women.

As can be seen in item 1 of table 7 the perception of respondents with regard to qualification as a criteria for selection and placement, 42(42.4%) of the respondents were rated as very important, while 23(23.3%) of the group revealed as moderately important, and 34(34.3%) responded as less important. Supporting the questionnaire result interviewees added that the opportunity obtained to empower in leadership is due to the improvement of qualifications. Therefore it can be considered as a contributory factor for women's empowerment.

With regard to work experience in item 2 of the same table, majority 50(50.5%) of respondents' agreement showed as very important, while 20(20.2%) of the respondents moderately important and 29(29.2%) less important. Interviewees were asked to explain about the criteria in terms of women's empowerment. Of course, using work experience as criteria is very important that women's empowerment in different activities that enabled them to obtained work experience is less due to family responsibilities and as a result, they may not have much work experience as compared to men. Therefore, using work experience as criteria without women's work load consideration may block their involvement in leadership.

The third item, of the same table using performance appraisal as criteria, 45(45.5%) of respondents were agreed as very important, 24(24.2%) moderately important and 30(30.3%) as less important respectively. The criteria was commented by the interview respondents that since performance appraisal has subjectively to measure individuals and women are out of the informal network of men. The criteria may not reflect their effort unless there is positive attitude of bosses. Besides, women do not purposively aspire for holding leadership rather their success and performances in their day to day activities.

In relation to item 4 leadership related qualification and training as criteria for selection and placement leadership positions, majority 37(37.2%) of the respondents agreed the criteria as very important. 25(25.3%) and 37(37.4%) of the respondents were rated as important and less important respectively. Some interviews raised its limitation in relation to women's participation that is whether there is no adequate number of professionally trained women their opportunities to pass the criteria makes impossible unless other considerations have been taken.

The information obtained from all interviews regarding gender preference and quota system as a selection and placement criteria for leadership positions revealed that even though the above mentioned criteria professional qualification, work experience, performance appraisal and relevant professional training where mandatory, little was noted to encourage women participates. This indicates that the stated criteria were used regardless of their sex, quota system, or reasonable affirmative action for women. From these findings, it is possible to conclude that most frequently; gender preference was least considered criteria for selection and recruitment leadership positions.

Therefore, giving greater weight to current selection and placement criteria do not empower women participation in leadership. In other words meritocracy approach does not raise women in leadership.

In relation to item 5 of the same table regarding oral or/written exam used as selection and placement criteria, 40 (40.4%) agreed that the criteria was very important. Moreover, 19(19.1%) responded as moderately important, and the rest 40(40.4%) of them revealed the criteria as less important.

The last item of table 7 regarding political affiliation as a criteria for selection and placement leadership positions, 82(82.8%) of the respondents were agreed as very important. In addition 7(7%) said moderetly important and the rest 10(10.1%) of them support as moderately important.

In addition to the questionnaire results, the data obtained from interview confirmed that for those who aspired leadership position political back ground is not only necessary but also it was mandatory in pre-selection. Therefore, involvement in political together with educational qualification had an opportunities to hold the leadership.

From this section, it is possible to conclude that women's low participation in decision- making positions of the studied woreda was due to numerous and interrelated artificial barriers. Similar to this, liberal feminist thought that stress the existence of artificial barriers that hinder gender equality in public life.

#### **4.6. Factors that affect women's participation in leadership positions**

In this regard, main issues were given for the respondents to be rated by five point likert scale, very high (5) high (4), undecided (3), low (2) and very low (1). For the purpose of the analysis, the obtained mean values were interpreted as  $\leq 2.50$  strongly disagree; 2.51-3.50 moderately agree; and  $\geq 3.51-5.00$  strongly agree.

##### **4.6.1. Socio –Cultural factors affecting women participation in leadership position**

Ethiopia, as one of the developing countries where gender-disparities exist in family, society and in the workplace is the reflection of existing realities in the society. In line with this, socio-cultural factors were mentioned as one of the hindrances of women for holding leadership positions. Thus, the main socio-

cultural barriers mentioned were family influence and work load at home, appreciation of society to women leadership and acceptance of male dominance in the society.

**Table .8. Socio cultural factors hindering participation of women in leadership positions**

	Socio cultural hindering factor	High				Moderately high		Low				Descriptive statistics	
		5	4	T	%	3	%	2	1	T	%	Mean	S.D
1	Family influence & work load at home	32	27	59	59.6	18	18.2	13	9	22	22.2	3.6	1.63
2	Women Leadership is not appreciated by the society	17	29	46	46.4	20	20.2	15	18	33	33.3	3.4	1.4
3	Acceptance of male dominance in the society	33	19	51	51.5	24	24.2	19	5	24	24.2	3.5	0.1

**Source: data obtained from respondents through questionnaire, 2014**

Regarding item1, Family influence and work load at home, Majority of interviews opinion forwarded that women are responsible for societal relationship which needs time to be invested. They are expected to give time for their family and of course for their professional roles, which have direct and indirect connections with the under-representation of women in leadership positions.

Similar to the interviews results, the figure in table 8 item 1 shows that most responses of the respondents are above average which have very high and high contribution to bring about low participation of women in leadership positions, with its mean score value of 3.6 and is interpreted as strongly agree.

Regarding item 2 in the same table, the mean value of the responses of all respondents was 3.2 and is interpreted as moderately agree. The information obtained from WEO heads and WHR experts and HRM through interview pointed out that in a male dominated society there is still a notion that leadership is associated with masculine which male belong in the public sphere, while women should stay in the private sphere. In reality, even though women's participation in the expert staff has steadily increased, still leadership positions are remained as the domain of male work categories.

In relation to item 3 of the table, regarding acceptance of male dominance in the society, respondents have also rated it moderately agree with mean value of 3.5 and its standard deviation was 0.1. Thus, it shows that the case is considered as a cause in affecting women's participation in leadership positions.

#### **4.6.2 Personal Factors**

Personal factors such as, informal network of men which favors them to be leaders, lack of interest due to women's self image is low: They perceived themselves as do not have skill, lack of experience, lack of competency and fear of hardship. Based on this, respondents of this study have been asked through questionnaire to put their level of agreement for the items provided in the following table.

No.	Hindering factor item	Frequency count for very high				Frequency count for moderately high		Frequency count for low & very low				Mean	S.D
		5	4	T	%	3	%	2	1	T	%		
1	Lack of interest	31	14	45	45.5	31	31.3	10	13	23	23.2	3.4	5.2
2	Lack of experience	21	17	38	38.4	28	28.3	18	15	33	33.3	3.0	4.8
3	Informal network of men	23	11	34	34.3	28	28.3	17	20	37	37.4	2.9	4.6

**Table 9. Personal factors affecting participation of women in leadership position.**

**Source: data obtained from respondents through questionnaire 2014.**

Regarding item 1 on the above table 9 concerning women's lack of interest due to self image as barriers for their advancement in leadership, respondents were found to be rating with a frequency count of 45(45.5) very high & high hindering factor with a cumulative mean score of 3.4 and standard deviation of 5.2. According to participants' degree of rating, the level of agreement is moderate but it is the third influential hindering factor that lowers the participation of women in leadership positions, In addition to the respondents questionnaire, interviews revealed that women restrain themselves from leadership positions with related to their personal interest by underestimating their own values.

The only problem to empower our capacity through training and the opportunities of holding leadership positions are narrow.

In relation to item 3 on the same table, regarding lack of experience as barriers for women's empowerment, interviewees were asked to give their opinion on the

stated issue. They explained that women as they are late comers to the highest educational levels (Diploma and Degree) and even to the expert staff compared to their countermen, they could not able to compute to hold the leadership position as it requires experience. Other interviewees added that as they did not have practiced it before, they believe it that as it needs masculine behavior. In addition to this, respondents were asked about the same item; lack of experience; on the same table to put their level of agreement that how much women are affected by lack of experience. Based on this, respondents explained their view as moderately high with a cumulative mean score 3 and S.D 4.8. It is the fourth hindering factor with a frequency count and percentage of 38(38.4 %).

In relation to item 3 table 9, interviewees were asked to explain their opinion on how informal network of men can affect women's representation in leadership. Their response was stated as follows: despite competence, performance qualification and experience of individuals, relationship through informal networks create great opportunities for men to come to the leadership positions. Furthermore, even though women are well qualified and experienced, they might not be nominated because of the established network of men and this is a usual practice in the studied worda.

Contrary to the interview results, the above table item 3 presents the agreement level of respondents in relation to the impact of informal network of men. They were rating as low and very low causes in limiting women's participation in leadership compared to other points in personal factors. Because respondent have rated it to be low and very low hindering factor with cumulative mean score of 2.9 and standard deviation of 4.6.

### 4.6.3. Educational Barriers

**Table 10. Educational Barriers**

No.	Hinderi ng factor item	Frequency count for very high				Freque ncy count for moderat ely high		Frequency count for low & very low				Mean	S.D
		5	4	T	%	3	%	2	1	T	%		
1	Low level of educational back ground	28	31	59	59.6	23	23.2	6	11	17	17.2	3.6	5.5
2	Absence of role models and mentors	37	18	55	55.5	24	24.2	13	7	20	20.2	3.5	4.0

**Source: data obtained from respondents through questionnaire. 2014**

In relation to item 4 of the table 10, respondents agreed that the low level o educational qualification were considered as major cause. Because respondent have rated it to be higher hindering factor with cumulative mean frequency of 3.6 and standard deviation of 5.5, and this is related with the findings of Heislcan (1993)that indicates qualification is an important factor for women’s participation in educational leadership. In other words, among respondents this research, 59 (59.6 %) have rated it to have high hindrance and the 23.2 % and 17.2 % rated it moderately high and low hindrance respectively.

Similar to the respondent’s agreement through questionnaires, interviews mentioned that despite the recent improvement of females’ education, their low educational access and success starting from the lower level is the fundamental problem for women’s employment and then holding positions at different level of position.

However, based on the statistics of the selected Woredas of 2003, the most immediate barrier for women's participation in school leadership was not only due to the insignificant number of women. Therefore, the immediate barrier of the selected woreda seems due to institutional barriers of them to hold their proportional participation.

In addition to the above barriers, the absence of role models and mentoring were mention as influential barrier for women's participation by some interviewees, especially for those who do not hold leadership positions.

Similar to the results of interview, majority of the respondents agreed that absence of role models and mentoring were responded as the moderately influential barriers with the cumulative mean score of 3.5 and S.D of 4.0. Thus, the absence of role model and mentors of women is important barrier for the under- representation of women leaders.

#### **4.6.4. Institutional factors**

Interviewees were being asked whether their respective organization had contribution to empower women's in leadership positions. Most of them answered that it is insignificant and the gender gap is entrenched widely at the whole region. This indicates that the region and its subordinates did not give appropriate and practical consideration for gender issues.

The following shows the respondents view regarding the level of school- based institutional (internal) conditions contribution towards women's empowerment.

**Table 11. Institutional factors**

No.	Institutional factors hindering women's representation	Frequency count for very high & high				moderately high		Low				Statistical tools	
		5	4	T	%	3	%	2	1	T	%	Mean	S.d
1	Lack of support & encouragement from stakeholders during implementation phase	37	28	65	65.6	19	19.2	5	10	15	15.2	3.7	3.7
2	Less commitment to implement affirmative action	28	24	52	52.5	22	22.2	16	9	25	25.3	3.4	3.4
3	Unsuitable school working environment	25	24	49	49.5	16	16.2	21	13	34	34.4	3.3	3.3

**Source: data obtained from respondents through questionnaire, 2014**

Regarding item 1 table of 11, majority of the respondents have rated that women Lack of support and encouragement from stakeholders during implementation phase was to be the first institutional hindering factor. 65 (65.6% of the total respondents) have rated it to have high degree of hindrance with the mean average and S.D of 3.7.

In-relation to commitment to implement affirmative action (positive discrimination) in item 2 on the same table, it was found that 52 (52.5%) of the respondents have rated this issue next to item 1, with moderate agreement of hindrance cumulative mean score and S.D 3.4.

The other item to be considered in this institutional factor is unsuitable working environment as listed in item 3 on the same table above. According to the respondents view, the level of its hindrance couldn't be seen easily. Because the mean average and frequency count of the respondents were 3.3 and 49(49.5%) respectively.

#### 4.7. Some participants' perception about sex & leadership beliefs

As indicated in the introductory chapter of this study, one of the researcher's basic questions investigation was focused on examining participants' perception on issues related with sex & leadership roles both in the society and institutions. To achieve this particular purpose, the researcher has given carefully designed positive and negative sex leadership role for both men and women so as to be rated by respondents. Then, according to their responses, frequency counts were categorized in to three categories. These were favored or positively agreed, undecided and unfavored or negatively agreed categories.

The mean scores computed from the data analysis were interpreted as:  $\geq 3.5$  = favorable or positive agreement 2.5 – 3.4 = undecided (moderate agreement) and  $\leq 2.5$  = unfavorable or negative agreement.

**Table 12. Perception of respondents about sex & leadership**

No.	Sex related perception items or views	Favored				Undecided		Unflavored				Descriptive statistics	
		5	4	T	%	3	%	2	1	T	%	Mean	S.D
1	Women naturally lack self confidence to practice leadership positions	43	42	85	85.8	4	4	7	3	10	10.1	4	1.79
2	Home & family related factors hinders highly women to participate in leadership	39	29	68	68.7	9	9	13	9	22	22.2	3.8	1.70

	position												
3	Husbands should encourage their wife to participate in leadership	31	55	86	87	6	6	5	2	7	7	4.4	1.90
4	Women leaders always seek support as compared with men leaders.	27	14	41	41.5	14	14.2	23	21	44	44.5	2.9	.30
5	Women leaders are less influential & acceptable by their followers than men leader.	35	27	62	62.6	19	19.2	12	6	18	18.1	3.7	1.65
6	Women leaders are more wise emotional stable responsible & entail leaders than men counter parts	32	35	67	67.6	19	19.2	9	4	13	13.1	3.87	1.72
7	Men having leadership position by merit should willingly give up in order giving greater room for women.	33	41	74	74.7	15	15.2	9	1	10	10.1	4	1.80

**Source: data obtained from respondents through questionnaire, 2014**

As can be seen from table 12 in the case of item 1 with regard to women naturally lack of confidence in order to participate on leadership, majority 85 (85.8%) of the respondents rated as favored or positively agreed

Besides, in relation to item 2 the same table, respondents were asked whether home and family related factors hinders highly women to participate in leadership position, respondents' responses was rated as positively agreed with the mean value of 3.8 and S.D 1.70. This finding provides an evidence for the low participation of women in leadership position.

Regarding item 3 on the same table, respondents about husbands should encourage their wife to participate in leadership positions were revealed as positively agreed with the mean score of 4.4 and it is the highest rated item from all items listed to be rated in this perception analysis. This finding is supported by the interviewees that (most of them women) assured support and encouragement from husband is very determinants. Except few, most of husbands do not want coming late at night due to elongated meeting .They accused their wives as if not paying enough attention to their family responsibilities .Even others do not allow coming after they enter home at night.

Item 4 of the same table about the perception women leaders always seek support as compared with men leaders; it was rated as moderately agreed with mean score of 2.9.

Item 5 on table 12, the mean value i.e.3.7 of the respondents indicated that women leaders are less influential and acceptable by their followers than male leaders by rating as positively agree.

In relation to item 6 of the same table, respondents response about perception women leaders are more wise, emotional, stable, responsible and entail leaders than men counter parts were revealed as favored with accumulative score mean 3.9.

The last item of the same table regarding of men having leadership position by merit should willingly give up in order to give greater room for women,

respondents explained their level of agreement as favored or they accept it positively with mean value of 4.0.

As we can see the above findings, belief of respondents about sex and leadership role have been cracked or perforated by some of their agreement such as: Women naturally lack self confidence to practice leadership positions & Women leaders are less influential and acceptable than men leaders by their follower. Because the agreement to these kinds of ideas revealed that respondents have some unfavorable views to women leadership. That is their awareness and perception about sex and leadership role was not fully positive. Especially due to socio-cultural influences still their views or perceptions were not free of sex bias. Even though they have shown concern to women in most of the items, showing some negative views about them makes their concern and awareness incomplete.

The main purpose of the study was to assess opportunities and challenges of women's empowerment in leadership positions compared to men leader and women experts. In relation to this, evaluating the effectiveness of mechanisms which were used to empower women's in leadership and the current selection and placement criteria in place were an important area of the study. So, in the

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

Attempt to meet the above stated purpose of the research, basic questions were Stated and answered.

A description survey study with quantitative and qualitative research approach (mixed method) was employed, and the related literature was reviewed.

The target population in this study was seven sectors of Endamehoni Woreda.

Out of these target population, 7 sectors were selected through simple random sampling (lottery techniques), and purposive techniques to include women headed sectors and simple random sampling (lottery techniques) to get the sample size, (%), Woreda sector heads, 5(50%), human resource development Co-coordinators, 5(100%), gender experts and 6(100%), WEB were selected for the purpose of interviews through available techniques as their number was few and manageable.

Different data collected tools were employed to carry out the study including questionnaires, interview and document survey. The data gained analysed All the required data obtained through these tools were discussed, quantified, narrated and described using logical arguments, triangulations and Comparisons. Finally, a conclusion was drawn and possible solutions were recommended.

The major statistical tools used for this analysis were SPSS such as, frequently count, percentage, mean and standard deviation.

**The analysis therefore, identified the following major findings.**

1. Regardless of its magnitude, almost in the studied woreda, the status of women's participation in leadership position is low as compared to male principal representation which is 82.85%.
2. With related to professional up grading choices of respondents, only 18(30.5%) women were found having interest to upgrade in the field of leadership profession. Of those women respondents, 39(61.1%) were expert respondents. 20(33.9%) respondents were women in leadership position.
3. Various barriers for women's empowerment in leadership position identified as major hindering factors such as personal, socio-cultural, educational and institutional barriers.
  - ❖ Among socio-cultural barriers societal misconception about women's role i.e., family and home responsibility such as birth children and home management.
  - ❖ In relation to personal barriers lack of confidence and interest, to hold leadership positions
  - ❖ Regarding institutional barriers, most respondents have rated that lack of support & encouragement from stakeholders during implementation phase, and the low requirement to meet leadership selection criteria were to be the most institutional hindering factors.
  - ❖ In relation to educational factors low level of educational back-ground and absence of role models and mentors are rated highly.
4. Most of the respondents agreed that performance appraisal, work experience, qualification were the major selection criterias and using these measures of selection & placement to leadership positions of schools largely affect women's negatively.
5. With related to mechanisms that women's empowerment in leadership position effective gender sensitive planning, applying quota system during selection and placement, and applying regular M and E to implement

gender related policies were found to be major effective mechanisms to raise the women's involvement in leadership positions.

6. In relation to perceptions and agreements of participants about sex and leadership roles most respondents were found having positive agreement to:

- Husbands should encourage their wife to participate in leadership position agreed.
- Women lack self confidence to practice in leadership positions,
- Home and family related factors are highly hindering participation of women.
- Women leaders are less influential and acceptable by their followers than men leader.
- Women leaders are wiser, emotional, stable, and responsible and entail leaders than men counterparts.
- Men having leadership position by merit should willingly give up in order giving greater room for women.

## **5.2. Conclusion**

Based on the summary of major finding, the following conclusions have been drawn:-

- This shows that there were no adequate measures taken for women's empowerment in leadership positions rate due to lack of strong commitment and attentions of politicians and government officials.
- Factors that hinder women's participation in leadership positions were socio-cultural, educational, institutional and personal and family responsibility as well as other related issues were found to be the key
- The main criteria used for woman's selection and placement into decision-making structures leadership position performance appraisal, work experience. Professional qualification with high consideration of candidates where as gender preference and quota systems was regarded as minor

considerations. This situation contradicts with the strategies of gender equity policies and as one way of hindering factor of female holding leadership positions.

- It was also indicated that women have been given priority when they had the same qualification and work experiences as their male counterparts. However, the gender policy strategies demand other mechanisms in order to narrow the gender-gap in key strategic positions.
- Based on the finding results, respondents belief about sex and leadership role have been cracked or perforated the agreement of women's are naturally lack self-confidence to practice leadership positions and acceptable than men leaders by their followers. Therefore, there are negative perceptions which yet need to be changed to make the perception of respondents completely gender friendly

### **5.3. Recommendations**

Accrding to the findings and conclusions drawn above, the following recommendations are proposed for opportunities and challenges of women's empowerment leadership position in the studied areas and other sectors of the woreda.

1. In order to have gender balanced decision making structure is the WEB should implement women's empowerment at all levels of managerial leadership positions by taking affirmative actions such as Particularly giving larger quota to women's experts to in leadership positions.
2. According the conclusion of this research personal, institutional and socio-cultural factors affects the participation rate of women in leadership positions. Therefore, to overcome these hindering factors intensive training that focus on gender policy and strategy of the nation in relation to leadership position in all sectors of the Woreda should be given to all sexes.

3. Based on the findings of this research revealed, this affirmative action should be strengthening in the leadership professions upgrading to raise the participation rate of women in leadership positions.
4. To develop self confidence, self awareness and to develop positive perception about oneself, continuous training of women should be designed and establish women networking in order to share their experiences.
5. With regard to leadership position there some modifications in must be selection and placement criteria, giving queta to compete with in men should be done to over come the problem of low women participation leadership positions.

Finally the researcher suggested titles for further study in relation to gender issues and leadership participation. Some of these are:-

- Implementations and problems gender mainstreaming planning and implementation in all sectors of the Woreda.

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# **APPNDIX A**

## **IDRA GANDH NATIONAL OPEN UNIVERSITY**

### **Department of Public Administration**

#### **A questionnaire to be filled by leaders/administrators and experts**

This study is aimed to investigate opportunities & challenges some of women empowerment in leadership positions in Endamehoni Woreda. The information collected through this instrument will be used for the accomplishment of master's thesis entitled on "opportunities & challenges of Women's empowerment participation in leadership position" the case of selected sectors of the Woreda. Thus, your devotion and cooperation to carefully fill these questionnaires will have so much contribution to know the opportunities & solve the challenges . You are therefore, kindly requested to honestly complete the questions. I assured that your responses will be kept confidential and fully instrumental only to academic purpose.

Thank you in advance for your cooperation.

#### **General instruction and Directions**

- No need of writing name in any part of the questionnaire
- Make your response in the space provided by putting "X" mark
- For your additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided

#### **Part I: Background information**

General information

A- Name of your woreda \_\_\_\_\_

B- Name of your sector \_\_\_\_\_

Personal information

1. Sex : A. male  B. Female
2. Age in year : A.  $\leq 25$   C. 36-45  E.  $>55$    
B. 26-35  D. 46-55
3. Educational Qualification  
A. Diploma  B. BA    
C. MA
4. Work experience in years  
A. 1-5  C. 11-15  E.  $\geq 21$    
B. 6-10  D. 16.20
5. What is your current position at the sector you are working?  
A. Leader   
B. Expert
6. Marital status  
A. Unmarried  B. Married

**Part II** .Here is some Questions that assess your views on leadership.

Circle the letter of your choice from the given alternatives.

1. If you are given a chance to pursue further education, which fields of study are you highly interested?  
a) Leadership and Management  
b) fields of study in subject matter expert
2. Have you ever applied for promotion to vacant and nomination leadership positions?  
a) Yes b) No
3. At present, if you are given a chance to participate in leadership position & roles in your sector, will you accept it (only for expert)?  
a) Yes I accept it willingly  
b) I can accept but it is not my first choice  
c) I will never accept it because I dislike it

4. In No 3 if you reject the promotion you have given, Please reason out why are you dislike it \_\_\_\_\_

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**Part III.** Based on your own observation and evaluation, rate the degree of hindrance of the following factors to low participation of women in leadership. After you carefully read each factor please put your rating using a  $\surd$  symbol under the number you agree to be the degree of hindrance. To rank the degree of hindrance of each factor please uses the following scale.

**5= strongly high, 4= Agree, 3= moderately agree, 2= low, 1= very low**

No	Factors	Rating scale				
		5	4	3	2	1
5	Women themselves lack interest to participate in leadership positions.					
6	In order to participate in school leadership positions women experts lack experience.					
7	In order to participate in school leadership positions women experts lack qualification.					
8	Women fear becoming leaders assuming that leadership need masculine courage.					
9	Lack of self-confidence of women hinders them to participate in leadership and decision making positions.					
10	Women refrain from participation in leadership positions assuming that male experts resist their leadership.					
11	Women refrain from participation in leadership positions because the working condition is not suitable to them.					
12	Participation of women in leadership is low because lack of motivation to women leadership by community.					
13	Participation of women in leadership is low because they fail to meet the selection criteria.					
14	Participation of women in leadership is low because the placement criteria in not gender sensitive.					
15	Participation of women in leadership is low because of lack of women role models.					
16	Women refrain from participation in leadership positions because in most the teaching staff is male dominant.					
17	Lack of incentive to women hinders their participation in leadership positions.					
18	Burden of family responsibility at home prevents women expert to participate in leadership positions.					
19	High work load at home prevents women experts to participate in					

No	Factors	Rating scale				
		5	4	3	2	1
	school leadership positions.					
20	Husband influence prevents women experts to participate in school leadership positions.					
21	Participation of women in leadership is low because culturally women leadership is unacceptable by the society.					
22	Participation of women in leadership is low because they understand that leadership doesn't belong to them.					
23	Women refrain from participation in leadership positions because they lack necessary skill for leadership					
24	Women refrain from participation in leadership positions because teacher, undermine women leadership.					
25	Participation of women in leadership is low because the community believes that women personality and behaviors are inappropriate for leadership.					

26. In your sector how many female experts, who fulfill the selection criteria, apply for vacant and nomination leadership position when equally invited with males?
- All most all of them
  - About half of them
  - Some of them
  - None of them
27. If your answer to the above question is “b, c and d” what do you expect the dominant reason for low women participation?
- Because of their personal ( self related) factors
  - Because of institutional related factors
  - Because of culturally related factors
28. If you are a woman and currently working in school leadership position what do feel about the quality of your leadership?
- I feel that I am successful leader.
  - I feel that I am partly successful leader.
  - I feel that I am not successful at all
29. Please justify some of the reasons for your feeling

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30. If you are experienced working with or under women leadership what do feel about the quality of her leadership?

- a. I feel that she is/was a successful leader.
- b. I feel that she is/was partly successful leader.
- c. I feel that she is/was not successful at all

31. Please justify the some of the reasons for your feeling

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32. Suppose if you are given the chance of choosing the sex of your principal ship which one do you willingly prefer?

- a. A male Leader
- b. A female Leader

33. Please justify the logic of your choose.

- a. A male Leader

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- b. A female Leader

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**Part IV.** Below are several statements about which you may have different opinions (perceptions). After carefully reading each statement, please indicate the degree of your agreement by putting a  $\surd$  mark on the alternative corresponding to these statements.

**SF= Strongly favored F= Favored, UD= Undecided, UF= Unfavored, SUF= Strongly Unfavored**

No	Item	Degree of agreement				
		5	4	3	2	1
35	I think men are naturally born leaders					
36	I feel that many men's belief to stop marital life with a woman who is in leadership position is right.					
37	I feel that women are naturally best leaders					
38	I believe that leadership positions demand masculine physical strength					
39	I think women naturally lack confidence to practice leadership positions					
40	I think women who fit to leadership position must be exceptionally talented with a masculine kind of personality in nature.					
41	I feel that many subordinate workers fail to obey orders of women leaders than men leaders					
42	I believe that in our context single women have equal access to leadership position as the married ones.					
43	I think in our context family and home related factors highly influence women's participation in leadership positions.					
44	I believe that husbands should encourage their wives to possess leadership positions & roles.					
45	I feel that men leaders are more problem solvers and conflict managers than women leaders.					
46	I think women leaders always seek support as compared with men leaders					
47	I believe that women leaders are less influential and acceptable by their followers the men leaders.					
48	I feel that women leaders are more wise, emotionally stable, responsible and critical leaders than men counterparts.					
49	I think women leadership is more democratic and genuine than men because they exercise it at home.					
50	I believe that men who have leadership positions by merit should willingly avoid having that leadership positions in order to give greater room for participation of women					
51	I feel that affirmative action should be stopped because it is a Source of inefficient leaders and workers.					

**Part IV: This part deals about the factors that contribute for promotion of women's participation in educational leadership.**

Based on your own observation and evaluation, rate the degree of contribution of the following factors to high participation of women in leadership. After you carefully read each factor please put your rating using a  $\surd$  symbol under the number you agree to be the degree of

contribution. To rank the degree of contribution of each factor please uses the following scale.

**5= Very high, 4= high, 3= moderately high, 2= low, 1= very low**

No	Expected Contributory factors	Rating scale				
		5	4	3	2	1
19	Developing and implementing gender sensitive plans at regional, wereda and levels is currently participation of women in leadership.					
20	Officials of WEB are strongly committed to implement gender equity in leadership.					
21	Proactive strategies sifting to empower women leaders through training					
22	Gender department of the WEB is effective of gender policy implementation					
23	Women's networking is established in order to share their experience & to empower women leaders through experience sharing.					
24	Gender preference and quota system are currently given special attention during selection so as increase women leaders.					
25	Management bodies of WEB are highly aware of gender issues and takes high responsibility to increase participation of women leadership					
26	Gender related issues are monitoring and evaluating regularly by top officials so as increase women leaders.					

**Part IV: The condition of recruitment and selection criteria for women's participation in leadership positions.**

The following criteria are currently in use for selection and placement of school leaders. Please rank which of currently working is decreasing women's participation in leadership. After carefully read each of the criteria you are kindly requested to rate your judgment on the criteria in relation to women's progress in your respective woreda/sectors.

**5= Very high, 4= high, 3= moderately high, 2= low, 1= very low**

No	Expected Barriers	Rating scale				
		5	4	3	2	1
27	Professional qualification					
28	Work experience					
29	Performance appraisal					
30	Relevant professional training					
31	Oral or/and written test					
32	Gender preference					
33	Quota System					
34	Political background					

## **APPNDIX B**

### **Interview guide questions for WHR**

1. To what extent is women's school leadership participation applicable in your respective WEB?

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2. Does government policy in general and in your regulation in particular encourage women to key strategic positions?

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3. What special considerations /criteria have been made by your office to bring women to leadership position?

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4. What recruitment and selection criteria are in place to encourage women participation at leadership positions?

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5. In your opinion what factors do you suggest for women's under-representation to leadership position?

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6. What is your opinion about

a) women's participation in decision making structures

b) affirmative action and gender quota to increase women's participation in decision making

7. What do you suggest /recommend as remedial action to improve women's participation in leadership positions?

8. What conditions do you think would help women to retain at their positions?

9. From your experience, what do you think are the problems with regards to women's leadership challenges?

Please write your perceptions and understandings down





... IV:- ..... | .. ..... . ..... ..  
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		5	4	3	2	1
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3.2. ....

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		5	4	3	2	1
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16	<p>•• •••• •• •••• •••• •••• ••••</p> <p>•••• •••• •••••• •••• •••• ••••</p> <p>•••••• ••••</p>					
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3.3. ••• ••••• •••••••• •••• ••••(socio cultural)

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		5	4	3	2	1
17	<p>•• •••• •••••• •••• •••• •••• ••</p> <p>•••• •••••• ••••• •••• •••• ••••</p>					
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19	<p>•• •••••• •• •••••• •• •••••• ••••••</p> <p>•••••••• •••••••• •••••••• •••• ••••••</p> <p>•••••• •••••••••• •••••</p>					

3.4. ••• ••••• ••• •••••••• ( •••••• •••••••• •••• •••••• •••• ).

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23	<p>•• •••• •••••• •• •••••• •• ••••••</p> <p>•••••• •••••••• ••••• •••••</p>					
24	<p>•• •••••• •• •••••• •••••• •••••• ••••</p> <p>•••••• •••••••••• •••••••• ••••••••</p> <p>••••</p>					
25	<p>•• •••••• •• •••••• •••••• •••••</p> <p>•••••••••••••••• •••••••• •••• •••••</p> <p>•••••••• •••••</p>					

3.5. .... (Institutional factors)

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		5	4	3	2	1
26	..... .....					
27	..... ..... .....					

3.6. ....

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		5	4	3	2	1
28	..... ..... .....					

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