



**St. MARY'S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**EMPLOYEE ATTITUDE TOWARDS FEMALE MANAGERS  
IN AWASH BANK**

**BY**

**TESFAHUNEGN WOGI TUFA**

**JUNE, 2017**

**ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL  
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**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS**

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## **Statement of Certification**

I, Tesfahunegn Wogi declare that this work entitled “Employees attitude towards female managers in Awash International Bank S.C.” is the outcome of my own effort and study and that all sources of materials used for the study have been acknowledged. I have produced it independently except for the guidance and suggestions of the Research Advisor.

This study has not been submitted for any degree in this University or any other Universities.

By: Tesfahunegn Wogi

Signature \_\_\_\_\_

Date \_\_\_\_\_

## ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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Advisor

**St. Mary's University, Addis Ababa**

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Signature

**JUNE, 2017**

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## ***Abstract***

*This study is focused on examining the attitude of workers towards female managers. It is aimed at mainly finding out whether unfavorable attitude towards female managers exists among employees and the study is believed to contribute to all level of female managers working not only in Awash Bank but also with different organizations.*

*The study used cross sectional survey method to investigate the overall attitude of employees, primary and secondary data collection technique collected from magazine, website and pamphlets, for the purpose of this research is to identify the attitudes of employees of the bank which are working with female managers, samples are taken from the total population that is the employees in the selected organizations having female managers as their immediate or high level supervisors. Employees are surveyed and there was measured using the widely used attitude measurement scale, Woman As Managers Scale (WAMS) and the data processed through software called Statistical Package for Social Science (SPSS). The results of the data analysis showed workers hold unfavorable attitude towards female managers. Further, gender was found to be significantly affecting the attitude of workers, among the four demographic variables age, gender, marital status and education level used in the study.*

## **Acronyms/List of Abbreviations**

UNECA: United Nation Economic Commission for Africa

CWD: Committee on Women Development

WAMS: Women's as Manager Scale

HR: Human Resource

US: United State

MAWWWS: Multidimensional Aversion to Women Who Work Scale

ATWAM: Attitudes Toward Women as Managers

SPSS: Statistical Package for Social Science



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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

“Women have faced and are still facing a multitude of challenges and obstacles to their wellbeing and development including poverty, discrimination, marginalization, violence, abuse, deprivation, exclusion among others.” This was a speech made by the United Nations Economic Commission for Africa (UNECA) deputy, Executive Secretary Jennifer Kargbo, in the opening of the four day forum by UNECA Committee on Women Development (CWD), on May 17, 2011, at the UN Conference center, Addis Ababa. The goal of the four day forum was to define strategies maximizing African women opportunities and influence change in a way that registers concrete results in the next five years. The secretary said that the committee needs to rethink the existing strategies in order to accelerate a gender responsive social and economic transformation in Africa as a way of delivering the much needed changes demanded by African women. (The Ethiopian Herald May 18<sup>th</sup> 2011).

You might need to take time and wonder “Why”? Why would anyone fail or take a longer time to recognize the capacity and the right of females to be in a managerial position? Why would females be discriminated at the work place? The long rooted Gender Stereotypical attitude towards females could be an answer for this question. Ilgen and Terborg (1975) have argued that the attitudes responsible for gender stereotyping and the process by which they have been derived are the two possible sources of discriminatory behavior.

Despite the many efforts being taken to guarantee the equality of women, the results still show that it was not adequate, as mentioned above by the UNECA Executive Secretary. First and for most, something must change, the society’s attitude towards women, and that if not reduce all the problems that women in Africa are facing, it at least changes the discriminatory behavior towards them.

Stereotyping of females as less competitive and less capable is not unusual. As studies indicated, this is true for most countries, regardless of their economic development. Multinational researches on “attitude towards female managers” reported the universal existence of sex-role stereotypes. Research conducted in US (Dubno, 1985, Crystal L. Owen and William D. Todor, 1993 ), US vs. Chili (Mark Cordano et al, 2001), US vs. Nigeria (Tomkiewicz and Adeyemi Bello, 1995), United Arab Emirates (Abdallah M. Elamin and Katlin Omair, 2010), Greece (Eleanna Galanaki, 2009), India (kaval Gulhati, 1990), Canada (Barbara Orser,1994), and Egypt (Mohamed M. Mustafa,

2003); all concluded their study realizing the existence of negative attitude towards women managers, that is, women are viewed as being less qualified than men for a managerial position. And surprisingly, most of the studies found out that, the males hold a less favorable attitude towards female managers than the females. The unit of observations that the researchers used to study attitude included Undergraduate Business students, MBA students, some HR professionals and Managers of both sexes.

### **Background of Awash bank**

Awash Bank is the pioneer private commercial bank in Ethiopia after the downfall of the military regime and introduction of market economic policy in 1991 G.C. It was established by 486 founder shareholders with a paid-up capital of Birr 24.2 million. Licensed on November 10, 1994G.C, it started banking operations on February 13, 1995 G.C. It was named after the popular river “Awash”.

Awash River plays a pivotal role in the economic development of the country. The bank at present operates a paid up capital of over 2.2billion birr as of June 2016 G.C.

Awash international bank have been performing commercial banking activities in Ethiopia. At present the bank has more than 240 branches and more than 6000 employees with capital of 31.1 billion assets.

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

In Ethiopia, where the culture is mostly male dominated and hindering the potential of females, one can expect same results (unfavorable attitude), if not worse, as that of the studies mentioned earlier. But, one might also expect a changed attitude towards females in general, hence female managers in particular, due to the widely declared policy of Females“ Equality in terms of education, job opportunities, and managerial positions, in 1986 Ethiopian Calendar.

Previous studies mentioned earlier, failed to consider “Employees” as a unit of observation on analyzing attitudes. It is most likely that the more individuals are exposed to female managers, the less biased their attitude becomes. In this study, the unit of observation is Employees attitudes towards female managers (the female mangers being their immediate or higher level supervisors and general perception), so as to benefit from analysis of attitude which is more or less free of cultural biases. Another reason why employees are chosen as the unit of observation is, female managers are highly influenced by the attitude of the society in general, and the employees make

the influence even higher. As mentioned earlier, since attitude derives the action of individuals, the attitude level of the workers determines their behavior towards the female managers which in turn encourages or discourages the role of female managers in the organization.

### **1.3. Research Questions**

This paper tries to examine the effect of demographic variables; age, gender, marital status and education level (the independent variables of the study) on attitude of employees (the dependent variable of the study).

The study tries to answer the following questions:

- Is there a gender stereotypical attitude observed (attitude that sees woman as less qualified for a managerial position) among employees towards female managers?
- Among the demographic variables in the study; age, gender, marital status and education level, which variable affects more the attitude of employees towards female managers more?
- Do the male employees have a less favorable attitude towards female managers than the female employees?

### **1.4 Objectives of the Study**

#### **1.4.1. General objectives**

The general objective of the study is to assess the attitude of employees towards female managers in Awash International Bank S.C.

#### **1.4.2. Specific objectives**

- To evaluate if a gender stereotypical attitude towards female managers exists among the employees of Awash International Bank S.C.
- To examine and investigate the perception, attitude and reaction of the employees towards their female managers.
- To find out which demographic factor affecting employees attitude.

### **1.5. Definition of Terms**

*Attitude* is an expression of inner feelings that reflect whether a person is favorably or unfavorably predisposed to some object. It has three components; affective (feelings), cognitive (beliefs, information possessed) and behavioral (the likely action towards the object). (William G. Zikmund, 2003). This study will focus on the cognitive component of attitude, since it is investigating the belief employees hold towards Female Managers.

*Gender Stereotyping:* Gender Stereotypes/Sex-role stereotypes related to management appear to stem from common views of males as more independent, objective, task oriented, aggressive, and generally better able than females to handle managerial responsibilities, whereas females are seen as more sensitive, gentle, consideration oriented, passive, and less suited than males for positions of high responsibility in organizations (Terborg and Ilgen, 1975).

### **1.6. Significance of the Study**

This study is believed to contribute to all levels of Female managers working not only working in Awash Bank. But also different organizations in the country, helping them realize that attitude of employees towards them could still be both favorable and unfavorable. The unfavorable attitude could happen for no reason but just because of an old rooted belief; that gives the managerial position appropriate for men only, Understanding the cause for the management which attitude towards female manager would encourage them to empower the capacity in the work performance.

The study also believes to contribute to the current progress that is going on in the country, i.e., equal opportunities of education, jobs, and managerial positions to females. It accelerates the movement in a way that spends an effort in changing the attitude of the society, towards women. The study could also pave the way for further study on the effect of attitude on the performance level of female managers and thereby track for possible remedy to change, reduce even eliminate the negative attitude of employees or any individuals have.

### **1.7 Scope and Limitations**

This study focused on finding out “employee’s attitude towards female managers” the managers being either their immediate supervisors or higher level. The employees are selected from nineteen different branches of the bank which all female managers of the bank are assigned. It is directed towards examining whether the employees attitude towards the female managers is favorable due to the widely declared women equality in the country. It is also directed at finding out which demographic variable among; gender, age, marital status and education level, affects attitude of employees towards female managers.

The limitations of this study is the respondents unwillingness to provide important information on time and appropriately and the limited time available to carry out the research.

## **1.8 Organization of the Research Report**

The study has comprised five chapters. Chapter one provides information on background of the study, general and specific objective, research question, significance, and definition of terms, scope of study and statement of the problem. Chapter two reviews literatures by different authors and theoretical framework and empirical studies on issues related to the study. Chapter three deals with method of the research, research design, target population, sampling and data collection method. In chapter four findings, analysis and discussion is presented, chapter five the last chapter is conclusion and recommendation of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2. Theoretical Literature**

##### **2.1 Review of Related Literature**

###### **2.2.1 Attitude of women manager than men managers**

Gulhati (1990) was the first Indian researcher who to conduct a study on “Attitude towards Women Managers in India”, on February 1990. The researcher found out in the study that Indian women managers have a more positive attitude towards women in management than Indian men managers. The researcher used the Woman as Managers Scale (WAMS) to measure attitude; the widely used attitude measurement scale. This study by Gulhati was a replication of previous study conducted in USA, which also resulted in the same findings. The researcher presented; “although factors such as: age, job level, and higher education level, are expected to influence attitude, they appeared to have no significant impact on the WAMS score. The only variable that explains attitude was found to be gender.”

###### **2.2.2 Exposures of Women**

November, 1990 other researchers Narasimhan and Iyer (1990) came up with critics of this study. The researchers’ argument was that some important factors that might strongly affect attitude had been ignored. Among those factors are, exposures to women working outside home (either as managers or otherwise): the researchers suspect that individuals might have a different attitude had they been exposed to women managers. The other factor that the study failed to consider was the type of Education. Gulhati generalized that Education level has no significant impact on attitude. But Narasimhan and Iyer’s point is that if the type of education (Technical education Vs Social Education) is considered, individual’s attitude may differ with respect to the type. They put their argument this way; “A doctorate in a specialized technical field is unlikely to affect a person's world view when even optional of sociology, history or literature at the school level affects an individual deeply.”

###### **2.2.3 Attitude of undergraduate students towards female managers**

Owen and Todor (1993) conducted a comparison study on Attitude towards female managers, also used the WAMS, with an effort to find out, which group, the HR professionals (experienced with female managers) or Undergraduate students, have a more positive attitude towards Female Managers. The results indicating the HR professionals' attitudes toward women as managers were

significantly more positive than the attitudes of the students. This indicates that lack of experience might, in part, explain students' negative attitudes toward women as managers. In addition, within each of the two groups, the mean WAMS score for women was significantly higher than the score for men. This finding leads to a conclusion that, attitude of Men towards female managers, might be better with a level of education and experiences, but still remains to be less positive than that of Women's attitude towards female managers.

Another study conducted by comparing two cultures (countries), and also the two sexes within countries, US vs. Chili by Cordano (2002) and his colleagues and US vs. Nigeria by Tomkiewicz and Adeyemi (1995), with an intention to assess the comparative impact of sex differences vs. culture differences on attitude, found more significant difference for sex than for culture. Both the studies used the WAMS to measure attitude, the participants being undergraduate Business students and in both cases, sex was found to explain more of the variability in attitude than culture, even though, over all attitude towards female managers is found to be more favorable in US than it is in Chili and Nigeria. These results indicate, as in the previous cases, attitude towards female managers gets better or more positive with economic development of a country, but still sex differences keep on explaining attitude more.

Elamin and Omair (2010), conducted a research on "Males' attitudes towards working females in Saudi Arabia", with the objective of first, analyzing the males' attitudes and expectation towards working females; second, examining the impact of some demographics variables such as marital status, employment status, education level, and age on attitudes towards working females in Saudi Arabia. The researchers were also aimed at testing the validity of the recently developed multidimensional aversion to women who work scale (MAWWWS) in Saudi Arabia. They found out that Saudi males hold very traditional attitudes towards working females. The paper also reveals that, the single, unemployed, young and educated Saudi males report less traditional attitudes towards working females compared with married, employed, old, and less educated ones. Age was found to be the most important predictor of the males' attitudes towards working females. The scale (MAWWWS) was also validated with this study.

A research conducted in Malta, with the objective of investigating specific barriers that might be hindering Maltese women from achieving a managerial position. The study was focusing on both the internal barriers and the external barriers. Cortis and Cassar (2005), the researchers of this study, "Perceptions of and about women as managers: investigating job involvement, self-esteem

and attitudes”, discusses that Family obligations and domestic responsibilities are mostly for women, which makes women to be less involved in their work.

They claim that this may be one explanation why males populate managerial positions, since it is a career that requires an adequate degree of job involvement. The more the Job involvement the more positive would be one’s self-esteem, because, the researchers argue that employees who are job involved are more likely to believe in their work ethic and to exhibit growth needs, consequently enhancing how one views him/herself within the organization. Therefore, job involvement and self-esteem was the internal factor the researchers considered. The external barrier that hinders the Maltese woman from achieving a managerial position was considered to be attitude towards women in management. According to Cortis and Cassar (2005), despite the gains that women in Malta have made, negative attitudes and stereotypes of women as leaders still prevail.

The researchers used some statistical measures to measure the impact of Job involvement and self esteem on the achievement of women in managerial positions; they also used the measurement WAMS, Woman as Managers Scale, to measure attitude. The participants of the study included male and female middle managers, female and male employees and Commerce students. In their findings, the researchers concluded that results indicate no differences between job involvement and work-based self-esteem of male and female managers.

On the other hand, both male employees and students seem to hold more stereotypical attitudes towards women in management than their female counterparts.

## **2.2 Woman as Managers Scale (WAMS)**

Several of Woman Managers scales have been developed by many researchers, to study attitude towards females in management or work in general. Among the few are; Multidimensional Aversion to Women Who Work scale (MAWWWS) (Valentine and Mosley, 1998), Attitudes Towards Women as Managers (ATWAM) scale (Yost & Herbert, 1985) and Woman As Managers Scale (WAMS) (Peters et al, 1977).

Opinion is, according to Katz (1960), the verbal expression of an attitude. The measurement scale of attitude for this study is the widely used Woman As Managers Scale (WAMS). It investigates the true opinion of individuals; workers in our case, thereby to enable generalize their attitude towards woman managers. This scale, specifically developed to measure attitude towards Women Mangers, was developed by American researchers, (Terborg, Peters, Ilgen, & Smith, 1977). The scale contains 21 items in a Likert format. Each item, with opinions about the

qualification of females to a managerial position compared to the males, having seven response alternatives ranging from 'strongly agree' to 'strongly disagree'. The 21-item Women as Managers scale (WAMS) is one of the most often cited instruments for measuring attitudes towards managerial women. The item content for the scale includes statements about women's leadership potential (e.g., 'It is not acceptable for women to assume leadership roles as often as men'), as well as beliefs regarding the degree to which women possess various traits thought to be useful in managerial positions (e.g., 'Women are not ambitious enough to be successful in the business world.'). The WAMS, however, also contains items that tap attitudes toward women's employment more globally (e.g., 'On the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half time.') and general skills (e.g., 'Women are less capable of learning mathematical and mechanical skills than are men.').

### **2.3 Gender and Leadership Styles**

The examination of gender's impact on leadership style is another area that has been widely researched. Much of this research was conducted on more common distinction between task-oriented styles (or initiation of structure) and interpersonally-oriented styles (also labeled consideration), and the dimensions of democratic versus autocratic (similar to the dimensions of participative and directive). Previously, Eagly and Johnson (1990) cited in Gibson (1995) conducted a meta-analysis of gender and leadership style that examined studies comparing men and women on task and interpersonal styles as well as democratic and autocratic styles. Evidence was found for both the presence and absence of differences between men and women. While the authors concluded that the overall search for sex differences in leader style was not demonstrated, significant gender differences were reported in the use of democratic or participatory styles of leadership. Their research revealed that women leaders are less directive than men.

The study of Druscat, (1994) on gender and leadership styles of Roman Catholic Church shows that both women and men leaders were rated to exhibit more transformational leadership behaviors than transactional leadership behaviors. However, women leaders were rated to exhibit significantly more transformational behaviors than men leaders and men leaders were rated to exhibit significantly more transactional behaviors than women leaders. The researcher also added that in all-female contexts, women leaders exhibit feminine styles of leadership.

Eagly, et al. (2003) cited in Smith, Matkin and Fritz, (2004) shows women to be more transformational than men, suggesting that stereotypes associated with transformational leadership may be less negatively biased against women leaders than stereotypes associated with other leadership styles. Additionally, women may favor a transformational leader style because it provides them with a means of overcoming the dilemma of role incongruity—namely, that conforming to their gender role can impede their ability to meet the requirements of their leader role.

### **2.3.1 Task-oriented, Interpersonally-oriented, and Autocratic- democratic Styles.**

In the long-standing tradition of studying leadership style (Bass, 1990, Cited in Eagly and Carli, 2003), most research conducted prior to 1990 distinguished between task-oriented style or initiation of structure and interpersonally oriented style or consideration. A somewhat less popular distinction was between leaders who (a) behave democratically and allow subordinates to participate in decision-making, or (b) behave autocratically and discourage subordinates from such participation. To examine sex differences and similarities in these styles, Eagly and Johnson (1990) reviewed 162 studies that yielded comparisons of women and men on relevant measures. Specifically, in such research, women, more than men, manifested relatively interpersonally oriented and democratic styles, and men, more than women, manifested relatively task oriented and autocratic styles. In contrast, sex differences were more limited in organizational studies, which examined managers' styles. Male and female managers did not differ in their tendencies to manifest interpersonally oriented and task-oriented styles.

Based on analyses of their large database, Eagly and Johnson (1990) concluded that gender-stereotypic sex differences in leadership behavior were less common in organizational studies than in other types of studies because male and female managers were selected by similar criteria and subjected to similar organizational socialization forces that tend to equalize the sexes. Among managers, a sex difference was detected only in a narrow range of leadership behaviors assessed by measures of autocratic democratic (or directive-participative) tendencies, which relate primarily to the exercise of power. These findings illustrate the value of comparing studies of different types: Without the context provided by the laboratory and assessment studies of persons not occupying managerial roles, any conclusion about the lessening of sex differences among managers would not have been convincing.

This meta-analysis included some possible interpretations of the autocratic-democratic sex difference specifically, (a) the greater social skills of women (vs. men) may have facilitated

collaborative, democratic leadership behavior and (b) such behavior may have been especially advantageous for women because it placated subordinates and peers who might otherwise have been resistant to female leadership.

Another significant moderator analysis in Eagly and Johnson's (1990) meta-analysis established that leaders of each sex were especially task-oriented relative to the other sex when their role was congruent (or congenial) with their gender—that is, defined in relatively masculine terms for male leaders or in more feminine terms for female leaders.

### **2.3.2 Transformational, Transactional, and Laissez-faire Styles**

Debates about the leadership styles of women and men gained momentum in the 1990s because of new research attempting to identify the styles that are especially attuned to contemporary conditions (Eagly and Carli, 2003). The new emphasis was on leadership that is transformational in the sense that it is future oriented rather than present oriented and that strengthens organizations by inspiring followers' commitment and creativity.

As stated by Bono and Judge (2004) transformational leadership style was initially described by Burns (1978) and elaborated by Bass (1985). Transformational leadership entails establishing oneself as a role model by gaining followers' trust and confidence. Transformational leaders state future goals, develop plans to achieve those goals, and

Innovate, even when their organization is generally successful. By mentoring and empowering followers, such leaders help followers to develop their potential and thus to contribute more effectively to their organization. The study of Rosener (1990) shows that men more likely than women to describe themselves in ways that that characterize transactional leadership. According to Rosener, men leaders view job performance as a series of transactions with subordinates—exchanging rewards for services rendered or punishment for inadequate performance. Men leaders are described as they are more likely to use power that comes from their organizational position and formal authority. Women leaders in his study described themselves in ways that characterizes transformational leadership—getting subordinates to transform their own self interest in to the interest of the group though concern for a broader goal. Rosener called the leadership styles of women as interactive leadership. The justifications given by Rosener to call women's leadership as interactive leadership is that women leaders actively work to make to make interactions with subordinates' positive for everyone involved. As stated in Rosener's words, "... women encourage participation, share power and information, enhance other people's self worth, and get others excited about their work." (p. 4).

Leadership researchers (e.g., Avolio, 1999, cited in Eagly and Carli, 2003), contrasted

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

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

Interpretation of these findings included several possibilities. First, the transformational repertoire (and contingent reward behaviors) may resolve some of the typical incongruity that exists between leadership roles and the female gender role because these styles are not distinctively masculine. Second, gender roles may influence leadership by means of the spillover and internalization of gender-specific norms, which could facilitate women's focus on the more feminine aspects of transformational leadership (e.g., individualized consideration). Third, the glass ceiling and the associated double standard for the selection and promotion of managers may produce more highly skilled female than male leaders.

According to Eagly and Carli, Sex differences in transformational and transactional leadership do have implications for female advantage arguments because researchers defined these styles in an effort to identify effective leadership. Substantiating these claims, a meta-analysis of 39 studies showed positive correlations between effectiveness and all components of transformational leadership as well as the contingent reward component of transactional leadership, the one aspect of transactional leadership on which women exceeded men (Lowe, Kroeck, & Sivasubramanian, 1996, cited in Eagly and Carli, 2003). The norming study of the MLQ measure produced similar effectiveness findings (Center for Leadership Studies, 2003), and in addition, showed negative relations between leaders' effectiveness and two of the remaining measures: (a) passive management by exception, which is one of the components of transactional leadership, and (b)

laissez-faire leadership.

In view of these findings, the tendency of women to exceed men on the components of leadership style that relate positively to effectiveness (i.e., transformational leadership and the contingent reward aspect of transactional leadership) and the tendency of men to exceed women on the ineffective styles (i.e., passive management by exception and laissez-faire leadership) attest to women's abilities. Thus, research on transformational, transactional, and laissez-faire leadership styles does suggest female advantage, albeit a small advantage.

## **2.4 Femininity and Masculinity**

Femininity and masculinity or one's gender identity (Burke, Stets and Pirog-Good 1988; Spence 1985, cited in Stets and Burke) refers to the degree to which persons see themselves as masculine or feminine given what it means to be a man or woman in society. Femininity and masculinity are rooted in the social (one's gender) rather than the biological (one's sex). Societal members decide what being male or female means (e.g., dominant or passive, brave or emotional), and males will generally respond by defining themselves as masculine while females will generally define themselves as feminine. Because these are social definitions, however, it is possible for one to be female and see herself as masculine or male and see himself as feminine. From a sociological perspective, gender identity involves all the meanings that are applied to oneself based on one's gender identification. In turn, these self-meanings are a source of motivation for gender-related behavior (Burke 1980). A person with a more masculine identity should act more masculine, that is, engage in behaviors whose meanings are more masculine such as behaving in a more dominant, competitive, and autonomous manner (Ashmore, Del Boca, and Wohlers 1986, cited in Stets and Burke). It is not the behaviors themselves that are important, but the meanings implied by those behaviors. Beginning at birth, the self-meanings regarding one's gender are formed in social situations, stemming from ongoing interaction with significant others such as parents, peers, and educators (Marinova, 2003). While individuals draw upon the shared cultural conceptions of what it means to be male or female in society, which are transmitted through institutions such as religion or the educational system, they may come to see themselves as departing from the masculine or feminine cultural model. A person may label herself female, but instead of seeing herself in a stereotypical female manner such as being expressive, warm, and submissive. She may view herself in a somewhat stereotypically masculine fashion such as being somewhat instrumental, rational, and dominant. The point is that people have views of themselves along a feminine-masculine dimension of meaning, some being more feminine, some more masculine, and



some perhaps a mixture of the two. It is this meaning along the feminine-masculine dimension that is their gender identity, and it is this that guides their behavior.

#### **2.4.1 The Development of Femininity and Masculinity**

According to Marinova (2003), the development of masculinity and femininity starts with the opening of the eyes of the small baby. She or he understands very quickly the difference to be female or male, to be poor or to be wealthy. Although in different cultures in the world the attitudes toward boys and girls show some nuances, girls are taught since the very early age that they have to obey, and boys – that they have to be strong and to be leaders. Girls are playing with dolls, they are learning to prepare food and clothes and everything that is associated with “women’s duties” and boys are playing with small cars, weapons, are encouraged to practice different sports and are taught to be the “masters of the world”. What is sad is that, these first lessons, children are receiving from their mothers, who are usually “contaminated” by the same stereotypical thinking and it is really difficult to get out of this vicious circle.

Too often, it seems that boys learn early on that their interests are opposed to those of girls and women. This is based partly on a defensive insecurity, but it is also because material relations (access to resources) actually have been structured in a way that benefits men and harms women. Therefore, when women organize for equality, often men react defensively. Manirova further explained schools’ contribution for the development of masculinity and femininity in there conscious socialization process. The reasons given for the above claim is (p. 3):

... Looking through the school books from the very beginning gender stereotypes is present and reinforced. The images that small kids receive from these books are women with babies in their hands, or women preparing food, or women working in the field, or, at the high end – women nurses, women teachers. In the

Same time men are usually soldiers, playing some prestigious sport, executing some heavy job, and, of course, leaders. Somehow, the perception that being a soldier and carrying weapons is more important than giving birth and taking care of life is induced in the minds since the very beginning of the conscious life of children. In addition, this leads to further divisions, stereotyping and to the perception that women have to give and to accept and men have to take and to impose. Looking again at school manuals, we will find images or small texts, where boys are those, who are good in mathematics: they are “helping” their little sisters in solving the problems and girls – they are good in reading, singing etc. when teaching practical skills boys will be the ones learning

to operate machines or computers and girls will be taught to be dactylos or similar.

Stets and Burke identifies three major theories that explain the development of femininity and masculinity: psychoanalytic theory, cognitive-developmental theory and learning theories that emphasize direct reinforcement and modeling. In all of these theories, a two-part process is involved. In the first part, the child comes to know that she or he is female or male. In the second part, the child comes to know what being female or male means in terms of femininity or masculinity. According to psychoanalytic theory, one's gender identity develops through identification with the same-sex parent. This identification emerges out of the conflict inherent in the oedipal stage of psychosexual development. By about age 3, a child develops a strong sexual attachment to the opposite-sex parent. Simultaneously, negative feelings emerge for the same-sex parent that is rooted in resentment and jealousy. By age 6, the child resolves the psychic conflict by relinquishing desires for the opposite-sex parent and identifying with the same-sex parent. Thus, boys come to learn masculinity from their fathers and girls learn femininity from their mothers. A more recent formulation of psychoanalytic theory suggests that mothers play an important role in gender identity development (Chodorow 1978, cited in Stets and Burke).

According to Chodorow, mothers are more likely to relate to their sons as different and separate because they are not of the same sex. At the same time, they experience a sense of oneness and continuity with their daughters because they are of the same sex. Consequently, mothers will bond with their daughters thereby fostering femininity in girls. Simultaneously, mothers distance themselves from their sons who respond by shifting their attention away from their mother and toward their father. Through identification with their father, boys learn masculinity. Cognitive-developmental theory is another psychological theory on gender identity development (Kohlberg 1966, cited in Stets and Burke).

As in psychoanalytic theory, this theory suggests there are critical events that have a lasting effect on gender identity development, but they are cognitive rather than psychosexual in origin. Unlike psychoanalytic theory and learning theory that is next discussed, the development of a gender identity comes before rather than follows from identification with the same-sex parent. Once a child's gender identity becomes established, the self is then motivated to display gender-congruent attitudes and behaviors, well before same-sex modeling takes hold. Same-sex modeling simply moves the process along. Kohlberg identifies two crucial stages of gender identity development: 1) acquiring a fixed gender identity, and 2) establishing gender identity constancy. The first stage begins with the child's identification as male or female when hearing the labels "boy" or "girl" applied to the self. By about age 3, the child can apply the appropriate gender label to the self.

This is when gender identity becomes fixed. By about age 4, these gender labels are appropriately applied to others. Within a year or two, the child reaches the second critical phase of gender constancy. This is the child's recognition that her gender will not change despite her change in outward appearance or age.

The most social of the theories of gender identity development are the learning theories. In these theories, it is the social environment of the child, such as parents and teachers, which shapes the gender identity of a child. Here, the parent or teacher instructs the child on femininity and masculinity directly through rewards and punishments, or indirectly through acting as models that are imitated. Direct rewards or punishments are often given for outward appearance as in what to wear (girls in dresses and boys in pants), object choice such as toy preferences (dolls for girl and trucks for boys), and behavior (passivity and dependence in girls and aggressiveness and independence in boys). Through rewards and punishments, children learn appropriate appearance and behavior. Indirect learning of one's gender identity emerges from modeling same-sex parents, teachers, peers, or same-sex models in the media. A child imitates a rewarded model's thoughts, feelings, or behavior because it anticipates that it will receive the same rewards that the model received.

## **2.5 Empirical Literature**

### **2.5.1 Definition and Theory of Attitude**

As Zikmund (2003) defines it; "attitude is an expressions of inner feelings that reflect whether a person is favorably or unfavorably predisposed to some object." He mentions in his book that there are three components of attitude; affective (feelings), cognitive (beliefs, information possessed) and behavioral (the likely action towards the object). This definition relates with that of Katz's (1960), who defines attitude as "the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner."

Katz(1960), in his theory of attitude, asserts that at the psychological level the reasons for holding onto or for changing attitudes are found in the functions they perform for the individual. He mentions four functional approaches to attitude; adjective function, ego-defensive function, value expression function, and knowledge function. In the Adjective function, attitudes are affective associations based upon previous experiences. The adjective function is the focus of this study because, individuals are believed to hold their attitude towards females because of their experience on women as housewives, cooks, servants, mothers, and many more, not as someone who is capable of doing the many things that men do like, succeeding in education, assuming

managerial positions and contributing to developments.

The ego-defensive attitude stems from internal conflicts, for example, hostility towards a minority in order to protect oneself from feelings of inferiority. The value expressive attitude gives a positive expression to a central value or to the type of person an individual conceives himself to be. Finally in the knowledge function, an individual seeks knowledge to give meaning to what would otherwise be a chaotic and unorganized universe.

### **2.5.2 Gender Stereotyping (The Glass Ceiling)**

Ashmore and Del Boca (1979), after reviewing various definitions of gender stereotyping, tried to incorporate the idea of all with a single and simple statement. They define stereotype as a „structured set of belief about the personal attributes of a group of people“. Whereas, sex stereotype or gender stereotype is, a structured set of belief about the personal attribute of males and females. Powell (1993) in his book of „Women in Management“, explaining what this set of beliefs incorporate, defines gender stereotype as a belief that sees men to be high in “masculine” traits such as independence, aggressiveness, and dominance, and women to be high in „feminine“ traits such as gentleness, sensitivity to the feelings of others, and tactfulness. Powell (1993), further explaining about this belief mentions that beliefs about sex differences appear to have remained essentially the same since the late 1960s, despite the increased attention given to gender stereotypes in the popular media and the considerable changes that have taken place in the work world since then.

*A Glass Ceiling* is a metaphor introduced in 1986 by writers of the Wall Street Journal to explain the contradiction of an increasing number of women entering the labor market and their persistently limited access to leadership positions (Black and Rothman, 1998; Oakley, 2000; Weyer, 2007). The metaphor portrays the difficulty that women in the corporate world face, in order to attain positions of higher levels, although these appear to be attainable, given their achievements in education and abilities. So, it looks as if they were falling on an invisible wall, since the difficulties are not very clear and evident at first sight. The glass ceiling, thus, constitutes an invisible barrier for women and minority groups, preventing them from moving up the corporate ladder (Weyer, 2007). The phenomenon has been explained in many ways, including corporate practices, such as recruitment (Powell, 1987), retention, remuneration and development (Witt and Nye, 1992), structural and cultural factors, as prescribed by feminist theory (Robeyns, 2003; Noble and Moore, 2006) and behavioral causes, such as stereotyping and preferred leadership. Of the above mentioned, Gender role Stereotypes is the major reason for the

existence of the Glass ceiling. As mentioned earlier, Gender stereotypes are common beliefs about character traits that describe men and women. Indicatively, characteristics such as self-reliance, independence and aggressiveness, which are thought of as male characteristics, are usually attributed to *successful leaders*. On the other hand, traits such as non-aggression, spiritual values, artistic inclinations and concern for others are mostly attributed to women. Therefore, the existence of gender stereotyping puts women with power in a disadvantaged position compared to their male counterparts, exactly because their gender stereotype conflicts with the leadership stereotypes. (Galanaki, et al, 2009).

## **2.6 Women Related Issues in Ethiopia**

### **2.6.1. The Ethiopian Women Development and Change Package (1998, Eth. Cal.)**

Many efforts are being taken in the country, currently, in order to achieve the Policy declared in 1986, regarding the equality of women in many aspects. A package prepared by EFDR, Women Issues Minister, 1998, Ethiopian Calendar, states about the “Ethiopia women development and changes”. It is stated in the package:

The package describes that the development of the country is more successful is the participation of the women in that way of affirmative action and also the ratio of the ratio of the women in the general population is dominant.

Also the package describes that the country to be more developed in the way of active community participation backwardness and anti-democratic systems should be waved and in replace the voice of women’s and their decision on the democracy is a back bone otherwise everything will be one sided and half hand participation.

As mentioned in the above statement, the first and the major problem that the females are facing in our country is the long rooted gender stereotypical attitude that the society has towards females. The package also contains the vision, the goal and the strategy that are used to come up with satisfactory results on the movement of females’ equality.

### **2.6.2. The Ethiopian Women Development and Change Package (2002, Eth. Cal.)**

Another package prepared in the year 2002, Ethiopian Calendar, also puts the situation of women in Ethiopia. In this package, it is mentioned that the percentage of females in the total population is even bigger, more than half (52.36%). In the package, it is mentioned about the movement on the women equality and the progress so far. Other than the Policy Declaration on women equality, other advancements are also stated as follows:

Due to backwardness and other negative cultural beliefs the woman’s participation

were very low, therefore the females will be given an opportunity for better education, job promotions and other benefits through affirmative action.

The package also states that the government at Federal level giving a massive attention about the affirmative action give a standing instruction for the government official that every capable woman's should be promoted and assigned to different managerial levels even in the minister level.

In Addis Ababa governmental offices, on average, only 18% of the managerial position is assumed by females. This percentage is very small considering the efforts being taken to increase the number of female managers in the managerial position. Therefore, among all other efforts, the issue of bringing females into a managerial position should be given much emphasis.

In this package also, the reason for not being able to achieve the desired result is stated as the long rooted and the complex problems the women have. And the problems are here generalized in to two:

1. The gender stereotypical attitude towards females, which holds that the females are less capable, to participate in the political and social issues than the males.
2. The insufficient participation of women themselves to overcome the pressures they have.

The last problem mentioned in the first package (1998), lack of governmental effort that is responsive to the urgency/seriousness of the problem", is not mentioned here as a problem. This could be due to the better movement by the government towards responding to the seriousness of the problem.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Sampling Plan**

This study uses a cross-sectional survey research, in order to get quantitative description of attitude towards female managers in the selected sample and so as to investigate the overall attitude of employees, in Addis Ababa, towards female managers. The study uses employees in the selected branches of the bank as a unit of observation.

The bank has 125 city branch and 121 outline branches in Ethiopia as per February 2017 of banks statics. Out of the 125 the bank has 19 female branch managers and the mean time the study is plan to conduct the research in the entire 19 branch that the female managers were assigned in Addis Ababa.

#### **3.2 Data Collection Techniques**

Primary data collection technique is used for the research. The primary data is collected through questionnaires distributed to workers of Awash Bank in the mentioned 19 branches of were female managers assigned in Addis Ababa. A sample of 19 branches is selected in Addis Ababa; they are (Sedist killo, Bole24, Rufael, Mehal Gofa, Gojam Ber, Senga Tera, Yeka, Beshle Figa, Lafto, Worku Sefer, Piazza, Olympia, Awutobis Tera, Signal, Kekeb, Sarbet Akababi, 22 Wuha Limat, Moenco and Yoseph) branches of the bank.

The researcher selected those branches based on the information that female managers and supervisors currently work there. The researcher also believed that the selected branches have represented all employees in the bank.

##### **3.2.1 Population**

The total populations in the study are employees working in the bank, in Addis Ababa, who are in the same non- management level employees and employees who are exposed to female managers and immediate supervisors. Since it would be unlikely to address all branches were female manager exists in Addis Ababa, samples of branches (nineteen branches) which are generally that female manager of the bank were assigned selected and they represent all types of the employees because what's so ever the branches are different the operation that the selected samples had do is the same as the other staffs which are not selected were they are lead by men managers. The total population of the workers in the selected organizations counts to almost 225. Since the workers are homogeneous, therefore Census survey method applies.

### 3.2.2 Instrumentation

Data is collected using two instruments: First, a questionnaire that consists of demographic information of the respondent which includes; age, sex, education level, marital status and job position the employee assumes in the organization. But the last demographic variable, which is job position, is not used in the analysis because; almost all the workers participated in the study were found to be non-management employees. Since the branches, having female managers working are intentionally selected, all respondents are more or less a close relationship with the female managers in the bank. Therefore, the respondent' attitude towards the female managers is believed to be based on their exposure to female managers. Second, the widely used attitude measurement scale, the Woman as Managers Scale (WAMS) are used to investigate attitude of employees towards female managers.

The Women as Managers scale (WAMS) was designed to identify and measure stereotypical attitudes towards women managers (Peters, et al, 1977). The scale contains 21 items in a Likert format. Each item has seven response alternatives ranging from "strongly agree" to "strongly disagree". Ten items are worded to portray women as managers favorably and eleven items are worded to describe women managers unfavorably. The favorably worded items portray men and women managers as equal and the unfavorable items depict women as inferior to men. The eleven unfavorably worded items are reverse scored because disagreement with a negative item would indicate a favorable response.

The total score are the sum of all the responses and can range from 21 to 147 or taking the average, from 1 to 7 because, the average of each score is analyzed, with high scores, 6 to 7, indicating favorable attitudes towards women as managers and low scores, less than 6, indicating less positive attitudes. The Scales are categorized as:

- |                               |                   |
|-------------------------------|-------------------|
| 1. Strongly Disagree          | 5. Slightly Agree |
| 2. Disagree                   | 6. Agree          |
| 3. Slightly Disagree          | 7. Strongly Agree |
| 4. Neither Agree nor Disagree |                   |

Average score of 6 are the expected score to conclude that the workers have a favorable attitude towards female mangers. Any score less than 6 shows that the respondents tend to hold a less favorable attitude. To come up with the average score of each respondent's attitude, the total score are divided in 21 items; which gives it a range of scores from 1 to 7. Note that the unfavorable worded items are reversely scored. Here are three sample items of the WAMS:



1. It is less desirable for women than for men to have a job that requires responsibility.
2. Women have the objectivity required to evaluate business situations properly.
3. Challenging work is more important to men than it is to women, etc.

### **3.2.3 Measures**

Demographic variables are measured using four different scales ranged from two categories to four categories. Gender will be categorized in to: “Male” and “Female”. Age is recorded in four categories: 1. “ $\leq 30$ ”, 2. “31-40”, 3. “41-50” and 4. “ $\geq 51$ ”. But for some analysis, it is found necessary to reduce the category of age in to two only: 1. “ $\leq 35$ ” and 2. “36+”, this is based on the assumption that the  $\leq 35$ s represent the younger workers and any above 35 age, represent the older age workers. Marital status is recorded in three categories: 1. “Single” and 2. “Married” and 3 “other”. Education level is recorded in four categories: 1. “Diploma”, 2. “BA/BSc Degree” and 3. “Masters Degree” and 4 “other”. As in the case of the Age category, in some analysis the category are varied in to only two categories, Lastly, for convenience of the analysis, the dependent variable, attitude level will be categorized in to two: “ $\leq 5.99$ ” and “6+”, implying “less favorable” and “favorable” attitude levels respectively.

### **3.3 Data Analysis Techniques**

Data from the structured self administered questionnaire are properly organized through the data coding, cleaning and entering. Data processing is tactically package for social science (SPSS). Descriptive statics by percentage, figures and tables are generated from the software to establish relationship among variables.

- ✓ Descriptive analysis of the data is presented in a table, showing the frequency, mean scores and standard deviations of the independent and dependent variables.
- ✓ One sample t-test is used to understand if the attitude levels of respondent’s “reach the expected score” which tells whether the general attitude workers hold towards female managers is favorable.
- ✓ Independent Sample t-test is used to study if there is a significant difference between the mean attitude scores of; 1. The male workers and the female workers, 2. The younger age group of workers and the older age group of workers, 3. The “single “workers and the “married” workers and 4. The less educated workers and the well educated workers. The result showed that there is a significant difference between the two categories.
- ✓ One tail test is used to study the direction of the difference i.e., to test the hypothesis that:

1. The male workers hold less favorable attitude than the female workers.
  2. The younger age group of workers hold less favorable attitude than the older age group of workers.
  3. The “single” workers hold less favorable attitude than the “married” workers.
  4. The less educated workers hold less favorable attitude than the well educated workers.
- ✓ Finally, a chi square test is used for each demographic variable in the study to investigate their relationship with the respondent’s “attitude towards female managers. It is then identified which demographic variable among the four influences the workers attitude more.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1. Analysis of the study**

This chapter deals with data presentation, analysis and interpretation. It contains the responses obtained through questioner, the research focused on employees of Awash Bank . For the analysis, the employees were categorized with four demographic variables; gender, age, marital status and education level. About 54.7% of the respondents were males and the rest 45.3% were female respondents. The majority of the respondents (about 65.7%) are categorized as the younger group of employees' i.e., less than the age of 30 and 31.3% of the respondents are those who are between the age of 31-40 and rest 3% falls on the age above 41. The single group of employees takes larger portion than the married group. None of the respondents were found to be below diploma, and it is covered 15.9% of the total respondent. The majority (74.1%) hold their first degrees, while a small percentage (10%) was found to be with their second degrees.

The following tables (Table 1) gave a picture of the descriptive data of the employees based on the above demographic variables.

**Table 1: Demographic characteristics of the respondent**

<b>Gender</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Male	110	54.7	54.7	54.7
	Female	91	45.3	45.3	100.0
	Total	201	100.0	100.0	
<b>Age</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	<= 30	132	65.7	65.7	65.7
	31-40	63	31.3	31.3	97.0
	41-50	6	3.0	3.0	100.0
	Total	201	100.0	100.0	
<b>Marital Status</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Married	77	38.3	38.3	38.3
	Single	124	61.7	61.7	100.0
	Total	201	100.0	100.0	
<b>Educational Level</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Diploma	32	15.9	15.9	15.9
	BA/Bsc degree	149	74.1	74.1	90.0
	Masters Degree	20	10.0	10.0	100.0
	Total	201	100.0	100.0	

Further the demographic variables, descriptive analysis for the dependent variable (attitude of employees) is also shown. The attitude level is the score results of the respondents from the 21 items in the WAMS scale. Each item has a score that ranges from 1 to 7. Then the average score is taken by dividing the total score by 21. Accordingly, the average score of all respondents is calculated and the result is divided in to two categories;” <=5.99” and “6+”, to categorize the attitude level as a “less favorable” and “favorable”, respectively. As can be shown in Table 5, the majority of the respondents (67.8%) tend to have a less favorable attitude towards female managers.

**Table 2 Attitude Level**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	<=5.99(Less Favorable)	122	67.8	67.8	67.8
	6.00+(Favorable)	79	32.2	32.2	100.0
	Total	201	100.0	100.0	

Further to analyze the attitude level of employees with respect to the different demographic variables, a cross tabulation is prepared. The mean attitude score of all the demographic variables together with the standard deviation is presented in Table 6 to 10.

Table 6 depicts the attitude score of the employees with respect to Gender. The female employees have an average attitude score of 5.73, which is closer to 6. This shows that the females have a more favorable attitude towards female managers than the males, whose average attitude score is 5.27.

**Table 3 Attitude Level \* Gender**

Attitude Level

Gender	Mean	N	Std. Deviation
Female	5.7294	91	.67600
Male	5.2736	110	.72351
Total	5.4613	201	.73569

The attitude score with respect to the age variable can be shown in Table 7. From the table it can be told that, the youngest employees have a more favorable attitude than the oldest employees. Those employees, whose age group is “<=30”, hold an average attitude level of 5.6, and the average score is still better with the age group of “31-40” than those with age groups above “41-50”.

There it can be understood that the employees in the youngest age group tend to have a more favorable attitude than those of the oldest group.

**Table 4 Attitude Level \* Age Categories**

Attitude Level

Age Categories	Mean	N	Std. Deviation
<= 30	5.6017	132	.69640
31 – 40	5.5257	63	.60720
41 – 50	5.2490	6	.84027
Total	5.4613	201	.73569

In the marital status variable, both groups (the “single” and the “married”) average attitude score is lower than the expected score, which is 6; the “married” groups have a higher score than the “single” group. This implies, the attitude of employees towards female managers is more favorable with married workers than with those of the single ones

**Table 5 Attitude Level \* Marital Status**

Attitude Level

Marital Status	Mean	N	Std. Deviation
Single	5.2565	124	.73581
Married	5.5978	77	.71021
Total	5.4613	201	.73569

The average attitude score for the Education level variable shows a smaller value for all the categories, though it gets better with a higher level of education.

**Table 6 Attitude Level \* Education Level**

Attitude Level

Education Level	Mean	N	Std. Deviation
Diploma degree	5.4129	32	.61768
BA/BSc Degree	5.5105	149	.77316
Masters	5.4563	20	.76267
Total	5.4613	201	.73569

## 4.2. Testing Hypotheses of the Study

The study has six hypotheses about the attitude of employees towards female managers.

The hypotheses are stated as follows:

H1: There is a gender stereotypical attitude (unfavorable attitude) among employees towards female managers.

H2: The male employees tend to hold less favorable attitude towards female managers than their female counterparts.

H3: The older age group (31-40 ages) of employees tend to hold a less favorable attitude towards female managers than the younger age group ( $\leq 30$  ages) of the employees.

H4: The “single” employees hold a less favorable attitude than “married” workers.

H5: The less educated employees (Diploma holders) tend to have a less favorable attitude towards female managers than the well educated employees (BA/BSc and Masters Degree holders).

H6: The variable gender affects attitude of employees more.

The first hypothesis in the study is that there exists a gender stereotypical attitude (unfavorable attitude) among employees towards female managers. As it was mentioned earlier, the average score of 6 is believed to be the value for a positive/favorable attitude in the WAMS. Any score less than 6 tend to lessen the positive attitude because it is directed towards accepting of women in managerial positions, slightly. And as it gets even lesser, it gives a meaning of complete disagreement with the idea of women in management. Therefore, the above hypothesis is expressed this way:

***H<sub>0</sub>***: The average attitude score of all the employees is greater than or equal to 6.

***H<sub>a</sub>***: The average attitude score of all the employees is less than 6.

The null hypothesis states that employees have a favorable attitude towards female managers, while the alternative states they have unfavorable attitude. This hypothesis is tested using a one-sample t-test. The result, in Table 10 shows that, the null hypothesis should be rejected. The calculated T value, -6.751 is found in the rejection area of the distribution, less than the critical

value, -1.645 (at 95% confidence interval). Therefore, the average score of the employees in the sample, 5.46 is significantly less than 6.

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Attitude Level	201	5.4613	.73569	.07980

**Table 7 One-Sample Test of the Mean score of the employees**

	Test Value = 6					
	T	Df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attitude Level	-6.751	200	.000	-.53871	-.6974	-.3800

The second hypothesis states that the male employees have a less favorable attitude towards the female workers. To test this hypothesis, the independent sample t-test is conducted for the means of the two categories in the variable Gender.

***Ho:** There is no significant difference between the means of the two groups (the male employees and the female employees have equal means for attitude level).*

***Ha:** The male employees hold a less favorable attitude than the female employees.*

### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitude Level	Male	110	5.2736	.72351	.10232
	Female	91	5.7294	.67600	.11426



**Table 8 Independent Samples Test of Equality of Male employees' and Female employees' attitude**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Attitude Level Equal variances assumed	.211	.647	-2.936	199	.004	-.45583	.15525	-.76461	-.14704	
Equal variances not assumed			-2.972	76.332	.004	-.45583	.15338	-.76129	-.15037	

The calculated t value (-2.936) lies below the critical value (-1.645 when a one tail test is performed), which is the rejection area. Therefore, according to the test result, the null hypothesis is rejected and the alternative hypothesis is accepted, that states the male employees hold a less favorable attitude than the female employees towards female managers. The confidence interval for the difference between the two population means is (-.76461 to -.14704). The interval does not include zero, this again indicates that there is a significant difference between the means of the attitude level of the male workers and the female workers.

The third hypothesis states that the older age group (+36 ages) of employees tend to hold a less favorable attitude towards female managers than the older age group (<=35ages) of the employees. The independent t-test is performed to test this hypothesis.

***Ho:** There is no significant difference between the means of the two groups (the older age group of employees and the younger age group of employees have equal means for their attitude level).*

***Ha:** The older group of employees holds a less favorable attitude than the younger group.*

**Group Statistics**

Age Categories	N	Mean	Std. Deviation	Std. Error Mean
Attitude Level <= 35(Younger age group)	152	5.6471	.59277	.12935
36+(Older age group)	49	5.4003	.77125	.09641

**Table 9 Independent Samples Test of Equality of Attitude of older group and younger group of employees.**

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Level	Equal variances assumed	3.320	.072	-1.340	199	.184	-.24683	.18414	-.61308	.11942
	Equal variances Not assumed			-1.530	44.072	.133	-.24683	.16133	-.57195	.07829

The calculated t value (-1.340) lies above the critical value (-1.645), when a one tail test is performed, which is the acceptance area of the distribution. Besides, the confidence interval for the difference of the means of the two groups is (-.61308 to .11942), which is inclusive of 0. Therefore, the evidence fails to reject the null hypothesis.

The fourth hypothesis states that the “single” employees hold a less favorable attitude than “married” employees. The independent t-test is performed to test this hypothesis.

***Ho:*** The mean attitude score of the “single” employees is equal with the mean attitude score of the “married” employees.

***Ha:*** The mean attitude score of the “single” employees is less than the mean attitude score of the “married” employees.

### Group Statistics

Marital Status		N	Mean	Std. Deviation	Std. Error Mean
Attitude Level	Single	124	5.2565	.73581	.12619
	Married	77	5.5978	.71021	.09945

**Table 10 Independent Samples Test of Equality of Attitude of ‘Single’ and ‘Married’ employees**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Level	Equal variances assumed	.063	.802	-2.140	199	.035	-.34137	.15952	-.65866	-.02409
	Equal variances Not assumed			-2.125	69.123	.037	-.34137	.16067	-.66189	-.02086

The calculated t value (-2.140) is below the critical value (-1.645), when a one tail test is performed, which is the rejection area of the distribution. This shows that the mean attitude Score of the “single” employees is significantly less than the mean attitude scored of the “married” workers. Besides, the confidence interval for the difference of the two means (-.65866 to - .02409) does not include 0. Therefore, the results lead to rejection of the null hypothesis.

The fifth hypothesis of the study states that the less educated employees (Diploma holders) tend to have a less favorable attitude towards female managers than the well educated employees

(BA/BSc and Masters Degree holders). The independent sample test is performed to test the hypothesis.

***H<sub>0</sub>**: The mean attitude score of the less educated employees is equal with the mean attitude score of the well educated employees.*

***H<sub>a</sub>**: The mean attitude score of the less educated employees is less than the mean attitude score of the well educated employees.*

**Group Statistics**

Education Level		N	Mean	Std. Deviation	Std. Error Mean
Attitude	Diploma	32	5.4129	.61768	.16508
Level	BA/BSc and Masters Degree	169	5.4708	.76031	.09023

**Table 11 Independent Samples Test of Equality of Attitude of ‘less educated’ and ‘well educated’ employees**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Level	Equal variances assumed	.982	.325	-.268	199	.789	-.05799	.21633	-.48827	.37229
	Equal variances Not assumed			-.308	21.571	.761	-.05799	.18813	-.44860	.33263

The calculated t value (-.268) is above the critical value (-1.645), when a one tail test is performed, which is the acceptance area of the distribution. This indicates that, the difference of the two means is not significant. Besides, the confidence interval of the difference between the two means (-.48827 to .37229) is inclusive of 0. Therefore, the evidence fails to reject the null hypothesis.

The last hypothesis is tested using a chi-square test of independence. The test is made for all demographic variables to study the relationship with attitude level. As can be shown on the tables below (Table 15 to 18), the variable gender is found to be the one that is significantly affecting attitude. The remaining variables, including age, marital status and education level of the workers are found to have a non-significant effect on attitude.

The above hypothesis would be expressed as:

**Test 1 Gender vs. Attitude Level**

*Ho: There is no relationship between the variable Gender and Attitude level.*

*Ha: There is a relationship between the variable Gender Attitude level and.*

**Table 12 Gender \* Attitude Level**

**Cross tabulation**

	Attitude Level		Total
	<= 5.99	6.00+	
Gender Female	33	58	91
Male	78	32	50
Total	111	90	201

**Table 13 Chi-Square Tests of Gender and Attitude level**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.524 <sup>a</sup>	1	.006		
Likelihood Ratio	7.483	1	.006		
N of Valid Cases	201				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.47.

b. Computed only for a 2x2 table

The large chi square statistic (7.524) and its small significance level ( $p < .006$ ) indicates that it is unlikely that these variables are independent of each other. Therefore, there is a relationship between the variable Gender and Attitude level and the null hypothesis is rejected.

**Test 2 Age Vs Attitude Level**

*Ho: There is no relationship between the variable Age and Attitude Level.*

*Ha: There is a relationship between the variable Age and Attitude Level.*

**Table 14 Age Categories \* Attitude Level Cross tabulation**

		Attitude Level		Total
		<= 5.99	6.00+	
Age Categories	<= 35	64	88	152
	36+	28	21	49
Total		92	109	201

**Table 15 Chi-Square Tests of Age and Attitude level**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.556 <sup>a</sup>	1	.456		
Likelihood Ratio	.541	1	.462		
N of Valid Cases	201				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is

5.68. b. Computed only for a 2x2 table

The chi-square value (.556) lies below the critical value, indicating that the evidence fails to reject the null hypothesis.

**Test 3 Marital Status Vs Attitude Level**

*Ho: There is no relationship between Marital Status and Attitude Level.*

*Ha: There is a relationship between Marital Status and Attitude Level.*

**Table 16 Marital Status \* Attitude Level Cross tabulation**

		Attitude Level		Total
		<= 5.99	6.00+	
Marital Status	Single	76	48	124
	Married	41	36	77
Total		117	84	201

**Table 17 Chi Square Test of Marital Status and Attitude Level**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.202 <sup>a</sup>	1	.273		
Likelihood Ratio	1.230	1	.267		
N of Valid Cases	201				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.20.

b. Computed only for a 2x2 table

The chi-square value (1.202) lies below the critical value indicating that the evidence fails to reject the null hypothesis.

**Test 4 Education Level Vs Attitude Level**

*Ho: There is no relationship between Education Level and Attitude Level.*

*Ha: There is a relationship between Education Level and Attitude Level.*

**Table 18 Education Level \* Attitude Level Cross tabulation**

		Attitude Level		Total
		<= 5.99	6.00+	
Education Level	Diploma	21	11	32
	BA/BSc and Masters Degree	106	63	169
Total		127	74	201

**Table 19 Chi-Square Tests of Attitude Level and Education Level**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.269 <sup>a</sup>	1	.604		
Likelihood Ratio	.280	1	.597		
N of Valid Cases	201				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.79.

b. Computed only for a 2x2 table

The chi-square value (.269) is very small, lying in the acceptance area of the chi-square



distribution. Therefore, the evidence fails to reject the null hypothesis.

Therefore, the last hypothesis that states Gender is the variable that significantly affects attitude is accepted. The other variables tend to have no, or insignificant relationship with attitude level.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1. Summary of major findings**

The summaries of major findings were designed to address the research questions which were in place to answer the objectives of the study; the study is focused on examining the attitude of employees towards female managers. It is aimed at mainly finding out whether unfavorable attitude towards female managers exists among employees. The results of the data analysis showed Workers hold unfavorable attitude towards female managers, The male employees hold significantly less favorable attitude towards female managers than the female employees, Gender was found to be significantly affecting the attitude of employees, among the four demographic variables (age, gender, marital status and education level) used in the study.

As per information gathered from the output 54.7% of the respondents were males and the rest 45.3% were female respondents. The majority of the respondents (about 65.7%) are categorized as the younger group of employees' i.e., less than the age of 30 and 31.3% of the respondents are those who are between the age of 31-40 and rest 3% falls on the age above 41. The single group of employees takes larger portion than the married group. None of the respondents were found to be below diploma, and it is covered 15.9% of the total respondent. The majority (74.1%) hold their first degrees, while a small percentage (10%) was found to be with their second degrees.

The attitude score of the employees with respect to Gender. The female employees have an average attitude score of 5.73, which is closer to 6. This shows that the females have a more favorable attitude towards female managers than the males, whose average attitude score is 5.27.

Employees who are in the youngest age group tend to have a more favorable attitude than those of the oldest group. The attitude of employees towards female managers is more favorable with married workers than with those of the single ones.

Generally, Gender is the variable that significantly affects attitude is accepted. The other variables tend to have no, or insignificant relationship with attitude level.

## **5.2 Conclusion of the study**

The study was aimed at studying attitude towards female managers in order to identify the attitude level of employees towards female managers. The study also had an objective of identifying which demographic variable among age, gender, marital status and education level, influences attitude of workers more. This objective was mainly aimed at finding out whether gender is the main predictor of attitude, as was the case in many other researches made in different countries. The following results were found:

- The attitude level of employees towards female managers is not favorable. This unfavorable result is an implication that the employees hold an attitude that considers female managers as a less qualified and competent for the managerial position than the males.
- The male employees hold a less favorable attitude towards female managers than the female employees. This is because of the psychological dominating need of the males, which deal with them to accept the females in the same position.
- Gender was found to be significantly affecting attitude of employees towards female managers. The remaining demographic variables, age, marital status and education level are found to have insignificant effect on attitude level of employees.

Therefore, less favorable attitude the employees hold towards female managers is an implication that, Awash Bank should give to bring attitude change on male perception to give genuine respect to female managers equal to their male co-workers.

## 5.2. Recommendations

The recommendation is intended for male staffs of the bank that have less attitude towards female manager, not even the male the female staffs who assume that female managers are less qualified in the working environment and for the organization top managements.

- The Bank should focused on changing the negative attitude through training and development and encourage competent female manager with positive reward as a role model.
- The Bank should conduct training or experience sharing programs by inviting female managers for male employees who have less favorable attitude to accept that managerial responsibility is not a matter of gender, it is a matter of qualification. An equally qualified female for managerial positions as the male should be equally accepted by the employees in the position.
- Seminars, psychological training, induction program and other motivational course of action should be conducted by the organization (The Bank) to avoid the long rooted stereotypical attitude the employees hold towards female managers and support the development of females in all aspects.
- Shaping the attitude of females as less qualified for managerial responsibilities than the males starts from the changed attitude of the females themselves. The females should start considering themselves as equally competent as the males, to assume managerial responsibilities.

Moreover, at the time of disbursing the questioners to the selected branches I have got the chance to communicate with some of the females' managers and they were very disappointed by the employee's negative attitude towards them. Hence, the company should give more attention to employee attitude diversification strategy to become one of gender equality exercising company.

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# ANNEX

**ST MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
MASTERS OF GEN. BUSINESS ADMINSTARATION**

**Questionnaire field by the employee of AIB S.c.**

This questionnaire is prepared by a graduate student from St Mary's University, School of Graduate studies, for the purpose of studying the attitude of workers towards female managers in your company. Your genuine and timely response is essential for the success of the study, therefore, I kindly request your co-operation and I assure you the confidentiality of your responses.

**Instruction;**

- No need of writing your name
- Put "x" on the space provided

**Part One: Demographic Character of the respondent**

1. Gender:  Male  Female
2. Age: <= 30  31-40  41-50  >=51
3. Marital Status:  Married  Single  Other
4. Education Level:  
 Diploma  
 BA/BSc Degree  
 Masters Degree  
 Others
5. Job Position: \_\_\_\_\_
6. Are there female managers in your Department/area of work?  
 Yes  No
7. Do you closely know the female managers working at any department in your organization?  
 Yes  No



## **PART TWO**

### **WOMEN AS MANAGERS SCALE (WAMS)**

**Instructions:** The following items are an attempt to assess the attitudes you have about women in management. The best answer to each statement is your honest personal opinion. The statements cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statement, disagreeing just as strongly with other, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many people feel the same way you do.

**Rating Scale: -**

**1 Strongly Disagree**

**2 Disagree**

**3 Slightly Disagree**

**4 Neither Agree or Disagree**

**5 Slightly Agree**

**6 Agree**

**7 Strongly Agree**

Using the number from 1 to 7 on the rating scale, indicate your personal opinion about each statement in the blank that immediately precedes it. Indicate your response by marking "X" on the space provided. Remember, give your personal opinion according to how much you agree or disagree with each item. Please respond to all items.

No.	Items	1	2	3	4	5	6	7
1	It is less desirable for women than for men to have a job that requires responsibility.							
2	Women have the objectivity required to evaluate business Situations properly.							
3	Challenging work is more important to men than it is to women.							
4	Men and Women should be given equal opportunity for participation in management training programs.							
5	Women have the capability to acquire the necessary skills to be successful managers.							
6	On the average, women managers are less capable of contributing to an organization's overall goals than are men.							
7	It is not acceptable for women to assume leadership roles as often as men.							
8	The business community should someday accept women in key managerial positions.							
9	Society should regard work by female managers as valuable as work by male managers.							

10	Women cannot be aggressive in the business situations that demand it.							
11	It is acceptable for women to compete with men for top executive positions.							
12	The possibility of pregnancy does not make women less desirable employees than men.							
13	Women would no more allow their emotions to influence their managerial behavior than would men.							
14	Problems associated with menstruation should not make women less desirable than men as employees.							
15	To be a successful manager, a woman does not have to sacrifice some of her femininity.							
16	Female managers uses methods of leadership that are satisfying.							
17	Women are less capable of logical and technical skills than are men when handling cases.							
18	Women are not ambitious enough to be successful in the working environment.							
19	Women cannot be assertive in business situations that demand it.							
20	Women possess self-confidence required of a good leader.							
21	Women are not competitive enough to be successful in the working environment.							

22. If you have any suggestion in relation to the above issue please put your ideas on the space provided.

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Thank you for your precious time!!!!