



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL
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MANAGEMENT

FEMALE TEACHERS' PARTICIPATION IN SCHOOL LEADERSHIP
IN GOVERNMENT SECONDARY SCHOOLS IN EAST SHOA ZONE
OF OROMIA REGIONAL STATE.

BY
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JULY 2008/2016
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ADVISOR: - TEMESGEN ABIYO (PhD)

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LETTER OF APPROVAL

Adama Science and Technology University School of Educational Science and Technology Teachers Education Department of Educational Planning and Management. This is to certify that the thesis prepared by **Shimelis Hailu Sime** Entitled “**Female Teachers’ participation in School leadership in Government Secondary schools in East Shoa Zone**” and submitted in partial fulfillment of the requirement for the degree of Masters of Art in Educational Leadership, Compiles with the regulation of university and meets the accepted standards with to originality.

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DECLARATION

The researcher here by declares that the thesis on the title, **“Female Teachers’ participation in School leadership in Government Secondary schools in East Shoa Zone”** is my original work and has not been presented for a degree in any other University, and that all sources of material referred to and quoted have been dully indicated and acknowledged with complete references.

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This thesis has been submitted for examination with my approval as advisor.

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Shimelis Hailu

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ABBREVIATIONS AND ACRONYMS

EOH – Education office Head

ESDP- Education Sector Development Program

FDRE- Federal Democratic Republic of Ethiopia

MoE- Ministry of Education

SPSS- Statistical Package for Social Science

UNICEF- United Nations Children’s Fund

UNWPP- United Nation World Population Perspective

WCAH-Women and Children Affairs Head

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ABSTRACT

The purpose of this study was to assess the female teachers' participation in school leadership in Government Secondary school leadership in East Shoa Zone. With this, an attempt was made to forward possible solutions for the problems and then to provide recommendations to identified problems. To conduct this study, descriptive survey method was employed. The participants of this study were 134 teachers selected by using simple random sampling techniques. Out of this, female teachers constitute 45 whereas the remaining 89 are male teachers. The 10 school principals, 6 Woreda Education Officials, and 6 Women and children affairs office holder were also involved in the study By availability Sampling. The data were collected by using questionnaire, interview and document analysis. Both quantitative and qualitative data analysis were employed in order to reach at results. The findings of the study revealed; that there is still low participation of females in secondary school leadership; It also revealed that there is a gap in implementation of policies, rules and regulations in the Zone: females have capability to lead Secondary school; females assume that they will not be successful in leading school; females do not have plan and set their promotion goals to be school leader. Some of the challenges which could hinder women participation in educational leadership were for instance, men dominance of management; Female teachers do not get adequate mentoring service in their staff. Male assume, females have lack of confidence in their capabilities, qualification and experience; Females are reluctant to accept responsibility. Because the female teachers are not encouraged by the school society to represent on key educational leadership position. Females have no interest and motivation to apply for school leadership. Depending on the finding conclusions drawn; The major factors that affect female teacher's participation were manifested in organizational, personal individual and socio-structural factors. The recommendations are also forwarded: national constitution of policies of concerning women's rights assert, women should be given the opportunity to participate in leader ship should be properly implemented in East Shoa Zone education office. Different organizational officials need to give greater recognition for female teachers and place them in functional areas or job assignment that leads to accomplishment critical school tasks and strengthen them to hold higher level of position and women should be self-confident women's self-motivation

CHAPTER ONE: THE PROBLEM AND ITS APPROACH

1. INTRODUCTION

This Chapter includes the background information on the subject, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitation of the study, definitions of the key terms and organization of the study.

1.1. Background of the study

There is a growing awareness, which realizes that if the people of the country are to be the agent of development, and then it is necessary to engage both male and female in conceiving new development models. Developmental organizations like schools highly require the participation of all citizens to bring sustainable development through Education. For educational management effectiveness managerial skills of women and men are very important (Meena, 1992). Sometimes women are perceived as More democratic and participatory in decision-making that facilitates organization's goal achievements Hemphill, Griffith's and Frederickson as cited in (Shake, 1989). Women are more likely to use strategies that include long range planning and evaluating data in making decisions and thus have been rated as better planners. Different researchers identified the causes of females' Low participation in school leadership position (Mbilinyi and Omar,1996:xii) notes that: *"Unfavorable social and cultural environment, lack of necessary motivation and confidence, as well as lack females' participation in development and solidarity among females are constraints that affect their participation"* (Mbilinyi and Omar,1996:xii).

Female live in a male dominated world where gender power relations are clearly in favor of males. Half of (50%) the world population are female (UNWPP, 2008). They form the core of the family and house hold, work longer hours than men in nearly every country and do more of the total work than men and females' contribute more to the development of their societies. Despite females contribution to the development of a society and the country at large they did not enjoy the fruits of development equally as their male counterparts due to the multifaceted problem that they faced based on gender.

Particularly, the exclusion of female from workforce openly began in the days of industrial revolution of the 19th century when the factory employers tended to categorize females as capable of 'females work' positions that exist in the relatively few occupations and ranked them among those with the lowest status and compensations (Gregory, 2000). Universally, men had been running the leadership career in any organization. Holtkamp (2002) notes that "leadership roles have been hold by men". Literatures also have recognized men as a leader and their leadership roles behaviors in war, hunting, business and government (Cury 2000). Men have dominated management and leadership positions in education. A recent study by Enomoto (2000) revealed that little has changed in this regard over the past few decades. The studies reveals that, despite their large numbers in teaching and in school leadership preparations programmers, females remain under-participated at higher levels of administration (Enomoto, 2000, p.375).Her study confirms earlier findings of (Konrad,A & Hartmann, 2001) which indicated that men with similar qualifications and experiences generally meet with greater career success and participate more fully in the management process than their female counterparts. Similarly, research over the previous century has largely been male dominated thereby perpetuating the myth that management and leadership are essentially male phenomena (Enomoto, 2000). Females have been playing traditional role of home makers while males remaining a leader in every sphere of life (Giddens, 2001). Because of this social attitude females have been reluctant to pursue educational administrative positions (Holtkanm, 2002).

However, the leadership roles that females play in school had drawn the attention of scholars to investigate their roles in school leadership and in more economically developed countries such as(Costa Rica, Hong Kong ,Singapore ,the Philippines ,China, South Korea and some Islamic countries),there are high rate of females in primary ,secondary ,and higher education that precipitated females to take part in educational administrations (Shepherd.S,2000). In China, it can be expected that more women will assume school leadership positions as China strives to modernize its educational and economic system in the twenty-first century although the process can be slow and gradual because of strong emphasis on male dominance in their traditional culture. Similar feminizations trend have been documented in some educational system within

developing countries (Shepherd.S, 2000). In African societies, it is believed that men lead and women follow (Grant. 2008). In this context, leadership has carried the notion of masculinity and the belief that male make better leaders than females is still common today (Kogada,M, 2000). Similarly, (Wallace & March, 1991) notes that societal conventions regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain. Traditional perception of females' as inferior to male continue to prevail a many people invoke the preservation of African culture to justify the subordination of females. The division of labor for female and male resulted in discriminating women in the work place. Research finding in East Africa especially show that female's participation is mainly in positions like secretaries, office attendants and data entry clerks (Moes, 2005) and until recently, 95% of all secretaries, stenographers and typists were women. In management positions the number of female participation remains negligible, less than 10% and the factors that contribute to gender inequality is the fact that male and female perform different jobs in category of "men jobs" and "women jobs". While women jobs are often associated with lower value in terms of skill requirements and are lower paid, "men jobs" are often considered as higher value and higher paid (Rely,2005) To this effect, in many organizations we find positions such as secretaries, typist and janitors being occupied by females whereas managerial positions that are better and are often entertained by men (Write.L, 1992). Females' in Ethiopia are mainly limited to shoulder the hard and unpaid household responsibilities such as Child rearing and feeding the family, farming and taking care of domestic animals. Unfortunately, both culture and religion played significant roles in limiting the positive roles that women could have played. They have been oppressed in many respects in their capacity as being women and lack of involvement in the male dominated socio-economic infrastructures and as member of oppressed class (MOWA, 2006).However, very few females' may have succeeded in breaking up the male designed socio-economic hurdles, the history of those few who succeeded have become inspiring models. In educational setting while females' hold the teaching staff position, male dominates the highest position of educational leadership (MoE, 2008).Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women

within organizations, one could hardly find women holding a management and decision making positions. This would retrain many females from facing the challenge and exercise decision making role (Meron, 2003). The number of females in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-IV, 2010). This deprives female students the opportunity of looking up to role models. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly under participated in positions of educational leadership and management as well as office expertise at all level of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

Similarly as Mentioned above by different scholars In East Shoa the Participation of females' specifically female teachers in School leadership position is low. Even the policy of the country support the participation of females on leadership still the number of females on School leadership is very low. In East Shoa Zone in particular there are 28 secondary schools (9-10) with 28 principals, 20 vice principals and 11 secondary school supervisors. According to East Shoa Zone Education Office (ESEO, 2014) report, the proportion of females in School leadership position is 1.47%. This indicates that the females' participation in school leadership is below policy and societal expectations. As far as the knowledge of student researcher is concerned, no study was conducted in East Shoa Zone to investigate the status of female participation in School leadership positions and hindrance of the expected success. Therefore, the researcher is interested in assessing the females' teachers' participation in School leadership in East Shoa Zone of Oromia Regional State.

1.2. Statement of the Problem

It is believed that female hold half of the world population statistically (UNWPP, 2008). As the result if the chance is given to them at different administration echelon they could play significant role in economic, social, cultural and political development of a

country. However, the reality is the opposite in most cases. They are underrepresented in different posts (Abebayehu, 1995:1). Females' scarcity in managerial and decision making sphere is global phenomena. However, one obvious destination between developed and developing region lies on female access to education. In most countries where feminism has the most impact, women account for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong ,2004). Different reports and research findings indicated that there are females who have succeeded in their school leadership roles and initiated other female to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. In the African context, lack of female role model among teachers of adolescent girls may have contributed to the unpopularity of teaching as career choices for girls in the past (Coleman, 2001). Some African countries like Zambia have been implementing the policy of balancing leadership position in school following the rules of selection of school leadership in such a way that when there is a male school director, the deputy must be a female. Besides, when there is a female school director, the deputy must be male. This simple regulation has meant that school leadership is now less gender biased that balance leadership (MoE, 2006). In practice, however, it had been observed that they are underrepresented in the leadership positions within the education system (Education Sector Development Program (ESDP IV: 2010). Among the developing countries, there is a considerable variation of female teacher's participation secondary school leadership. In African countries, especially in sub-Saharan Africa the gap is very wide. According to Blackemore,J (2004:39) current trends in sub-Saharan Africa reflect a predictable pattern previously emerging in some regions (under less difficult circumstances), a widening of gender gaps, as participation increase from a very low base could be a temporary phenomenon. Yalew (1997: 65) also states that it is well-known global fact that women's proportion in leadership positions is very small in relative to their statistics in the world population. And the researcher believes that Ethiopia is not free of this defect. Ethiopia also has similar background with other countries in relation to the underrepresentation of women in status posts in general and educational leadership in particular. The Ethiopian government has endorsed a number

of legal documents aimed at eliminating discrimination against women. One such document is the Gender Equality which was put into effect in (United Nations, 2007). The government approved the National Plan of Action on Education for All, which aims at achieving gender equity in education by 2015. The national goal of the Strategy is to: improve women's quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate in and benefit from all aspects of politics, economy, culture and social areas (United Nations, 2007). One of the specific objectives of the strategy is the Ethiopian government's commitment to increase the number of women in leadership positions at all levels and in all sectors.

Similarly, in East Shoa zone there are 934 secondary school teachers holding 204 females (Education statistics Annual Abstract, 2007). However, the proportion of female principals and vice principals in secondary schools is all scant relatively to their figure. With the exception of one female vice principal, out of the 28 secondary schools available in East Shoa Zone, the remaining secondary schools are all run by men. According to Abebayehu (1995) the effect of female's family commitments were not evidenced as so severe as had been conceived in blocking their initial entry to educational management. However, family related factors were still influential variables in limiting the up-ward mobility of women who ones secured entry level administrative positions. This is the reason why the researcher was initiated to carry out this research. This study will be help make these unseen forces explicit and explain some ways to break them down and thus widen the path for women's advancement. This research outcome may give some insight about the factors for low participation of female in educational administration in Ethiopia. However, the research was carried out in Addis Ababa and Jima. It evaluates the effectiveness of female versus male principals in their administrative roles and only leadership styles.

But my research focuses on investigating the major factors for the low female teacher's participation in educational leadership of Secondary school. Thus, us the above facts indicate, the problem of under participation of female in educational leadership in East Shoa seems worth stressing. To the researcher's knowledge, no research has so far been conducted in response to this problem in the zone.

Hence, this study will be designed to assess the major factors for low females teachers' participation in educational leadership.

Accordingly, the study will be guided by the following basic questions:

1. To what Extent Education policy statement "Educational Management will encourage the Participation of female" being implemented in the study area?
2. To what extent do female teachers make effort for position in School leadership?
3. What major organizational, personal, cultural and social factors affect female teachers' Participation in Government secondary school leadership position in East Shoa Zone
4. What strategies are in place to promote female teachers participation to Secondary School Leadership position in East shoa Zone?

1.3. Objectives of the Study

1.3.1 General Objective

This study attempt to investigate the major factors for low females Teachers' participation in school leadership in the Government secondary school in East Shoa zone, Oromia Region.

1.3.2 Specific Objectives

- ✚ To assess the Extent of Education policy statement "Educational Management will encourage the Participation of female" being implemented in the study area?
- ✚ To assess the trends of females' participation in school leadership and efforts they make for positions in East Shoa zone.
- ✚ To identify the major factors that draw back females from actively involving in Secondary school leadership in East Shoa Zone.
- ✚ To identify what strategies are in place to promote female teachers' participation in Secondary school leadership position in the East Shoa Zone.

1.4. Significance of the Study

It is true that female have been stereotyped and considered as dependent, acquiescent and ungifted of leadership qualities. As a result, they are highly ignored from leadership positions and their contribution to the country development in every aspect has been

neglected. Nowadays the female in the world, jointly with the governments, are in opposition to struggle for the consideration of equal opportunity of females 'participation in different global activities such as social, economical, political, etc.

Hence the researcher believes that the findings of the study:

- ✚ It serves as a feed back for East Shoa Zone education office in empowering and utilizing female's man power in educational leadership.
- ✚ Stimulate the concerned bodies to give attention to the involvement of female teachers in decision making positions in educational organizations.
- ✚ Become a base for other scholars who would like to conduct further study on this issue.
- ✚ The study will provide the mechanisms of reducing de-motivating factors existing in the work environment of female teachers' participation, so that they could participate in Secondary school leadership and improve teaching learning.

1.5. Delimitation of the Study

In order to make the study easily managed, the researcher delimited it to investigate the major factors contributing for low females' participation in Government Secondary School leadership. This could be possible because educational leadership is a broad term that encompasses leadership from lower level of educational institution to the higher one. Though the researcher believes to conduct the research in all parts and all Level of Education in Zone, the researcher was restricted it to study the factors that contribute for low participation of females' in school leadership in Government Secondary School in East Shoa zone of Oromia region. The researcher selected this Zone due to current experience about educational activities in the Zone (accessibility). And because it was impossible to include all due to budget and time constraint.

1.6. Limitations of the Study

Whatever research may be conducted, the researcher encounters a number of limitations in his study. For this study, the researcher encountered certain problems which are considered as a limitation of the study. Few Teachers and principals show their

unwillingness and were not cooperative to provide the necessary information to obtain the required data for the study, and frequent journey to the sample schools was what the researcher faced during the study. It was difficult for the researcher to get all the questionnaires back from the teachers. Nevertheless, the researcher managed all the above constraints through continuous contact and friendly approach with all the informants like principals, teachers, officers and experts. The researcher used formal and informal communications to obtain the required data of the study.

1.7. Definitions of Terms

For the purpose of clarity and constancy in the study the following terms carry the perspective operational definitions given below.

Female Teachers’:- is relating to women/girl, all women teachers or feminine

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

Government secondary school:- General secondary school which is funded by public or by Government and Community participation.

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

Leaders:- individuals who provide vision and meaning for institutions and embodies the ideas towards which the organization strives.

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

School leaders:- represent individuals who are in leadership positions of school such as school principals, department heads, Unit leaders and clubs heads.

Secondary school:- in the context of Ethiopia has two years duration, which will enable students to identify their interest for further education specific training and for the world of work. (MoE, 1994).

Sex role:- are a set of behaviors or characteristics that are standard for each gender in a society.

Under participation:- describe the disproportionate (that is, too small or none) participation of women in educational leadership.

1.8. Organization of the Study

This study was organized into around five chapters based on the study objectives. The first chapter deals with presenting the purpose of study, basic research questions, significance and Delimitation of the study. Chapter two reviews the available literature. The methodological approach and design of the study is discussed in chapter three. Chapter four provides the results and discussions of the study. Major Findings, Conclusions and recommendations make up the fifth chapter.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter gives emphasis on relevant literature related to the factors that affect female teachers participation to Secondary School leadership and an attempt were also made to define educational leadership.

2.1. Leadership

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

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership. Interpersonal influence, directed through communication to ward goal attainment, the influential increment over and above mechanical compliance with directions and orders, an act that causes others to act or respond in a shared direction, the art of influencing people by persuasion or example to follow a line of action. the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Grant.C & Simmons.J, 2008:17). This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position. According to K.Leung & Bond. M.(2001:1), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, Leadership is a complex activity involving; Process of influence, actors who are both leaders and followers. Range of possible outcomes, the achievement of goals,the commitment of individuals to such goals and the enhancement of group co-culture.

2.2. The Concept of Educational Leadership

According to Tarnve (2000) educational leadership is the Continuous work of mobilizing People to believe and behave in regard to shared vision that result in high achievement for every child. It is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words Educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod, 2009). Besides, educational leadership influences and manages pedagogical goals and Visions undermining instructional program to promote teachers learning and development for students' improvement (Liyod, 2009). Tarnve J (2002) further argues educational leadership that enhances students' outcomes through the creation of an environment where learning permits the Organizational culture. Besides he states as: "I believe that the core work of teachers is seeking to promote quality learning for all children that all management tasks serve that core work". Educational leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future. Deal, T. E.(2007), has indicated the dependability of school success on effective leadership and stated that. "Tomorrows schools success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility". So the researcher Summarizes the core work of leader is that facilitating and promoting quality learning for student by participating the community and the success of the school also depend on the quality of management.

2.3. Females and Leadership

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

experience, background, or competence determines the role an individual will be assigned in education (Whitaker, k & Lane, 1990). Aburdene and Naisbitt (1992) described in their book, *Megatrends for Women*, 25 behaviors that characterize women's leadership. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. Gillet- Karam (1994), on the other hand, used four behaviors: (a) a vision behavior -in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior -women leaders provide care and respect for individual differences; (c) influence behavior -women are acting collaboratively; (d) values behavior in which women leaders spend time building trust and openness (Getskow, 1996). This indicates no matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational administrators. Gross and Trask (1976) listed capabilities of women in leadership. Women principals have a greater knowledge of and concern for instructional supervision, top managers and teachers preferred women over men, students' academic performance and teachers' professional performance rated higher under women principals, women were more effective administrators, Supervisors and teachers preferred the decision-making and problem-solving behaviors of women, Women leaders were more concerned with helping deviant pupils, Women leaders placed more importance on technical skills and organization responsibility of teachers as a criterion for evaluation.

2.4. Conceptual Models on Women Participation in School Leadership

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

2.4.1. Social Model

The social model looks for explanations neither in women as individuals nor in educational systems, but in society as a whole. Schmuck (1980) refers to this as the "social perspective"(p. 243) and Shake shaft (1989) as the "social structure of society as

the root cause of inequities" (p. 83). This model "assumes women and men have been taught to identify their roles and separate" and those institutional and societal practices reinforcing these differences account for the lack of women in leadership positions (Estler,1975,p. 379). In this model there are different socialization patterns for young boys and girls that are institutionally reinforced well into adulthood. As Schmuck explains, the folkways and norms of the society coincide with different socialization patterns and channel women and men into different areas of work, which are assigned differential pay and status (p. 244). The assumption of this model is that the absence of women in leadership positions is due to the different socialization patterns of men and women (Grady,1992). This model suggests that in order for women to move into positions of administrative leadership, they must first deny societal norms and values.

2.4.2. Organizational Model

The second model, the organizational model, or to use Schmuck's (1980) terminology ,the "organizational perspective," explains men's and women's differential career aspiration and achievements not as a function of different psychological predispositions but as an effect of the limited opportunities for women that accompany systemic gender bias (Burstyn&Tallerico,1996). It turns attention away from the individual to the educational system itself, with its complex of institutional structures, policies, and practices. According to this argument, women do not participate because men are given special treatment in both promotional and administrative hiring practices that there are structural and systemic barriers that work against the participation of all candidates who are not White males. This model assumes that "people adjust their aspirations to that which is possible and that women in education do not aspire to leadership as a result of limited opportunity". The model was supported by an examination of the number of years it took women to achieve the rank of principal or superintendent (Grady, 1992). Estler's analysis showed that almost the same number of female and male teachers held the credentials to become administrators. However, the median number of years in teaching before appointment to the elementary principal ship was 5 years for males and 15 years for females (Estler, 1975, pp. 363-385). This model helps us not only to identify overt discrimination, but also to reveal more subtle discriminatory practices.

2.4.3 Individual Model

The individual model, assumes people are promoted according to their ability that is the basis for promotion and that men occupy the most senior positions in educational administration because they hold the best qualifications. This model implies that men are more competent than women because men are chosen for administrative positions so often. In the literature, this model is also compared to Schmuck's, (1980) "individual perspective", Shake shaft's "internal barriers", Ortiz and Marshall's, (1988) "person-centered explanations". Despite these multiple labels, all see to explain the persistent and continuing gender segregation in the teaching profession from a psychological orientation. That is, they look to women themselves for "cause", exploring such things as personal traits, characteristics, abilities, or qualities. Individual attitudes such as motivation, self-image, confidence, and aspirations also fall into this area (Burstyn & Tallerico, 1996). However, as Schmuck (1980) explains, when the focus is on person-centered causation, individuals are "held responsible for their own problems, with the solutions to those problems found in terms of changing the defect or weakness in the individual" (p. 9).

This belief is often reflected in statements such as "they are not assertive enough"; "they don't want power"; "they lack self-confidence"; "they don't apply for the jobs". Although these 15 statements may be valid for some female, such emphasis on females' so-called internal barriers lends itself to what Shake shaft describes as "blame the victim! Perspective (1989, p. 82). The assumption of this model is emphasizing a number of variables influencing women's aspiration and access to educational leadership encompassing international variables for instance, the existence of international agreement about gender equality, National variables for instance, government responses to international gender equality, standards in employment and women access to the work place, organizational variables for instances, opportunity to purchase

2.4.4. International Model

Household child care support result in gender equality in educational leadership. However, gender equality in educational leadership will be low if the variables from international to personal level could not encourage women's aspirations to school and

women's access to educational leadership. Therefore, based on the strength and weakness of the models the Researcher's analytical frame work for the study is organizational model and the international (ground theory) model that considers female teachers underrepresentation in school leadership as a result of limited opportunity" (Estler,1975,p.379) and multiple factors as the root cause for women Underrepresented in educational leadership .

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

2.5. Factors that Affect Female Teachers' Participation in Educational Leadership

Factors that affect female teachers participation in educational leadership according to Gregory(2000) and Blackmore(1998)female administrators in educational leadership are underrepresented as gender given that they make up the whole teaching profession. These factors are related to the Organizational and individual factors.

2.5.1. Organizational Factors hindering Female Teachers' Participation in Educational Leadership.

Since the mid 1980s, studies have continued to report that females believe that negative stereotypes of women by superintendents and school board members are a barrier. Reportedly, some persistent stereotypical and inaccurate views held by gate-keepers about females are their perceived inability to discipline students, supervise other adults, criticize constructively, manage finances, and function in a political frame. Young and McLeod (2001) stated, "many school board members, search consultants, search committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past" (p. 494). Assumptions about appropriate activities relate to concerns about whether or

not a woman can do the job. For example, the school board may lack confidence in a female superintendent's competency to oversee the construction of a new building, and when she completes the task successfully the board is surprised. Logan (1999) also found that females were still perceived as lacking the ability to handle discipline at school. Kagoda.M (2000) reported that school boards and other administrators believe that females are malleable. The authors described malleable personalities as referring to school board perception of women superintendents as easy to direct just because they are female. If women turn out not to be malleable, the reaction is much more negative for women than for men. Most research studies conclude that the biggest barriers to career participation among females are beyond their personal control. The Glass Ceiling Commission indicts Organizational and structural barriers as the most predominant barriers toward females' upward climb in the career ladder (Write L, 2001). Alder (1999) opined that Organizational structures especially job assignment are designed to prevent females from ascending to the top administrative level. Job assignment is considered to be the primary condition for career participation of females to participate to the leadership position in schools as organization. Organizational structure "steer away" females' potential for upward mobility by confining them to work roles that are considered to be "Females' occupation". To this end, the quickest way to the top of management level is placement in functional areas or crucial job assignment that leads to the accomplishment of critical organizational tasks.

Females are there to teach the learners and men are there to run or manage the schools. The term teacher is associated with a female and the term principal with a man (Gibson,S.K, 200, p. 30).Since men have traditionally dominated leadership positions in all spheres, it follows that research has been male-gendered (Enomoto, 2000, p. 377. In this way, organization research and theory became male-biased oriented to male ways of knowing (Calas and Smircich, as cited in Katzenmeyer, M, & Moller G. 2009, p. 20). Acker (1989, p.36) further noted that the early work on teachers' careers either ignored gender differences or explained them in terms of females' deficiencies. Thus it is possible to see how the field of management itself could be seen as male gendered and imbued with the "culture of masculine" (Acker, 1989, p.36).

2.5.2. Working Conditions and Sex Discrimination

The components of administrative work, as well as the perceived and real male defined environments in which many females' administrators must work, shape females' perceptions of the desirability of administration. The perceptions that females hold of what leaders Gardiner and Tiggemann (1999) found that the job stress of females was higher than that of males when working in a predominantly or traditionally male environment. Skrla, Reyes, and Scheurich (2000) described organizational contexts in which males used intimidation and silence to discourage females. Intimidating tactics and behaviors of board and community members included name-calling, rumors, and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Logan (1998) also supported this finding in a study of educational leadership. Logan (1998) in his study revealed that females had been sexually harassed by a higher status male was represented in personal silence about gender issues while in the superintendence and the feelings for administrative positions because of their understanding of the definition of the job of the principal. They did not perceive this definition as flexible or open for social construction. Principals studied by Curry, B.K, (2000) and McKay, M & Brown, M, (2000) noted that supportive work environments were essential in choosing to become principals. Wallace & March. (1991) study of teachers with leadership skills determined that women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principal. They identified student discipline as one of the negative dimensions of the principal.

2.5.3. The Impact of Socialization and Sex Role Stereotyping on Females Participation in Educational Leadership.

The process of socialization and sex role stereotyping have been discussed by several researchers (Agenda 65, 2005), why people do not immediately relate women with leadership and women themselves under value their potential to be leadership. From the beginning of his /her birth, each person confronted with expectations for his/her, behavior as defined by the society in which he/she is expected to adapt and confirm to those behaviors that designated appropriate to their gender (Adler, 1991, p.31). Jordan

(1991, p.31) defines these expectations and adoptions of behaviors by each sex as sex role stereotyping and socialization. Studies reveal that sex differentiated treatment and socialization process begin at birth. Agenda 65(2005, p.49) justifies that we have learnt gendered ways of knowing and behaving from the time we were born.

The socialization process starts at early stage by parents. Surprisingly, the interesting observation is that parents tend to view their female new born as being small, delicate and fragile at birth. The male by comparison is described as being more alert stringer, and better coordinated. Thus, this play a great role on the achievement of both sexes in their future life William cited in (Adler, 1991, p.4) and also notes that parents' influence has a significant impact on sex role particularly of girls. In the eyes of parents, the social expectation of females is less than that of males. The socialization process of a girl at home may interfere with her future achievement rather than in force it. In addition, Pig ford and Thonson (1993, p.9) state that the socialization process of children at early stages as follow:

2.5.3.1. The Influence of Patriarchal Beliefs on Females Aspiration for Educational Leadership

Patriarchy has been defined as a system of social structures and practices in which males' dominant oppress and exploits females Walby cited in (Afshar & Barrientos, 1999, p. 166). In the same way, Dahlerup cited in Nussbaum, Glover (1995) notes the patriarchal oppression, and the mobilization of bias effectively silences women's demands to leadership. In addition, endocentric patriarchal ideology denies the women leaders and neglects their placement in ranking positions.

2.5.3.2. Cultural Norms and Practices

Culturally, the Ethiopian society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home. In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles. The average Ethiopian woman puts in 15-18 hours of work per day, which has never been valued in economic

terms (United nations development fund for women) (UNIFEM.2008). Women also participate in community management roles, which is usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in leadership outside of the home. These and many more are obstacles that limit women from developing their leadership potentials and take full advantage of the positive enabling environment created by the national women policy. Grady (1992) cites Lyman Speyer as saying that few women have been socialized to have a clear sense of a career track to develop their leadership skills. They have also been denied the support, opportunity, and experience given to men. The findings from Grady's study suggest that there remains a psychological barrier, a subconscious occupational ceiling that prevents women from actively pursuing success in the non-traditional roles of school administration. Thus, proportionately fewer women than men seek administrative positions, tending to disguise their ability and eliminate them from competition in a larger occupational sphere (Johnston, Yeakey s& Moore, as cited by Grady, 1992). Socialization and gender stereotyping have also been regarded as additional internal barriers faced by women. Mahoney (1993) cites Whitaker and Lane as saying women are limited by social expectations, parental guidance and self aspiration. Men are more often socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother and caretaker of the home. An abundance of literature indicates that the socialization process of females perpetuates notions of the inferiority of the female gender. Women have typically been perceived as being weak, and generally not robust enough for the difficult, intensely political nature of educational administration. It is encouraging, if not ironic, to note that some of these very qualities once seen as deficiencies are now being espoused as qualities of effective administrators.

In addition to socialization, society seems to use a double standard in describing female characteristics. Men might be called absentminded, but women are scatterbrained; men might be described as intellectually curious, but women are nosy; men are planners, but women are schemers; men are sensitive, women are emotional; men are managerial but women are manipulative. Faced with attitudes such as these, it is no wonder it has been difficult for women to break through the glass ceiling into higher educational

administrative positions. It is of critical importance that women be allowed to nurture the strengths they have. Female principals cannot be clones of their male counterparts. It is time to look at the strengths of both and detuning how those strengths can help both men and women become the instructional leaders our schools so desperately need. In many literatures, the reason given for not representing women as leaders has only to do with the fact that they were females. Women were not hired in many countries as managers because of custom that men do not want to take directions from women leaders' coffin and Edstrom cited in (shake shaft 1989, p.96). Shake shaft (1989, p.85) also states that, the societal and cultural barriers mainly by the beliefs of men affect the aspiration of females for leadership. In light of this, andocentric belief gives less consideration and looks down women's work and their place in the society and in the home as well. Many researchers in (Nussbaum & Glover 1995, p.260) reveal that women access to paid work is constrained by both discrimination and sex segregation at the work place in the assumptions that women are naturally responsible for all or most of unpaid work of the household.

2.5.4. Hiring Practices and Recruitment

Organizational hiring Practices at the Bottom Entry-level jobs are critical in establishing career trajectories in organizations because promotional ladders, where they exist, are connected to specific points of entry into the organization (Shaphered,S.2000). Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low-paying jobs. Such practices, in conjunction with the difficulty of changing career paths once employed in an organization, perpetuate the existence of female job ghettos that are low-paying and cut off from mobility channels (O'Farrell and Brigd, 1984). Shaphered,S.(2000) theorizes that employers use recruitment and hiring methods that have worked well in the past because they help to avoid costly hires of unsatisfactory workers. Statistical discrimination, as this is formally called, is based on stereotypes about appropriate work roles for females and males, which the public, employers, and most females readily accept. It results from the use of inexpensive and expedient "screens," in place of more detailed information about

individuals, to make recruitment and hiring decisions, and it is likely to reproduce the characteristics of the current work force in a given job Shaphered,S.(2000). Hiring practices in entry level jobs determine access to ladders. Complex organizations contain many subsystems of job ladders (pipelines) to which different rules and procedures apply (North, D.C.1990). Employers typically recruit applicants for a specific job within a company. Just as in hiring decisions, recruitment strategies for entry-level non management and nonprofessional jobs rely on traditional sources that yield a homogeneous set of applicants. The military services, trade schools, and high school shop classes provide a steady supply of young men for skilled and semi-skilled blue-collar trades, but very few females (O'Farrell &Harlan, 1984). Similarly, vocational education programs and business colleges supply females to meet employers' demand for clerical workers (Giddens,A 2001). Personal networks of friends and relatives are another common way that people find out about entry-level jobs (Genovese.M,1993).

Females, minorities, and people of working class background, networking with people like themselves, hear about the least desirable entry-level jobs.To common argument, posed as a counter explanation to institutional practices that channel females and minorities into dead-end jobs, is that they "choose" to work with people like themselves. In 1986, the Equal Employment Opportunity Commission lost a major discrimination case against Sears, Roebuck and Company because the defense successfully argued that females chose low-paying clerk positions rather than higher-paying commission sales jobs held by men. This narrow definition of choice as individual preference, however, ignores the powerful historical forces and occupational socialization that influence females' job aspirations (Harris 2002). Women (or minorities or any other group) seek jobs that they perceive they have a chance of getting Harris (2002). Because individuals make choices in the context of what they perceive as available opportunities, employers' administrative procedures for recruitment, hiring, and job assignment that support gender, racial, and class stereotypes about appropriate work roles contribute to job segregation in entry-level jobs. Thus, "choice" is not the barrier to greater opportunity; instead, employers' acceptance, and indeed their exploitation, of uninformed choices is the barrier to future upward mobility. These decisions determine the ways that complex organizations structure works, creating barriers for females.

Employers use administrative rules and procedures to regulate hiring, promotion, and wage systems in the "internal labor market"(ILM) of organizations (Doe ringer and Piore, 1971). The ILM theory is useful in analyzing more formally and precisely the notion of the "pipeline" for career participation. Ideally, a job ladder that links steps in a logical progression of skill, knowledge, and experience acquired on the job characterizes an ILM. Formal rules govern who is eligible to move up the ladder and how promotion decisions are made.

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

2.5.5. Barriers to Promotion

Women experience barriers to participation that are related in "crossing over" to male-dominated ladders, or pipelines, that provide more promotion opportunities. Empirical analyses of private companies and government agencies have revealed a number of important characteristics of job ladders (Harlan and O'Farrell, 1982). Promotion rates and access to the means of acquiring new skills systematically differ according to where one is located in the organization. Certain career lines are blocked while others afford ample upward movement. The barriers that prevent women and minorities from moving off the "sticky floor" often arise because the jobs in which these groups are concentrated either lead nowhere or have very short lines of progression.

Discrimination against women, minorities, and working class people becomes institutional and systemic in large bureaucratic organizations, as opposed to intentional and personal, by organizing labor along job ladders in ways that segregate them according to the gender, race, and class of incumbents (Nussbaum & Glover, J 1995). The "Pipeline" and Traditional Women's Jobs Pipelines, or more formally job ladders, are central to the process of participation in organizations. Whether a particular job is located on a ladder as well as the characteristics of the job ladder it defines the built-in limitations on when, how high, and how quickly incumbents can advance. Thus, the extraordinarily high degree of sex segregation at the individual job title level within firms has critical ramifications for differences in the career advancement opportunities of women and men. The adverse effects of sex segregation multiply during the course of women's work lives as they find their mobility chances constrained by gendered job ladders or the gendered absence of job ladders.

The single most important structural barrier that keeps women from participating in organizations is the lack of connection of low-paying jobs with the largest number of female incumbents to any job ladder in the organization. Harris (2002) developed the notion of the "secondary subsystem" to apply to jobs within firms that do not fit the ideal ILM model. The secondary subsystem, which includes large numbers of clerical jobs, offers poor pay and a lack of career prospects in low-skilled jobs, much like the secondary sector of the economy. Because workers can gain access to clerical jobs from many points inside or outside the firm, upward mobility is rare, and job ladders are short or nonexistent. Harris (2002) analysis system, one of the few attempts to measure the promotion characteristics of job ladders, finds that jobs employing the largest absolute number of women are much less likely to be located on job ladders.

2.6. Individual and Societal Factors as Barriers for Females participation to Educational Leadership.

Shake shaft (1989) refers to internal or psychological barriers as "those that can be overcome by individual change whereas external barriers require social and institutional change" (p. 82). Some of the internal barriers ascribed to women include the following: Lack of confidence, motivation, and aspirations; deficiencies in credentials and

experience; and Socialization and gender stereotyping. Each one of these will be reviewed in greater depth.

2.6.1. Poor Self-Image or Lack of Confidence

Different researchers (Adler 1991; Jordan et al, 1991; Pigford and Thomson, 1993; Makholouf & Obemeyer, 1995) state the reasons why females do not succeed in ladder of leadership is that efficiency in self confidence, fear of success, lack of personal autonomy, lack of clear professional goal setting, fear of rejection and competition, and lack of aspiration. As the result of their socialization process and sex role stereotyping, majority of women lack self-confidence to be school leadership (Pigford & Thomson, 1993, p.11). Self-confidence affects the way females are perceived as well as the ways they perceive themselves. The self-confidence has a substantial impact on individual chances for being perceived as a group emergent leader Andrews cited in (Shake shaft, 1989:85). Similarly, by citing Maccoby and Jacklin Yalew (1991, p.15) reported that self-confidence is a key factor, which could create variation in achievement related tasks between the two sexes. On the other hand, Shake shaft (1989:89) argues that lack of confidence; aspiration and lack of personal autonomy are something, which measured by male lenses of definitions. She pointed out that lack of aspiration or motivation of females resulted from the burden of family responsibilities lack of opportunities, and lack of conducive work environment for them (1989, p.84). In addition, she elaborates that females' lack of confidence as a product of lack of experience in the sphere of administration and it should also be viewed then, as a product of a system that keeps women separated from experience that would help to develop confidence in the public sphere. Thus, which has often been seen as a personal failing of women lack of self-confidence may be more accurately seen because of sex-structured society that generates a belief reinforced by the organizational system that prevents women from developing 'confidence in public sphere activities through male dominated world of professional administration. The other problem of females to seek managerial position is fear of success, which jeopardizes the women's personal lives. Working with high achievement women and men, she worries about the anticipation of negative consequence for example, social rejection, disapproval, not being liked and loss of

femininity (Jordan et al: 1991:234). As Heilman cited in Yalew, (1997, p.14) states, it seems that women choose careers of low status even when there is the possibility of getting high status because of fear of success. In relation to this Bandura cited in (Yalew 1997, p.14) elaborates that a sense of competence develops by observing others' success or failure that we think as similar to ourselves. Then women who fail to get managerial position may develop fear of success.

2.6.2. Family and Home Responsibilities

It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females' career achievements (Fagenson, 1993, p.194). The traditional expectations of women's major roles in life are those of wife, mother and homemakers. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens hampers their upward movement to management positions (Almaz, 1997). Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shake shaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility 1993 (Kamler& Shake Shaft, 1989) and the study documented family responsibilities as one reason why women teachers were not choosing to enter administration (Hewitt, 1989).

2.7. Overcoming the Factors that Affect Female Participation to Educational Leadership

To this point, this literature review has been focused quite extensively on both internal and external barriers that influence the representation of women in educational administration. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor. Holtkamp (2002) suggests that

mentors, both male and female, may be the single most important factor in an administrator's career development. Mentor can suggest strategies for career mobility, open doors, initiate contact and make recommendations (p. 23). Despite the benefits of mentoring, research indicated that there seems to be a lack of available male or female mentors for women. When males do act as mentors, they tend to sponsor male, or someone who is most like them (Erich, as cited by Coleman, 2009). One reason why mentoring may not be readily accessible to women may be that women don't "fit" into the comfort zone of male mentors. Another reason may be that women are still the unknown quantity and are not perceived by some men as loyal or trustworthy and, therefore, may be seen as a great risk factor for the mentor. Fleming points out another problem of men choosing women as protégés is the sexual connotation that is attached to this relationship or the threat of actual sexual harassment in the form of sexual bribery. In addition, research does indicate that male teachers may benefit more from an informal level of "mentoring" than their female equivalents. Clearly, mentoring when it does happen is one way to break down the barriers that women face, but it is not such a simple matter. Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Reynolds 2008).

It is important to note that although hiring can be mandated by institutions, acceptance cannot. Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principal and school Principal. Moreover, educators must be cognizant of the "hidden curriculum" and the devastating effects that gender inequality in school can have on girls. Fagenson (1993) outline various steps to a bias-free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities. Thus, the researcher has made an attempt to discuss the issues of

the underrepresentation of females in educational leadership integrating the existing literature with Ethiopian Education Policy context. In Ethiopia context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position. To this end several documents have been issued by the federal government. Among the documents issued, the first unquestionably is the education and training Policy (ETP), 1994 states female education and female Educational leadership with the provisional “Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women” (ETP: 3.8.2) Thus the policy has done much in guiding the entire education system with the fact that one would argue that this would have been much better if there was a strategy in quantities terms that would put quantitative parameters to the ensuing change as a result of such a policy. Yet, many administrative guidelines issued at several stages mainly the ESDP series phases could be taken as augmenting the implementation of this policy.

Compared to the document of the education and training policy, the Ethiopian Teachers Development Program (TDP); Blue print, 1999E.C in its objectives of selection of candidates also puts that female candidates will be given attention. Very important strategy document the National Female Strategy, 2002E.C. focuses on the enhancement of female Educational participation. First, it has its sole inspiring statement that has a direct response to the policy by providing a strategies intervention : “Provide continuous capacity building training to female leaders assigned as supervisors or school leaders, etc, for enriching their educational leadership and enabling them to be effective in their duties (NFS.P:55).” On these instances, the ESDP IV has emerged with clearly pronounced expressions of the current status and further trends of female leadership in Ethiopia Education System. ESDP IV has taken gender and education as one of the eight cross cutting issues of the education system (ESDP IV; P:7 and 13). Describing achievements with respect to narrowing the gender gap in education system since ESDP III, it did not forget to detect the fact that “the number of females in administrative and leadership position remains low-- this deprives female students of the opportunity of looking up to role models” (ESDP IV; P:70). As one of the main challenges within the spectrum of gender and education, the ESDP IV declares that:

“Females are grossly underrepresented in the positions of educational leadership and management as well as in teaching profession to higher institution” (ESDP IV: P:70) The document continues to forge its expected outcomes in a way that “the number of female administrator, supervisors and directors at all levels increased” (P: 70), however, it does not specify by how much or to what percentage the increase will be. The same is true in its key outcome targets only promising that the share at all levels will increase. In one way or another, this living document is essential in both recognizing the current low level of female representation in educational governance and in the state of future trend it has outlined for female leadership; In addition to their policy provisions, ministries also provide several administrative or implementation guidelines to their respective regional bureaus. The ministry of Education sends many of them at internal of time. Another is the ministry of civil service and in tune to this some of the regional bureaus have made it a rule that women stand as one significant part of the society who deserve unreserved service to affirmative action. Specifically, in its sub article 5.6.1 a and b of the Civil servant a Recruitment (Hidar, 2000), the ministry has made it clear that among others women applicants are guaranteed to affirmative action and if the difference of result in competition, they have in average score is not more than 3% that the ones not entitled to affirmative action, they will be given the priority for recruitment. The ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seekers on the ground of sex -- (Article 13,a); and also that in recruitment, promotion and deployment preference shall be given to women among others (Articles 13,c,a). However, as a researcher having such all privileges, females’ advancement to school leadership position was not realized. The policies and guide lines with its implementation procedures could practically stand for inclusive leadership that participate female teachers Educational leadership. This study puts more emphasis on how effective these strategies in bringing more female to leadership position.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

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

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods Creswell & Planoclark (2007). The purpose of this study is to assess the major factors that contribute for low females' Teachers participation in School leadership at Government secondary schools of East Shoa Zone. Hence, descriptive survey design is employed in under taking the study. Descriptive survey is preferred over other design as it enables to make identification with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005). Moreover, Prakash (2005) described that a descriptive survey research methods is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process. This method was chosen for its appropriateness to the nature of topic, which needed wider description and investigation of facts and opinions related to the current status of the problem as well as to collect and analyze data so as to find possible solutions or to forward recommendations. Moreover, it helps to gather data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event (Jose and Gonzales , 2002:169).

3.2. The Research Method

The method employed in this research will be both quantitative and qualitative research method. Since the research is survey it more emphasizes quantitative research approach. Using both Qualitative and Quantitative approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding

of the research problems than either approach alone. Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews. This type of research reaches many more people, but the contact with those people is much quicker than it is in qualitative research. Qualitative research explores attitudes, behavior and experiences through such methods as interviews. It attempts to get an in-depth opinion from participants. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer. So using both also provide more comprehensive answers to research questions going beyond the limitations of a single approach Creed, Freeman, Robinson & Woodley(2004). It is also assumed that this method is economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

3.3. Sources of Data

Both primary and secondary sources of data were collected. The primary data sources were principals, teachers, woreda education officials and woreda Women and children affairs officials of Sample secondary schools in East Shoa Zone. The main reason behind selecting these respondents is because; they have direct relation with the issue under the study. These people can have better understanding than the others on the factors that contribute for low females 'participation in School leadership at Government secondary schools. The secondary sources of data were unpublished documents such as annual reports consisting the female participation in school leadership in the zone obtained from government offices (East Shoa Education Office) and schools.

3.4. Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, & Coups, 2008, p: 130). Therefore, the population of this study is staffs in 28 secondary schools of East Shoa Zone; specifically, secondary school teachers (934), principals (28), head of woreda education office (11) and Woreda Women affairs office (11), a total of 984.

3.5. Sample and Sampling Technique

The main purpose of this research is to assess the females Teachers' participation in School leadership at Government secondary schools in East Shoa Zone. For the case of this study, probability sampling technique was used to obtain the representative sample units for this research. In order to obtain reliable data for the study, From 28 secondary schools in the Zone, 10 (35.7%) were taken by using simple random sampling technique. This is because for descriptive research, according to Gay and Airasian(2000), it is common to sample 10% to 20% of population, although this range will change with the size of the population studied. The researcher thought (judged) that this amount of Schools were enough to represent the zone. The sample will be drawn from eleven woredas found in East Shoa Zone. The total populations of teachers in the Zone were 934. The sample size 134 (14%) of teachers were taken by Stratified sampling technique. This method was employed on the assumption that the same stratum is as similar as possible in respect of the characteristic of interest with their neighbors. The number of teachers in each school varied due to the number of students as well as the broadness of the community served by the school. Thus making proportional allocation to teacher in each school equalizes the representativeness of the larger as well as the smaller secondary school for the study. The sample size was determined using statistical formula proposed by Yemane (1967) taking its applicability in finite and infinite population characteristics. Given these and using the Yamene formula at 92% confidence level (8 % precision levels), the number of teachers included in the sample was **134** respondents from the total population of 934.

$$n = \frac{N}{1 + N * e^2} , at 8\% \text{ precision level}$$

Where : n = sample size

N = number of total population (934)

e = error term

Table3:1. Population, Sample and Sampling Technique.

No	Participants	Population		Sample	%	Sampling technique
1	School	28		10	35%	Simple random Sampling
2	Head of woreda education office	11		6	55%	Simple random Sampling
3	Woreda Women and Children affairs head	11		6	55%	Simple random Sampling
4	Principals	28		10	35%	Simple random Sampling
5	Teachers	M	730	89	13%	Stratified Sampling
		F	204	45	22%	Stratified sampling
		T	934	134	14%	

3.5. Data Gathering Tools

The researcher will use questionnaires as instrument of data collection from 134 teachers out of which 45 were female and 89 were male teachers. In addition semi-structured interviews will be also used as instrument of data collection from 10 principals, 6 Head of woreda education office and 6 Women Affairs office head and document review such as annual reports obtained from government offices(East Shoa Education Office) and schools, will also used as additional instrument of data collection.

3.5.1. Questionnaire

To secure the reliability and adequacy of information, questionnaire comprising both open and close ended questions were prepared to collect from sample secondary school teachers. This is because questionnaire is convenient to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. It allows the respondents to give information with no

threat. In line with this, it makes likely an economy of time and expanse and high proportion of usable response (Best & Kan, 2003).The questionnaire has two parts. The first part is about background information of the respondents. The second part of the questionnaire contain items on characteristics of females' leadership, the aspiration of female to hold educational leadership positions, status of women participation in educational leadership position, others perception towards female leadership and challenges of female educational leadership. In this part each items will prepared in the form of five scale liker type scale ranging from strongly agree to strongly disagree that will help to measure the level of conformity of the respondents.

3.5.2. Interview

Besides questionnaire, Interview was used to collect primary data that was helped to extract further deep information. The type of interview was semi-structured and it contained similar idea with the contents of the questionnaire. For this purpose interview guideline was prepared for, ten (10) principals, six(6) head of woreda education office and six (6) Women Affairs office head one time for each. The main reason to select the semi-structured interview is because it helps to find out different persons perspectives and views deeply and to cross check numerical data gathered through questionnaire. Questions for interview were prepared in English but translated in to Afan Oromo before the interview to obtain the necessary in depth information and avoid communication barriers. On the other hand, informal conversational interview was also employed.

3.5.3. Document Analysis

Data concerning the current level of women's involvement in educational leadership position and the trend of women leadership for five consecutive (2003-2007) academic years will gathered from sample woreda education offices and secondary schools through direct access to records.

3.6. Procedures of Data Collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. Data were gathered from the sample units after having letters of

authorization from Adama Science and Technology University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance. After making agreement with the concerned participants, the researchers were introducing his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allow to give their own answers to each item independently and the data collectors were closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis. The interview was conducted after the participants' individual consent was obtained. During the process of interview the researchers were attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.7. Methods of Data Analysis.

Both quantitative and qualitative data analysis method were employed in order to answer the basic research questions and to achieve the objectives of the study. In the case of quantitative data analysis, the data from the questionnaire was entered into computer using statistical package for social science (SPSS) version 16 computer programs for data analysis and quantitatively analyzed by using descriptive statistics such as Frequency and percentage distribution were used to analyze Demographic characteristics of the sample population . Percentage, frequency, means and standard deviation and independent sample t-test was employed to see the statistical difference of the response of the two groups (male and female) respondents. Thus, the Percentage, frequency, means and standard deviation and independent sample t-test was derived from the data as it well serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al, (2008). The data collected from the structured interview, the open ended questionnaires and document review were analyzed and interpreted qualitatively. The hand written notes and discussion during interview was transcribed and compiled. Qualitative data was analyzed by transcribing respondent's idea and views through narrations, descriptions, and discussions to help capture aspects of the study that could not be done through the quantitative method and to triangulate research findings derived from the literature

review and primary sources. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for solutions.

3.8. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 20 teachers of Dandi Gudina and Merti secondary schools to pre-test the instrument. Based on the comments were given by the above respondents of the piloted school, some modification were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). After the dispatched questionnaires' were returned, necessary modification on 5 items were done. In addition, the value of cronbach alpha was computed to check the reliability of the instrument that valued 0.81 which implies that 91.1% respondents were able to understand to fill the questionnaires. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

3.9. Ethical Consideration

Ethical considerations were seriously taken into account so that the concerning, integrity, and other human elements of the participant were protected. Any information concerning was never passed to other unauthorized persons or institutes without their consent. The name of the respondent will not be specified in any part. Research ethics also consider acknowledgement of data generated by others and appropriate citations of scholarly research output, books, websites and any other related documents will be made in order to assure intellectual and scientific integrity of the research quite adequately.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire, semi-structured interview and Document analysis. The summary of the quantitative data has been presented by the use of tables. On the other hand, the collected data through interview and open-ended questions were analyzed qualitatively. These tools were used to triangulate the consistencies and variations of the result obtained.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview were used to collect the relevant information for this study. Thus a total of 134 questionnaires were distributed to the selected secondary school teachers. Unfortunately, only 129 (96.26%) of them were properly filled and returned to the researcher. Some questionnaires were lost and some were incomplete because of the reluctance of the respondents. Among 22 interview respondents (Six heads of WEO , ten secondary school principals and Six Women affair office head) and 20(90.9%) have properly participated and gave the required information on the issue under investigation. In general, 93.58% of respondents have participated as respondents to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data. Thus, the respective quantitative data was analyzed quantitatively using percentage, mean score, standard deviation and independent T-test. On the other hand, the collected data through interview and open- ended questions were analyzed qualitatively. Triangulation was made to check the consistencies and variations of the result obtained. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way 8 tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants on the extent of female teachers' participation, major organizational, personal, Cultural and social factors that affect female teachers' participation, aspiration of female teachers and strategies to promote female teachers participation in Secondary school leadership.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5, Agree =4, Undecided =3, Disagree =2 and strongly disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. Agree, Undecided and Disagree. In categorizing the rating scales, the frequency and percentage results of Strongly Agree and Agree were combined in to Agree and the results of Strongly disagree and Disagree merged to Disagree'. Accordingly, the overall results of the issue investigated as well as respondents 'personal background or profiles were clearly presented below.

4.1. Demographic Characteristics of Respondents

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the general demographic characteristics of the respondents in sex, marital status, field of study, educational qualification and work experience were analyzed and discussed in terms of frequencies and percentage as follows.

Table 4.1: Demographic Characteristics of Respondents

No	Variables	Category	Total Respondents									
			Teacher		Principal		EOH		WCAH		Total	
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	84	65.1	10	100	6	100	-	-	100	67
		Female	45	34.9	-	-	-	-	4	100	49	33
		Total	129	100	10	100	6	100	4	100	149	100
2	Marital status	Married	55	42.6	10	100	6	100	4	100	149	100
		Unmarried	74	57.4	-	-	-	-	-	-	-	-
		Total	129	100	10	100	6	100	4	100	149	100
3	Qualification	Certificate	-	-	-	-	-	-	-	-	-	-
		Diploma	1	0.8	-	-	-	-	1	25	2	1
		Degree above	128	99.2	10	100	6	100	3	75	147	99
		Total	129	100	10	100	6	100	4	100	149	100
4	Field of study	Natural	64	49.6	4	40	2	33	-	-	70	47
		Social	64	49.6	6	60	4	77	4	100	78	52
		Others	1	0.8	-	-	-	-	-	-	1	1
		Total	129	100	10	100	6	100	4	100	149	100
5	Experience	1-5 years	23	17.8	-	-	-	-	-	-	23	15
		6-10 years	65	50.4	3	30	2	33	3	75	73	50
		11-15 years	29	22.5	5	50	3	50	1	25	37	25
		16-20 years	7	5.4	2	20	1	17	-	-	10	7
		Above 20	5	3.9	-	-	-	-	-	-	5	3
		Total	129	100.0	10	100	6	100	4	100	149	100

Regarding the background information of respondents, table 4.1, indicates that 45 (34.9%) are females and the remaining 84 (65.1%) of them are males. This indicates that there is less number of female teachers at secondary schools in comparison to that of males. However, this number is adequate for female teachers to be involved in School leadership positions even if there are no affirmative actions taken in favor of them. With respect to marital status, 55 (42.6%) of the respondents are married while 74 (57.4%) of them are unmarried. This indicates most of them have no family responsibility that could not have significant impact on their aspiration to become school leadership. Regarding the qualification of the respondents, 1(.8%) are qualified diploma and 128 (99.2%) them are degree. From this we can see that majority of female teachers were graduated with degree. So, they do have the necessary skill in which they

have appropriate educational level to Participate in Secondary School leadership according to standard set by (MOE, 2002 E.C). As it can be seen in item of 4 of the table 4.1, 64(49.6 %), 64(49.6%) and 1 (.8 %) of the respondents are graduated in natural science, social science and others respectively. From this we can see that respondents were from different discipline which may have effect on their aspiration. Moreover, item 5 of table 4.1, indicate that 23(17.8%), 65(50.4%), 29(22.5%), 7(5.4%) and 5(3.9%) of the respondents have 1-5, 6-10, 11-15, 16-20 and above service years in their profession respectively. This reveals that the majority of the respondents were experienced who are expected to be active participants in all spheres of leadership positions. But not as expected still females are underrepresented, in other word this shows that most of the teachers at secondary schools are capable of competing for leadership positions in education in terms of service years according to the current Ethiopian government criteria of selecting teachers for key educational leadership positions. On other hand this shows that they had better responsibility and understanding to give relevant information for the issue under study.

4.2. Trends of Female Teachers' Participation in Educational Leadership (2003-2007)

To assess extent female teachers participation in Secondary School Leadership the study raised questions of the number of females as both head and deputy head teachers, at what position of female participation was high in school leadership, the area where the female teachers numerous (staff or in leadership position) and the balance of female with male in school leadership position. Thus, the subsequent Table 4.2 with the qualitative data acquired discusses the results.

Table 4.2:Trends of Female Teachers' Participation in Educational Leadership (2003-2007)

Year	sex	Leadership positions										Total	
		Club heads		Department heads		Unit leaders		Vice Principals		Principals		Leadership positions	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2003	M	90	90	40	100	10	100	10	100	10	100	160	94.1
	F	10	10	-	-	-	-	-	-	-	-	10	5.9
	T	100	100	40	100	10	100	10	100	10	100	170	100
2004	M	98	85.22	40	100	10	100	10	100	10	100	168	90.8
	F	17	14.78	-	-	-	-	-	-	-	-	17	9.2
	T	115	100	40	100	10	100	10	100	10	100	185	100
2005	M	100	87	44	97.8	12	100	10	100	10	100	176	91.7
	F	15	13	1	2.2	-	-	-	-	-	-	16	8.3
	T	115	100	45	100	12	100	10	100	10	100	192	100
2006	M	100	83.3	48	96	12	100	10	100	10	100	180	89.1
	F	20	16.7	2	4	-	-	-	-	-	-	22	10.9
	T	120	100	50	100	12	100	10	100	10	100	202	100
2007	M	110	84.62	45	90	12	85.7	10	100	10	100	196	87.9
	F	20	15.38	5	10	2	14.3	-	-	-	-	27	12.1
	T	130	100	50	100	14	100	10	100	10	100	223	100

As the above table indicates, throughout the educational system for the last five years (2011-2015/2003-2007 EC) the females' involvement in School leadership positions at secondary schools was negligible. For example, in 2011, 90% of the club coordinators, 100% of the department heads, 100 % of the unit leaders, 100% of the vice principals, and 100% of the principals were male teachers whereas only 10%, of female were the club heads. Ninety four point one percent (94.1%) of the general School leadership positions were occupied by male teachers whereas only (5.9%) of them were female teachers led in this academic year in general. Similarly, in the year 2012, 85.22% of the club coordinators, 100% of the department heads, 100 % of the unit leaders, 100% of the vice principals and 100% of the principals were male teachers whereas only (14.78%) of the club heads were the female teachers. Generally, 90.8% of the positions were occupied by males, but only 9.2% of them were occupied by female teachers in

this year. More, in 2013, (87 %) of the club coordinators, (97.8%) of the department heads, 100% of the unit leaders, 100% of the vice principals, and 100% of the principals were male teachers whereas only 13%, and 2.2%, of the club heads and department head. Generally, 91.7% of the positions were engaged by males, but only 8.3% of them were occupied by female teachers in this year. Moreover, in the year 2014, 83.3% of the club coordinators, 96% of the department heads, 100% of the unit leaders, 100% of the vice principals and 100% of the principals were male teachers whereas only 16.7%, and 4%, of the club heads, department head. In general, 89.1% of the positions were engaged by males, but only 10.9% of them were occupied by female teachers in this year. Furthermore, in the year 2015, 84.62% of the club coordinators 90% of the department heads, 85.7% of the unit leaders, 100% of the vice principals, and 100% of the principals were male teachers whereas only 15.38%, 10% and 14.3%, of the club heads, department head and unit leaders were the female teachers respectively. Thus, 87.7 % of the positions were engaged by males, but only 12% of them were occupied by female teachers in this year. Generally, the involvement of female teachers in educational leadership seems to show an increment each year in the last five years. However, the increasing rates are insignificant or very low and not promising or showing that there will be balance between female and male teaches' in the School leadership positions in East Shoa Zone in near future. As indicated in the above table, the fewer female teachers participate in School leadership in lower leadership position. Hence, Female teachers are resentfully under-participated in school leadership or management position contrary to the national policy to raise the number of female leadership. The proportion is imperatively low in all aspect which calls for a critical consideration by the East Shoa Education office to mitigate the gap.

4.3. The Extent of Female Teachers' Participation in School Leadership

Table 4.3: The response of teachers' on the Extent of Female Teachers' Participation in School Leadership

No	Items	Rating Scale																
		1(SD)		2(D)		3(UD)		4(A)		5(SA)		M	SD	Independent t-test				
		No	%	No	%	No	%	No	%	No	%			Sex	M	SD	t-value	Sig. (2 tailed)
1	Leadership is more appropriate to male than females	42	32.6	69	53.5	-	-	14	10.9	4	3.1	3.3	.460	M	3.3	.476	.766	.446
														F	3.26	.445		
2	Females participation decreases at higher leadership position than lower position(club heads, department and unit leader)	4	3.1	13	10.1	-	-	83	64.3	29	22.5	3.93	.953	M	3.97	.983	.714	.477
														F	3.89	.923		
3	Both male and female Teachers equally participate in school leadership position	43	33.3	67	51.9	-	-	11	8.5	8	6.2	3.36	.814	M	3.19	.789	.393	.695
														F	3.53	.839		

$P > 0.05$

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree

1-2= Below Average, 3= Average, 4- 5= Above Average

As indicated in item 1 of table 4.3, the 111(86%) and 18(14%) of respondent, respond as disagree and agree respectively that Leadership is more appropriate to male than females. This indicates that leadership is not appropriate to male than female. The mean score of responses was ($M=3.3$) with standard deviation of ($SD=.460$), which are in the scope of average level. To see whether there was significant difference or not between two groups of respondents the independent sample t-test was computed. The t-test result was greater than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=.766$, $p=.444$). This reveals that there is no significant difference between the two groups of respondents.

As item 2 of table 4.3 112(87%) of the respondents replied that females participation decreases at higher leadership position than lower (unit leader, department heads and club heads in the school) and only 17(13%) respondents disagree. The mean score of responses was ($M=3.93$) and with standard deviation of ($SD=.953$) which are in the scope of average level. The t-test value of this item also indicated at 0.05 level of significance and the t-test result was ($t=.714$, $p=.477$). This reveals that there is no significant difference between the two groups of respondents. Similarly, the data obtained by document analysis of the secondary school from the East Shoa Zone revealed that the last five years teachers

“involvements in various leadership was increasing from higher leadership position towards lower leadership position. Regarding this, the majority of the interviewee responded as: “.....the involvement of females in school leadership is much better in lower level of leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice, principal and Supervisor position”.

With respect to item 3 of table 4.3, 110 (85%) of the respondents were disagreed in the question they requested to answer whether both females and males equally participated in school leadership but 19(15%) respondents were agree. This means, both females and males do not equally participate in school leadership. Thus, the mean value of the item result is ($M=3.36$) with standard deviation ($SD=.814$).

To see whether there was significant difference or not between two groups of respondents the independent sample t-test was computed. The t-test result was greater than the critical t-value at $\alpha=0.05$ level of significance and the t-test result was ($t= .393$, $p=.695$).

4.4. Major Organizational Factors that Affect Female Teacher's Participation in School Leadership

The results presented in subsequent table helps to understand the major organizational factors that affect female teacher's participation in Secondary School Leadership in raising the questions related to organizational factors that hinders female teachers participation in school leadership.

Table 4.4. The response of teachers' on Organizational Factors that Affect Female Teacher's Participation in School Leadership

No	Items	Rating Scale																
		1(SD)		2(D)		3(UN)		4(A)		5(SA)		M	SD	Independent t-test				
		No	%	No	%	No	%	No	%	No	%			sex	M	SD	t-value	Sig. (2 tailed)
1	Organizational Related Factors																	
	Job recruitment and hiring practice do not attract female candidates for leadership	4	3.1	16	12.4	-	-	47	36.4	62	48.1	3.14	1.16	M	3.08	1.12	.322	.748
														F	3.20	1.2		
2	Assigning tasks and delegation of authority in school do not encourage female teachers to come to leadership position	36	27.9	67	51.9	1	.8	21	16.3	4	3.1	3.07	1.05	M	3.14	1.09	.679	.499
														F	3.0	1.01		
3	Lack of special support to females to win competition for leadership positions in the education system of the Zone	4	3.1	12	9.3	1	.8	66	51.2	46	35.7	3.01	.482	M	2.84	.478	.927	.356
														F	3.18	.486		
4	Higher officials make gender bias while selecting school leaders	30	23.3	24	18.6	1	.8	28	21.7	46	35.7	3.2	.470	M	3.20	.448	.124	.902
														F	3.21	.495		
5	Institutions/Schools/ leadership style attract females to participate in Secondary school leadership	4	3.1	10	7.8	1	.8	75	58.1	39	30.2	3.05	.256	M	3.02	.244	1.113	.268
														F	3.08	.267		
6	The provisions made in the document and guide lines do not give priority for females to attend leadership Training in the East Shoa Zone.	46	35.7	64	49.6	2	1.6	16	12.4	1	.8	3.79	.692	M	3.80	.775	.222	.824
														F	3.78	.609		
7	Female teachers do not get adequate Mentoring service in their staff.	3	2.3	12	9.3	-	-	70	54.3	44	34.1	3.22	.469	M	3.2	.461	.023	.982
														F	3.25	.477		

P > 0.05

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree

1-2= Below Average, 3= Average, 4- 5= Above Average

The result of the item 1 in the above table show that the majority 109 (84.5%) of respondents (teachers) agreed with job recruitment and hiring practice do not attract female teachers' for leadership and 20(15.5%) of respondent disagree with the idea. The mean value of this item is ($M=3.14$) and its standard deviation is ($SD=1.16$). Therefore, from the above finding it can be concluded job recruitment and hiring practice do not attract female teachers' for leadership. The t-test result of this item was ($t=.322$ $p=.748$) which above significance level.

Supporting this, Rogers, E. M.(2003). Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low-paying jobs. In item 2 respondents were requested to reply to the question that the assigning of tasks and delegating authority in school do not encourages female teachers to come to school leadership. Accordingly, 103 (79.8%) of respondents disagreed of assigning tasks and delegation authority in school do not encourages female teachers to come to school leadership but 25(19.4%) agree. However, 1(.8%) of respondents replied undecided. The mean score and standard deviation are ($M=3.07$) and ($SD=1.05$) respectively. This shows that the school system in tasks and delegation authority empower female teachers to come to school leadership. The t-test result was ($t=.679$, $p=.499$) which revealed that there was no statistically a significant difference between male and female respondents. As the response given to item 3 of the table, 112(86.8%) of respondents replied that in the education system of the Zone, there was lack of special support to females to win competition for leadership position. But, only 16(12.4%) responded disagree to the question in saying that there is special support and 1(.8%) respondent replied undecided. The mean ($M=3.01$) and standard deviation ($SD = .482$). The t-test result was ($t=.927$, $p=.356$) which revealed that there was no statistically a significant difference between male and female respondents. Item 4 of table,4.4 related with gender bias during selecting school leader. In this regard, the majority 74(57.36%) of respondents replied as higher officials make gender bias during selecting school leader, but 54(41.9%) respondents replied that higher officials did not make gender bias during selection. The mean score and standard deviation of this item were ($M= 3.2$) and ($SD=.470$). This shows that selection of female teachers for school

leadership was bias. This finding was cognizant to the finding of (Hart, 1995) because of traditional stereotypes cast women and minorities as social incongruent as a leader. The calculated t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=.124$, $p=.902$). The result revealed that there was no statistically a significant difference between male and female teachers. The concern of item 5 of table was whether schools leadership style attracts females or not. As per this, 114(88.4%) of the respondents said that schools leadership style attract females to participate in school leadership and 14(10.8%) of them supported as school leadership style did not attracted female teachers but 1(.8%) respondent are undecided. this shows that school leadership style attract female teachers to participate in school leadership. The mean score for this item is($M= 3.05$) with standard deviation of ($SD=.256$), this shows that school leadership style attract female teachers to participate in school leadership. The t-test value of item indicate $\alpha=0.05$ level of significance and the t-test result was ($t= 1.113$, $p=.268$) which reveals as there was no statistically a significant difference between male and female teachers.

In item 6 of the table, 4.4 the respondents were asked to whether the document and guide lines do not give priority for female teachers to attend leader ship training in their town. Thus, the majority, 110(85.3%) disagreed that document and guide lines do not give priority for females teachers. But, 17(13.1%) of the respondents were agreed and 2(1.6%) respondents are replied undecided. The mean score of the responses was ($M=3.79$) with standard deviation of ($SD=.692$). From this, it is easy to suggest that document and guide lines in the school needs to be amend in order to give priority for females to attend leader ship training in the town. The calculated t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=.222$, $p=.824$). The result revealed that there was no statistically a significant difference between male and female teachers.

Concerning this, literature in the area substantiate that organizational structure especially job assignment are designed to prevent females from ascending to the top administrative level. Job assignment is considered to be the primary condition for career participation of females to participate to the leadership position in school as organization. Organizational structure” steer way” females” potential for upward mobility by confining them to work roles that are considered to be “Females

occupation”. To this end, the quickest way to the top of management level is placement in functional areas or crucial job assignment that leads to the accomplishment of critical organizational tasks Bergmann (1986:88). Also, according to Enomoto (2000:377), since men have traditionally dominated leadership position in all spheres, it follows that male gendered.

Furthermore, the item number 7 was concerned with the extent of mentoring service that female teachers get in their staff. As a result, 114 (88.4%) of the respondents agreed that female teachers do not get mentoring service in their staff but 15(11.63%) disagree the issue. Besides the mean value of item ($M=3.22$) and ($SD= .469$) and the t-value $t=.023, p= 0.982$. This indicates that there is no significance difference between the two groups of respondents. Regarding this, despite the benefits of mentoring, research indicated that there seems to be a lack of available male or female mentors for women. When males do act as mentors, they tend to sponsor male, or someone who is most like them (Erich, as cited by Coleman, 2001). The above finding indicates that the socio structural factors are the reasons for the under representation of females in educational leadership. Male dominated leadership positions affect the participation of female teachers to be educational leaders. Regarding Organizational Factors that Affect Female Teacher’s Participation in School Leadership, the majority of the interviewee responded as:

“...Misperception of teachers and other stakeholders to accept females’ leadership, Women lack counseling, encouragement, and support from partners, Those are the misperception of teachers and other stake holders to accept women secondary school discourage feelings of self worth, active participation, and sharing of power and information, which helps to transform females self interest into school leadership.”

“One also answer to the barriers and obstacles women administrators deal with on a daily basis is mentoring. In order for women to succeed in acquiring administrative positions in education, mentoring must occur.”

In the belief of the researcher, these socio-structural factors emerge from each other. For instance, the preference of males to females by the already leading males results in male dominance in educational leadership positions so that females are underrepresented. Likewise, in the case of lack of mentoring service for females in their

own staff, the researcher likes to forward two ideas. The first is that male mentors like to mentor male mentees thinking that males are fast at easily acquiring advices and guidance so that they do not impose their mentors by asking them for consecutive helps. Vis-à-vis this, scholars say that when males do act as mentors, they tend to sponsor male, or someone who is most like them, (Erich, as cited by Coleman, 2001). On the other hand, the researcher from his experiences also believes the female mentees themselves do not like to approach mentors for help because of the inferiority complex they have already acquired as a result of societal attitude. Even though they may be better than their male counter parts in their performance, they fear that their mentors in the mentoring processes may criticize their little weak side and expose them to the rest staff members.

4.5. Major Personal Factors that Affect Female Teacher's Participation in School Leadership

The results presented in subsequent table helps to understand the major personal factors that affect female teacher's participation in Secondary School Leadership in raising the questions related to personal factors that hinders female teachers participation in school leadership

Table 4.5. Opinion of teachers' toward Persona Related Factors for Low Female participation in educational leadership positions.

No	Items	Rating Scale												M	SD	Independent t-test				
		1(SD)		2(D)		3(UN)		4(A)		5(SA)		sex	M			SD	t- value	Sig.(2 tailed		
		No	%	No	%	No	%	No	%	No	%									
	Personal Related Factors																			
1	Females are reluctant to accept responsibility	2	1.6	12	9.3	5	3.9	69	53.5	41	31.8	4.05	.934	M	3.39	.916	1.04	.299		
														F	4.51	.952				
2	Females can make strong decision and be committed to the organization and their careers	50	38.8	64	49.6	-	-	7	5.4	8	6.2	3.92	.456	M	3.96	.488	.827	.410		
														F	3.89	.423				
3	Females have lack of confidence in their capabilities, qualification and experience	7	5.4	16	12.4	3	2.3	62	48.1	41	31.8	3.88	1.15	M	3.75	1.2	.700	.092		
														F	4.01	1.10				
4	Females are better leaders than men	1	.8	15	11.6	1	.8	73	56.6	39	30.2	4.04	.922	M	4.13	.930	.634	.528		
														F	3.99	.914				
5	Females have less involvement in socio- economic development than males	4	3.1	9	7.0	-	-	78	60.5	38	29.5	4.06	.925	M	4.14	.951	1.21	.228		
														F	3.99	.899				
6	Females have necessary skill to discipline student, supervise other adults and criticize constructively in Secondary school	2	1.6	7	5.4	-	-	71	55.0	49	38.0	4.22	.831	M	4.28	.833	1.59	.113		
														F	4.16	.829				
7	Females have capability to lead secondary school	2	1.6	2	1.6	-	-	70	54.3	55	42.6	4.35	.714	M	4.40	.721	.073	.942		
														F	4.30	.707				

P > 0.05

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree

1-2= Below Average, 3= Average, 4- 5= Above Average

In responding to item 1 of table 4.5, 110(85.3%) of the respondents agreed that females are reluctant to accept responsibility and 5(3.9%) of respondent replied undecided but 14(10.8%) replied that they disagree. The calculated mean score is ($M= 4.05$) with standard deviation of ($SD= .934$) and the t-test result was ($t=1.045$, $p=.299$) which revealed as there was no statistically a significant difference between male and female teachers in their response. Regarding this, Holtkanm (2002) suggests that women have been reluctant to pursue educational administration because of the fact that women have been playing traditional role of home makers while men remaining a leader in every sphere of life. Similarly, the qualitative response from all respondents reflects similar views. However, the interviewee portray the reason why female teacher are reluctant to pursue school leadership is not because of the problem of lack of self-confidence but their too much home responsibility. In addition, the interviewee said the following about women reluctance to accept school leadership:

" .most women do not want to apply for the posts saying perhaps women give priority to their family than school leadership because it needs too much time which is a burden for women to balance home responsibility and school leadership ,they are not eager to take the posts because of the traditional beliefs which gives home responsibility for women"

In addition, the interviewee said; *"The patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Therefore, where a leader is to be elected, people will prefer electing a man rather than a woman."*

Moreover, the interviewee also expressed; *" ...from an early age, daughters are groomed for their marriage roles of wife, mother and food provider and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home and the cultural belief that men is the better leader make them reluctant"*.

Item 2 of table 4.5 , the respondents were requested to reply how females can make strong decision and committed to the organization and their career. With regard to this, majority 114(88.4%) of the respondents showed that females can't make strong decision and not committed to the organization and their careers. The mean score and standard

deviation were ($M=3.92$) and ($SD=.456$) respectively. The calculated t-value was at $\alpha=0.05$ level of significance. The t-test result was ($t=.827$, $p=.410$). This revealed as there was no statistically a significant difference between male and female teachers in their response. While responding to item 3 of the table 4.3, 103 (80%) of the respondents were replied that females have lack of confidence in their capabilities, qualification and experience but only 23(17.8%) disagree with the issue and 3(2.3%) respondent are replied as undecided. The mean score and standard deviation of this response were ($M=3.88$) and ($SD=1.15$) respectively. This implies that the confidence of females in their capabilities, qualification and experience was below average. The calculated t-value at $\alpha=0.05$ level of significance and the result was ($t=.700$, $p=.092$) which show as there was no statistically a significant difference between male and female teachers. This finding is similar with Brown (2005) and Oplatka (2006) study, which describe that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their capabilities, qualifications and experience. Moreover, as the result of their socialization process and sex role stereotyping, majority of women lack self- confidence to be school leader (Pig ford & Tonnson, 1993:11). Consequently, me as a researcher I conclude that lack of confidence can affect females not participate in educational leadership. And this defect arises not from nature but from historical back ground that females came up with. As the society does not prepare its daughters for management or leadership but for household activities, the children (daughters) do not develop confidence of being a leader.

In their reaction to item 4 of the table 4.3, majority 112(86.8%) of the respondents were agreed that females are better leader than males but only 16(12.4%) of them disagree. The mean score this item was ($M=4.04$) with its standard deviation ($SD=.922$), which are in the range of above average of effectiveness. The calculated t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=.634$, $p=.528$) which reveals that there was no statistically a significant difference between male and female teachers. Burke, (2001) support this finding since their finding revealed that women managers were creates greater job satisfaction in organization and they have able to implement flexible working hours than men. Moreover, supporting this finding, different literature have

also described that women more than men concerned to seven leadership approach like, interactive leadership (Rosener, 1990), caring leadership (Gregory, 2000), relational leadership (Reagan and Brooks,1995), power shared leadership (Brunner, 1999), learning focus leadership (Beck&Murphy,1996), authentic, moral, servant, or value-added leadership and synergistic leadership (Brown &Irby, 2005). With regarding to item 5 of table, 116 (89.9%) of respondents were agreed that females have less involvement in socio-economic development than males but 13(10%) of them disagree that females have less involvement in socio-economic development than male. The mean score value of this item is ($M=4.06$) and its standard deviation ($SD=.925$). The t-test value of the item also indicated at $\alpha=0.05$ level of significance and result was ($t=1.21$, $p=.228$) which tell us as there was no statistically a significant difference between male and female teachers. With substantiating this MOWA, (2006), stated that both culture and religion played major roles in limiting the positive roles that women could have played. They have been oppressed in many respects in their capacity as being women and lack of involvement in the male dominated socio-economic infrastructures and as member of oppressed Class. With regard to the finding of item 6 of table 4.5, 120(93%) of the respondents, agreed that females have necessary skills to discipline students, supervise other adults and criticizes other constructively in their work place but only 9(7%) disagree. at the value of ($M=4.22$) with its standard deviation ($SD=.831$), The calculated t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=1.59$, $p=.113$). The result revealed that there was no statistically a significant difference between male and female teachers. This finding was supported by findings of Gross and Trask (1976) which suggests that women have capabilities and qualities of leadership that exhibit better technical skill in decision making and problem solving behaviors where by administrators, supervisors and teachers preferred their technical skill for leadership. In item 7 of table 4.5, 125(96.9%) of the respondents were agreed that females have capability to lead school only 4(3.1%)replied that they disagree the issue. The mean score value of the item ($M= 4.35$) and its standard deviation ($SD=.714$). As well the t-test value of the item is at $\alpha=0.05$ level of significance and the t-test result was ($t=.073$, $p=.942$). This implies that female teachers have capability to lead primary school if they hold position

4.6. Cultural and Social Related Factors for Low Females' Participation in Educational Leadership

Table 4.6. Opinion of teachers' toward Cultural and Social Related Factors for Low Female participation in School leadership positions.

No	Items	Rating Scale																
		1(SD)		2(D)		3(UN)		4(A)		5(SA)		M	SD	Independent t-test				
		No	%	No	%	No	%	%	No	%	No			sex	M	SD	t-value	Sig. (2 tail)
	Cultural and Social Related factors																	
1	In our culture, females are appreciated more for their outward show and good character (behavior) than for their competence and intellectual skills	4	3.1	11	8.5	-	-	66	51.2	48	37.2	4.11	.994	M	4.17	.996	.479	.633
														F	4.05	.992		
2	Women are not perceived to be as powerful on the educational leadership position as men.	2	1.6	21	16.3	2	1.6	67	51.9	37	28.7	3.90	1.04	M	3.97	1.05	.065	.949
														F	3.90	1.05		
3	The school society does not perceive women as good leaders.	-	-	5	3.9	-	-	61	47.3	63	48.8	4.41	.692	M	4.43	.693	.055	.956
														F	4.39	.691		
4	Cultural attitude of our school society encourages women to assume on key educational leadership position.	49	38.0	72	55.8	-	-	6	4.7	2	1.6	3.01	.808	M	3.05	.815	.481	.631
														F	2.97	.801		
5	Subordinates of female educational leaders are not comfortable with their power.	1	.8	29	22.5	1	.8	57	44.2	41	31.8	3.84	1.13	M	3.91	1.15	.202	.840
														F	3.77	1.11		
6	Females exhibit better interpersonal relationship in the work place than male educational leaders.	2	1.6	3	2.3	3	2.3	72	55.8	49	38.0	4.26	.755	M	4.29	.759	.498	.621
														F	4.23	.751		
7	Females in educational leadership positions are frequently worried with family and extra work responsibilities.	1	.8	10	7.8	1	.8	73	56.6	44	34.1	4.16	.843	M	4.17	.844	.620	.53
														F	4.15	.842		

P > 0.05

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree

1-2= Below Average, 3= Average, 4- 5= Above Average

As observed in the above table 4.6, the responses to each item range from strongly disagree, disagree, undecided, strongly agree and agree for the cultural and social factors that impede female teachers' participation in School leadership. Thus, according to item number 1, which is about females' outward show and good character appreciation versus their competence in intellectual skills, majority of the respondents 114 (88.4%) agreed that the culture of the people appreciate females for their appearance and behavior than for their mental ability in general. The result of t value $t = .479, P = .633$ and the mean value of item was ($M = 4.11$) and ($SD = .994$) indicates that there is no significant difference among the two groups at $\alpha = .05$. Similarly in item 2, 104 (80.6%) of the respondents agreed that females are not as influential as males counter parts in the School leadership positions. The computed t value ($t = .065, P = .949$) at significant level of 0.05 and the mean value and Standard deviation ($M = 3.90$) and ($SD = 1.045$) respectively which shows that there was no significant statistical difference between the responses of the two groups. In the case of item number 3, 124 (96.1%) of the respondents agreed that The School society does not perceive females as good leaders. The computed ($t = .055, P = .956$) at significant level of 0.05 and the mean value ($M = 4.41$) and ($SD = .692$) shows that there was no significant difference between the responses of the two groups. Regarding this, writers of popular books on leadership have argued that effective leadership is congruent with the ways that women lead. (Helgesen, 1990). For example, Rosener (1990) labelled women's leadership as interactive, involving collaboration and empowerment of employees, and men's leadership as command and control, involving the assertion of authority and the accumulation of power.

Another item is the one related to whether the cultural attitude of the school society encourages women to represent on key educational leadership position or it does not. According to item 4, thus, 121 (93.8%) of the respondents did not agree that the female teachers are encouraged by the school society. In addition the mean ($M = 3.01$) and ($SD = .808$) with the t-value ($t = .481, P = 0.631$). This indicates that there is no significant difference between the two respondents. Towards this, research over the previous century has largely been male dominated thereby perpetuating the myth that management and leadership are essentially male phenomena (Enomoto 2000). Besides,

the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calvert, 1996). Besides, item number 5 raised the question of feelings of subordinates on the female leaders' power. Concerning this, 98 (75.9%) of the respondents agreed that subordinates of women leaders are not comfortable with their power. Besides the mean value ($M=3.84$) and ($SD=1.130$) and the t- value ($t=.202$) and, ($P=.840$) Shows that there is no significance difference between the two respondents. Regarding this, Skrla, Reyes, and Scheurich (2000) described organizational contexts in which men used intimidation and silence to discourage women. Intimidating tactics and behaviors of board and community members included name-calling, rumors, and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Logan (1999) also supported this finding in a study of educational leadership. Concerning the item number 6 which is about the quality of females in making interpersonal relationship in the work place, 5(3.9%) of the respondents disagreed that females are good at this practice and 3(2.3%) of them are not decided . In contrast to this response, 121(93.8%) of the respondents agreed that females are good makers of interpersonal relationship at work places. The calculated t-value ($t=.498$) and ($p=.621$) and the mean value ($M=4.26$) and ($SD=.755$). This indicates that there is no significance difference between the two respondents. The implication is that females are good makers of interpersonal relationship in the work place if they are engaged in educational leadership positions. Towards this, women exhibit strengths in planning and communication, human relations and skills, and the ability to focus on ends as well as means. Women's experiences and expectations as women and mothers, in addition to their acquired management and human relations skills, often make them better managers (Helgesen1990). In relation to item 7, 24(18.6%) and of the respondents disagreed that females are over worried with extra responsibilities at home and 1(.8%) respondent replied that undecided, but the rest 117(90.7%) respondents agreed on the idea. According to Shake shaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility. This indicates that females are overloaded with other home responsibilities that might discourage them from being keen to be educational leader as

this may also make additional pressure on them. The researcher compared the responses of males and female respondents. Thus, the mean value ($M=4.16$) and ($SD=.843$) whereas test value ($t=.620$, $p=.530$). This indicates that, there is no significant difference in the response of male and females. The result of the interview also approved that

“The school society does not trust the female teachers’ leadership positions and this is not because of tangible practice but because of the cultural background of the people. There is a saying that a female bears a leader but she does not lead”. The school society also has this idea in mind. The school principals, WEOs and WAOs also confirmed this response.

4.7. Aspiration of female teachers to participate in school leadership Position

Since the ultimate objective this study was to assess the participation of females in school leadership it is important to measure female teachers’ aspiration to participate in school leadership position. In order to analyze this, the data acquired on the expectation of officials concerning the capacity of female leaders, the interest and motivation of females to be a leader, the assumption of female to be successful leader and self confidence of females in their leadership ability were presented and discussed in the table below.

Table 4.7 : The response of teachers' on Aspiration of female teachers to participate in school leadership

No	Items	Rating Scale																
		1(SD)		2(D)		3(UN)		4(A)		5(SA)		M	SD	Independent t-test				
		No	%	No	%	No	%	%	No	%	No			Sex	M	SD	t value	Sig. (2 tailed)
1	Females have an interest and motivation to apply for school leadership	44	34.1	71	55.0	3	2.3	10	7.8	1	.8	3.86	.855	M	3.89	.858	.308	.759
														F	3.83	.852		
2	Men continue to be rated higher than women on most of the qualities associated with leadership	-	-	8	6.2	-	-	75	58.1	46	35.7	4.23	.745	M	4.27	.751	1.88	.062
														F	4.19	.739		
3	Females assume that they will not be successful in leading school if they are a leader	-	-	16	12.4	1	.8	58	45.0	54	41.9	4.16	.950	M	4.20	.953	.302	.764
														F	4.12	.947		
4	Both females and males teachers do not want to work under females	1	.8	10	7.8	2	1.6	68	52.7	48	37.2	4.18	.861	M	4.19	.862	.465	.643
														F	4.17	.860		
5	Females do not have plan and set their goals to be school leader	5	3.9	22	17.1	1	.8	61	47.3	40	31.0	3.84	1.15	M	3.91	1.19	.228	.028
														F	3.77	1.11		
6	Females are dependent on male.	36	27.9	82	63.6	-	-	9	7.0	2	1.6	3.91	.833	M	3.95	.835	.923	.057
														F	3.87	.831		
7	Female teachers have less aspiration to be at the level of top educational leadership positions.	22	17.1	28	21.7	1	.8	19	14.7	59	45.7	3.85	1.44	M	3.92	1.47	.300	.760
														F	3.87	1.41		

P > 0.05

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree
 1-2= Below Average, 3= Average, 4- 5= Above Average

The above table depicts that to what extent female teachers aspire in school leadership. Thus, as it can be seen in table 4.7, the major finding of the study was centered up on the items where by the majority of the respondents showed their feelings with their agreement and disagreement in school leadership. In item 1 of table 4.7, the majority 115(89.14%) of the respondents were disagreed on females have an interest and motivation to apply for school leadership, while, 11(8.5%) of them agreed and 3(2.3%) of them replied undecided on the issue. The mean value of the responses was found to be ($M=3.86$) with a standard deviation of ($M=.855$), which indicate below average level of effectiveness. Since the calculated t-value at $\alpha=0.05$ level significance, the t-test result was ($t=.308$, $p=.759$). The result revealed that there was no statistically a significant difference between male and female teachers. This finding is similar with that observed by Brown (2005) and Oplatka (2006) which portray as women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience. Supporting this, most of the interviewed respondents'

"...state as female teachers does not apply for managerial posts in the assumption that their applications will not be considered positively, since system favors men. Moreover, they assume that the system keeps women at the margin of school leadership and some of the respondents also indicated that not all women teachers were interested to take up leadership position, most women feel comfortable in the lower ranks."

The respondent result in item 2 of the table 4.7 indicate that the majority 121(93.7%) of the respondents replied as men are consistently to be rated higher than women on most of the qualities associated with leadership. The mean score of these responses is ($M=4.23$) with a standard deviation ($SD=.745$). Since the calculated t-value at $\alpha=0.05$ level of significance, the t-test result was ($t=1.88$, $p=.062$). This result revealed that there was statistically a significant difference between male and female respondents. In item 3 of table 4.7, the majority 112(86.8%) of the respondents confirmed that females assume that they will not be successful in leading school. However, 16 (12.4%) of the respondents were disagreed on the issue. The mean score of the teachers' responses is ($M=4.16$) with a standard deviation of ($SD=.950$) and the calculated t-value at $\alpha=0.05$

level significance, the t-test result was ($t = .302$, $p = .764$). The result revealed that there was no statistically a significant difference between male and female teachers response. Concerning this issue Jordan et al. (1999:234) state that the problem of females to seek leadership position is fear of success, which jeopardizes the women personal lives. Working with high achievement women and men, she worries the anticipation of negative consequence, for example, social rejection, disapproval and loss of femininity. On item 4 of the table 4.7, respondents were requested to give their opinion whether or not they believe that both female and male leaders do not want to work under females. Accordingly, 116(89.9%) of the respondents showed their agreement as both females and males teachers do not want to work under females. The mean score of this item is ($M = 4.18$) with a standard deviation of ($SD = .861$) which indicate that female and male teachers were not willing under female leadership position in school. As t-test value indicated that, since the calculated t-value at $\alpha = 0.05$ level of significance, the t-test result was ($t = .465$, $p = .643$). The result revealed that there was no statistically a significant difference between male and female respondents. Regarding item 5 of table 4.7, majority 101(78.3%) of the respondents agreed with females do not have plan and set goals to be school leaders but only 27(21%) of respondents disagree the issue. The mean score of the item is ($M = 3.84$) with a standard deviation of ($SD = 1.15$) and the t-test result was ($t = .228$, $p = .028$). The result revealed that there was no statistically a significant difference between male and female teachers in the idea of females were not anticipated to lead school. Substantiating this issue Guyton & slick, (1996) state as many women have not carefully planned their ascent to the top management. Moreover, supporting this finding, different literature have also described that there is a strong correlation between woman's lack of career advancement and their lower career goals. They pursue their options in unplanned manner, as simply opportunities emerged (Addis, 2001:32)

In their reaction to item 6 of table 4.7, majority 118(91.3%) of the respondents disagreed with females are dependent on males, passive emotional, uncertain of themselves and weak leader, while, 11(8.7%) of them showed their agreement on the issue. The mean score of this item is ($M = 3.91$) with standard deviation of ($SD = .833$). This reveals that, females are more independent, active, and certain about them and are

strong leader if they come to leadership position. As t-test value indicated that, since the calculated t-value at $\alpha=0.05$ level of significance, the t-test result was ($t=.923$, $p=.057$). The result revealed that there was no statistically a significant difference between male and female respondents. Regarding item 7 of table 4.7, majority 78(60.5%) of the respondents agreed with females teachers have less aspiration to be at the level of top educational leadership positions. but 50(38.7%) of respondents disagree the issue. The mean score of this item is ($M= 3.85$) with standard deviation of ($SD=1.44$). As t-test value indicated that, since the calculated t-value at $\alpha=0.05$ level of significance, the t-test result was ($t=.300$, $p=.760$). The result revealed that there was no statistically a significant difference between male and female respondents. In addition to that, Qualitative response also find out to what extent female teachers aspire to participate in educational leadership positions. As a result, few said that they would like to be club leaders. But most of them said that they would never like to participate in educational leadership positions. In addition the interviewer said.

“...women experiences lack of confidence to take the responsibility because they fear that it is difficult to manage students and teachers in secondary school...; they also belief that women are not as competent as men and the traditional belief that women are inferior to men and women cannot maintain a role of authority in secondary school.”

From this finding one can conclude that the extent to which female teachers are motivated to be educational leader is very low as based on the response of qualitative response.

This similarity of the responses through both the interview and the questionnaire in general confirms that female teachers' extent of aspiration to involve in leadership posts is very low. As a reason for their less aspiration they said that they think they would not be successful if they come to positions. As the above results indicate, generally whereas women show low interest to leave teaching and join educational leadership, this self limiting female teachers may be the outcome of both personal, social structural and organizational factors.

From the researchers' point of view, this tendency of female teachers to hold down themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers. Similarly, since women tend to underestimate their own values, this low self concept may result in demotivating them from aspiring to top positions in general. Different scholars put different ideas to show the reasons for lack of aspiration. For example, the perceptions of lack of aspiration may also result when teachers fail to apply for leadership positions because their personal values are not aligned with those of the organization (Liyod, 2006). Schmuk (1980) determined that women's failure to aspire to the superintendence might be a result of their experiences working with male superintendents, role models whose leadership behaviors may not be compatible with women's preferred ways of leading.

In the works of Skrla, L. (2000), women are evidenced to underestimate their own values even in situations where their performance is much better than that of their male counterparts. This comes from the social background that females are considered as followers rather than as leaders. This means that the observed low level of female teachers "aspiration" for educational leadership positions may arise from different societal factors.

4.8. Strategies to promote female teachers to participate in school leadership

The results presented in subsequent table help to understand the strategies that help to promote female teachers to participate in school leadership in raising the questions about guide lines that school use for leader selection, assertive training program for female and special material and moral support offered for females.

Table 4.8: The response of teachers' on Strategies in place to promote female teachers to participate in school leadership

No	Items	Rating Scale																
		1(SD)		2(D)		3(UN)		4(A)		5(SA)		M	SD	Independent t-test				
		No	%	No	%	No	%	%	No	%	No			sex	M	SD	t- val	Sig. (2 tailed)
1	The provision of recruitment guidelines had made it clear that among others female applicants are guaranteed to affirmative action	5	3.9	17	13.2	-	-	57	44.2	50	38.8	4.01	1.12	M	4.03	1.15	.788	.600
														F	3.99	1.09		
2	The education policy which encourage the participation of females in School leadership is appropriately applied	30	23.3	89	69.0	1	.8	7	5.4	2	1.6	3.93	.772	M	3.93	.773	.679	.495
														F	3.93	.771		
3	The school provides capacity building training to promote female teachers'' participation in Secondary school leadership	4	3.1	8	6.2	-	-	62	48.1	55	42.6	4.21	.957	M	4.31	.959	1.59	.113
														F	4.11	.958		
4	Institution /schools involves the gender unit or office in the committee or team established for the recruitment, training and deployment of individual or leadership	2	1.6	13	10.1	-	-	65	50.4	49	38.0	4.13	.955	M	4.19	.961	.023	.982
														F	4.07	.949		
5	Giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors	-	-	12	9.3	3	2.3	69	53.5	45	34.9	4.14	.855	M	4.19	.861	.322	.748
														F	4.09	.849		
6	Allocation of financial resources for female capacity building training to promote their participation to Secondary School leadership	35	27.1	72	55.8	1	.8	16	12.4	5	3.9	3.10	1.06	M	3.17	1.09	.827	.410
														F	3.07	1.03		

$P > 0.05$

SD= Strongly Disagree, DA= Disagree, UN= Undecided, AG= Agree, SA= Strongly Agree

1-2= Below Average, 3= Average, 4- 5= Above Average

The item 1 of table 4.8 shows that whether or not institutions have placed those mechanisms like affirmative action's that enhance female teacher participation in school leadership. In this regard the majority 107(83%) of the respondents replied that their institution had recruitment guidelines that favors women affirmative action during recruitment time. The calculated mean score is ($M= 4.01$) with standard deviation of ($SD=1.12$) and the t-test result was ($t=.788$, $p=.600$) which revealed as there was no statistically a significant difference between male and female teachers in their response. This implies there are strategies but the improper implementation of the provision of strategies which in turn was not successful in bringing more female teachers' in school leadership. In their reaction to item 2 of table 4.8, majority 119(92%) of the respondents disagreed with the education policy which encourage the participation of females in School leadership is appropriately applied, while, 19(14.7%) of them showed their agreement on the issue. The calculated mean score is ($M=3.93$) with standard deviation of ($SD= .772$) and the t-test result was ($t= .679$, $p=.495$) which revealed as there was no statistically a significant difference between male and female teachers in their response. With regard to item 3, of table 4.8 , 117(90.7%) of the respondents replied that there is presence of capacity building (training) programs that are designed as part of initiative to promote female teachers' to leadership position in the education system. The result of this finding indicates that school has attractive mechanisms that are in placed to promote the participation of female teachers in school leadership. The calculated mean score is ($M= 4.21$) with standard deviation of ($SD= .957$) and the t-test result was ($t=1.59$, $p=.113$) which revealed as there was statistically a significant difference between male and female teachers in their response.

In item 4 of table 4.8, 114(88.4%) of the respondents reported the presence of gender unit and women's office representatives among school committee established for the recruitment, training and development of individuals in school to enhance the participation of female teachers' in school leadership. The calculated mean score is ($M= 4.13$) with standard deviation of ($SD= .955$) and the t-test result was ($t=.023$, $p=.982$) which revealed as there was no statistically a significant difference between male and female teachers in their response. In their reaction to item 5 of table 4.8,

113(87.6%) of the respondents replied the presence of giving a chance of separate quota for females to compete among themselves and with an additional chance to compete with the male competitors to promote the participation of female teachers" in school leadership. The calculated mean score is ($M= 4.14$) with standard deviation of ($SD= .855$) and the t-test result was ($t=.322, p=.748$) which revealed as there was no statistically a significant difference between male and female teachers in their response. On the other hand, as the respondent result of item 6 of the table 4.8, indicate the majority 107 (83%) of them respond that their institutions have no allocation of financial resources for female capacity building training to promote their participation to school. The calculated mean score is ($M= 3.10$) with standard deviation of ($SD= 1.06$) and the t-test result was ($t=.827, p=.410$) which revealed as there was no statistically a significant difference between male and female teachers in their response. However, Education and training policy (ETP: 1994) states that the financial support given for women as a mechanism or strategy to build their capacity through training. Particularly, article (3.9.5:32) stated that the government will give financial support to raise the participation of women in Education and training policy is very general with promising statement as the strategy. The emphasis given by Ethiopian education and Training Policy (1994) to support women financially have its own implication. As Shake shaft (1985) stated women, more than men, referred to lack of finances as a reason for being un able to continue administrative training. It can be noted that women have tended to sacrifice financially for their families and, therefore, cut short their educational opportunities.

In the questionnaire, open ended questions were also presented to the respondents in order to help them write their responses to the item the way they think. So for question said that the reasons why females are underrepresented in educational leadership are the responds as follows.

Firstly, there are no female role models in educational leadership positions that would encourage female teachers to aspire for posts. Secondly, attitude of the school society does not enhance female teachers to become a leader. Because of this, female teachers are not interested to be involved in educational leadership positions. This means female teachers do not have confidence that their leadership service is valued

by the school society and the subordinates. Thirdly, the key educational leadership positions have been already occupied by well experienced male leaders. This means there is over dominance of males in the key educational leadership positions and even in the bottom leadership areas such as department head, club leaders, etc. Fourthly. The respondents also said that the school principals even do not like to delegate powers and works to the female teachers as they do not trust females to accomplish responsibilities timely and effectively. This implies that females do not have opportunities to gain experiences in educational leadership. Others said that females are over burdened by home responsibilities such as child care and other routine house works, and this are not culturally shared by males. As a result, female teachers may not be interested to be involved in educational leadership as it is difficult to hold house simultaneously with official works. More, they said that there is also shortage of female teachers at high school levels. More or less, the influence of the nominating bodies or leaders at the top level is another factor for females' under representation because they prefer males to females in the recruitment processes and the written Education and Training policy is no implemented properly. Generally, from all the discussions, anyone can understand that there are different factors that have lessened females' participation in educational leadership. These factors are generally categorized into individual, social-structural and organizational as already discussed before in general.

In addition, the interviewee said the following about the challenges which could hinder women representation in educational leadership were for instance;

“ Pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in religion and organization, etc.”

From this one can conclude the policy and rule written to support female to participate in leadership is not implemented in the Zone. According to the researcher's point of view, they are resulted from each other and impede females' participation in educational leadership. For example, the reason why females are not confident is because of the social back ground they have as discussed earlier. In the culture of the community in general, females are not leaders; they are followers

rather. As a result of lack of confidence, they are not aspired to become leaders. It can be said that socio- structural factors are the sources of individual factors that caused females 'underrepresentation in general. As suggestions, to increase females 'participation in educational leadership positions, the respondents also forwarded the following ideas in the interview part of the tools. *Accordingly*, female teachers should be assigned at the bottom educational leadership positions such as department head, unit leader, club coordinator and PTA so that they would get bottom experiences that will help them for future leadership positions advancement. In addition to that, the society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereo type or sex discrimination) in bringing females to the educational leadership positions. This will help the females to be confident and to aspire for leadership positions. Increasing the gender heterogeneity in the secondary school teaching staff is another suggestion because the more the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions.

The respondents also said that "female role models should be put in the educational leadership positions and male dominance should be minimized". Different education administrative bodies need to play their own roles in enhancing females 'participation in educational leadership. The majority of the respondents voiced that: schools needs to encourage female teachers to come to educational leadership areas, schools may give chances to female teachers to participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors and so on: schools recommended to have women empowering strategies like short and long term training: giving recognition and encouragement to better performing female teachers and female students at school level: and schools need to do much work on awareness creation about sex equality among the school communities.

In addition, the respondents suggested that the woreda education office is another determinant body that can play great role in increasing females' involvement in educational leadership. According to the respondents, the office has to work jointly

with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misperception about women: they said that the WEO has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts, etc. More, the zonal education office can also play a very vital part in bringing female teachers to power according to the respondents' suggestion. For instance, they said that, the zonal education officers need to create a tie relation with REB, WEO and with other concerned bodies and prepare different educational and other training opportunities for female teachers to upgrade and update their capacity so that they would fully involve in educational leaderships positions. Generally, they said that, proper implementation Education and training policy must be checked by the government and proper implementation of affirmative action policies is necessary to increase females' participation in educational leadership.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION OF THE FINDINGS.

This unit deals with the summary, conclusions and recommendations of the study in general. Therefore, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned educational leadership bodies to minimize the factors for low women participation in secondary schools of East Shoa Zone. These all contents are found below.

5.1 Summary of major findings

The study seeks to investigate the current participation in school leadership in east Shoa Zone. Accordingly, the this study aimed at assessing the major challenges that caused female teachers Low Participation in leadership in East Shoa Zone. In order to meet this purpose, the following basic questions were designed to guide the study.

1. To what Extent Education policy statement “Educational Management will encourage the Participation of women” being implemented in the study area?
2. To what extent do female teachers make effort for position in School leadership?
3. What major organizational, personal, cultural and social factors affect female teachers’ Participation in Government secondary school leadership position in East Shoa Zone.
4. What strategies are in place to promote female teachers participation to Secondary School Leadership position in East shoa Zone?

To answer these research questions, descriptive survey method was employed. To this effect the study was conducted in 10 randomly selected secondary schools of East Shoa Zone. A total of 134 teachers were selected through Simple random sampling technique, to participate in the study. Furthermore, 10 principals, 6 Woreda education officers and 6 Woreda Women Affairs officers were selected by availability sampling, since the researcher believed that he could get valid information especially concerning the female teachers participation in School leadership positions. To gather necessary information on the issue, 134 questionnaires were distributed to teachers, and only 129 were properly filled and

returned. In addition, semi-structured interview was conducted with 10 school principals, 6 woreda education officers and 6 woreda Women affairs officers (but 2 woreda Women affairs officer did not participate since they was absent during the data collection period), to extract in-depth information regarding challenges that impede female teachers involvement in School leadership. Accordingly, the data collected from teachers through closed ended questionnaire was analyzed and interpreted by using percentage. The analysis of the quantitative data was performed in the help of SPSS version 16. The data gathered through open ended questionnaire and semi-structured interview was analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Based on the analysis of the data, the study came up with the following major findings:

- As analysis in the background information, the qualification of the respondents, 128 (99.2%) of them are degree. From this finding we can see that all 45 (100%) of female teachers were graduated with degree. Thus, they do have the appropriate educational level to participate in Secondary school leadership as set by (MOE, 2002 E.C). and 65(50.4%), of the respondents have, 6-10,service years in their profession. This reveals that the majority of the respondents were experienced who are expected to be active participants in all spheres of leadership positions.
- The finding of the study indicates that the involvement of female teachers in educational leadership throughout the educational system for the last five years (2011-2015/2003-2007 EC) was increased but it seems to show an insignificant increment each year in the last five years. in 2011 (94.1%) ,2012(90.8%),2013(91.7%),2014(89.1%) and 2015,(87.7%) of the positions were engaged by males, whereas only 5.9%,9.2%,8.3% , 10.9% and 12.3% of them were female teachers led in this academic year in general respectively. Generally, the involvement of female teachers in educational leadership seems to show an increment each year in the last five years. However, the increasing rates are insignificant or very low and not promising or showing that there will be balance between female and male teaches' in the School leadership positions in East Shoa Zone in near future.

- With regard to Trends of Female Teachers' Participation in School Leadership the major finding of the study 112(87%) with $M=3.93$, ($SD=.953$) and t-test result ($t=.714$, $p=.477$) indicates that females' participation decreases at higher leadership position than lower position (club heads, department heads and unit leader). This means, both females and males do not equally participate in school leadership
- Concerning the policy statement the major finding revealed that the policy statement which says "Educational Management will encourage the Participation of women" is not appropriately applied. 119(92%) with ($M=3.93$), ($SD=.772$) and the t-test result ($t=.679$, $p=.495$).
- With regard to organizational factors, the major finding of the study revealed that, Job recruitment and hiring practice do not attract female candidates for leadership 109 (84.5%) with($M=4.14$), ($SD=1.116$) and t-test result ($t=.322$ $p=.748$). Supporting this, Rogers, E. M.(2003). Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low-paying jobs. Assigning of tasks and delegating authority in school do not encourages female teachers to come to school leadership. 103 (79.8%) with ($M=4.07$) and ($SD=1.009$) and t-test result ($t=.679$, $p=.499$) . The findings also show there was lack of special support to females to win competition for leadership position, 112(86.8%). Female teachers do not get mentoring service in their staff 114 (88.4%) with ($M=4.09$) ,($SD=.960$) and the t-value $t=-.023$, $p= 0.982$.
- With regard to personal factors, the major finding of the study revealed that, females have lack of confidence in their capabilities, qualification and experience 103 (80%); with ($M=3.88$), ($SD=1.150$) and t-test result ($t=1.700$, $p=.092$). This implies that the confidence of females in their capabilities, qualification and experience was below average. This finding is similar with Brown (2005) and Oplatka (2006) study, which describe that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their capabilities, qualifications and experience. Moreover, as the result of their socialization process and sex role stereotyping, majority of women lack self- confidence to be school leader (Pig ford & Tonnonson,

1993:11). Females have necessary skills to discipline students, supervise other adults and criticize other constructively in their work place 120(93%) with $(M=4.22)$, $(SD=.831)$, and t-test result $(t=1.59, p=.113)$. Females are reluctant to accept responsibility 110(85.3%) with $(M= 4.05)$, $(SD= .934)$ and the t-test result $(t=1.045, p=.299)$. Regarding this, Holtkanm (2002) suggests that women have been reluctant to pursue educational administration because of the fact that women have been playing traditional role of home makers while men remaining a leader in every sphere of life.

- Regarding the cultural attitude of the school society, the culture of the people appreciate females for their appearance and behavior than for their mental ability in general 114 (88.4%) with $(M= 4.11)$ and $(SD=.994)$ and the result of t value $t=.479, P=.633$.

The School society does not perceive females as good leaders 124 (96.1%) with $(M=4.41)$, $(SD=.692)$ and $(t=.055, P=.956)$. Female teachers are not encouraged by the school society to represent on key educational leadership position 121 (93.8%) with $(M=3.01)$ and $(SD=.808)$ and the t-value $t=.481, P=0.631$. The individual and social and cultural factors are resulted from each other and impede females' participation in educational leadership. For example, the reason why females are not confident is because of the social back ground they have as discussed earlier. In the culture of the community in general, females are not leaders; they are followers rather. It can be said that social and cultural factors are the sources of individual factors that caused females' underrepresentation in general. Towards this, research over the previous century has largely been male dominated thereby perpetuating the myth that management and leadership are essentially male phenomena (Enomoto 2000). Besides, the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calvert, 1996). Subordinates of women leaders are not comfortable with their power 98 (75.9%) with $(M=3.84)$, $(SD=1.130)$ and the t-value $(t=.202)$, $(P=0.840)$. Females are over worried with extra responsibilities at home and 117(90.7%) with $(M=4.16)$, $(SD= .843)$ and test value $(t=.62, p=.53)$. According to Shake shaft (1985), a direct impediment for females in attaining administrative

positions is the reality based factor of family responsibility. This indicates that females are overloaded with other home responsibilities that might discourage them from being keen to be educational leader as this may also make additional pressure on them.

- Concerning to aspiration, the major finding revealed that the major factors that stand along the way to female teachers to pursue in school leadership. Females have no interest and motivation to apply for school leadership, 115(89.14%) with $(M=3.860)$, $(M=.855)$, and the t-test result $(t=.308, p=.759)$. This finding is similar with that observed by Brown (2005) and Oplatka (2006) which portray as women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience. Females assume that they will not be successful in leading school 112(86.8%) with $(M=4.16)$, $(SD=.950)$ and the t-test result $(t=.302, p=.764)$. Concerning this issue Jordan et al. (1999:234) state that the problem of females to seek leadership position is fear of success, which jeopardizes the women personal lives. Working with high achievement women and men, she worries the anticipation of negative consequence, for example, social rejection, disapproval and loss of femininity. Both female and male leaders do not want to work under females. 116(89.9%) with $(M=4.18)$, $(SD=.861)$ and the t-test result was $(t=.465, p=.643)$. Females teachers do not have plan and set their promotion goals to be school leader 101(78.3) with $(M=3.84)$, $(SD=1.155)$ and the t-test result $(t=.228, p=.028)$. Substantiating this issue Guyton & slick, (1996) state as many women have not carefully planned their ascent to the top management. Females teachers have less aspiration to be at the level of top educational leadership positions 78(60.5%) with $(M= 3.85)$, $(SD=1.442)$ and the t-test result $(t=.30, p=.76)$.
- On the other hand, the factor that hinder female teachers participation in school leadership were the improper implementation of the provision of strategies which inturn was not successful in bringing more female teachers' in school leadership 107(83%) with $(M= 4.01)$, $(SD=1.128)$ and the t-test result $(t=.788, p=.60)$. This could be manifested by the strategies to do so. Thus, the ineffectiveness of

recruitment guide line to make clear that among other female applicants are guaranteed to affirmative action and be given the priority for Recruitment, and the in effectiveness of institution or schools to involve the gender unit established for the recruitment, training and deployment of individual for leaders.

5.2 Conclusions

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

- ✚ Throughout the educational system for the last five years (2011-2015/2003-2007 EC) the females' involvement in educational leadership positions at secondary schools was negligible. Hence, Female teachers are resentfully under participated in school leadership/management position contrary to the national policy to raise the number of female leadership.
- ✚ The new Education and Training policy statement which says "Educational Management will encourage the Participation of Females is not appropriately implemented in East shoa Zone. There is a gap in implementation of policies, rules and regulations.
- ✚ The major factors that affect female teachers participation in school leadership of East Shoa Zone were manifested in organizational and personal factors as job recruitment and hiring practice do not attract females, female teachers are minority as both head and vice head teachers, Female teachers do not get adequate mentoring service in their staff, females are reluctant to accept responsibility of school leadership and Society assume females have lack of confidence in their capabilities, qualification and experience.
- ✚ Aspiration related the breeding grounds for the very existence and determination, females do not have plan and set their promotion goals to be school leader, both female and males do not want to work under female leader, as recognized as highly generalized and used as pre texts not to encourage female teachers to be educational leader.
- ✚ Obviously women's aspiration level to positions in educational leadership is generally low. Moreover, as evidenced in this study, individual female characteristics

variables are not significantly related with aspiration level. This may further suggest social structural factors as more important to determine women's aspiration to educational leadership.

- ✚ At the implementation level, the target of the document and guidelines appear to be less critically understood or narrowly interpreted by implementers; therefore, some female applicants are failed the competition for leadership posts because the guidelines made for them were ignored by the recruitment committee.

- ✚ There are also other factors that affect female teachers, involvement in educational leadership. These factors are individual factors and socio-structural factors in general. Among the individual factors, lack of their personal preparation for the posts has been mentioned as one of the major challenges that have slowed down female teachers' right of entry to educational leadership positions. One can conclude that this tendency of female teachers to hold down themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers as they are also overburdened by home responsibilities than males obviously.

- ✚ Similarly, since the school society considers females as incompetent to meet educational leadership positions, women tend to underestimate their own values; this low self concept may result in de motivating them from aspiring to top positions in general. Certainly, lack of confidence can significantly affect females' participation in educational leadership. And this defect arises not from nature but from historical back ground that females came up with. As the society does not prepare its daughters for management or leadership but for household activities, the children (daughters) do not develop confidence of being a leader.

- ✚ To see broadly, there is lack of female role models in educational leadership positions that would encourage female teachers to aspire for posts. The key educational leadership positions have been already occupied by well experienced male leaders. This means there is over dominance of males in the key educational leadership positions and even in the bottom leadership areas such as department

head, club leaders, etc. Secondly, attitude of the school society does not enhance female teachers to become a leader or Female teachers are not encouraged by the school society to represent on key educational leadership position. Because of this, female teachers are not interested to be involved in educational leadership positions.

- ✚ The school principals even do not like to delegate powers and works to the female teachers as they do not trust females to accomplish responsibilities timely and effectively. Consequently, females do not have opportunities to gain experiences in educational leadership. More or less, the influence of the nominating bodies or leaders at the top level is another factor for females' under representation because they prefer males to females in the recruitment processes.

- ✚ Generally, there are different factors that have lessened females' participation in educational leadership, as already discussed in detail. In the researchers' point of view, these factors emerge from one another and impede females' participation in educational leadership. For example, the reason why females are not confident is because of the social back ground they have as discussed earlier.

- ✚ In the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. Thus, it can be said that socio- structural factors are the sources of individual factors that cause females' underrepresentation in educational leadership in general.

5.3. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

- ✓ The level of participation of female teacher in School leadership in secondary schools of East Shoa Zone is very low. As the national constitution of policies of concerning women's rights assert, women should be given the opportunity to participate in leader ship. The East Shoa Zone education office should amend the implementation of affirmative action's to give women the opportunity they deserve.
- ✓ Different organizational officials (School Principals, Education Officials and Women and Children affairs) need to give greater recognition for female teachers and place them in functional areas or job assignment that leads to accomplishment critical school tasks and strengthen them to hold higher level of position.
- ✓ Female teachers should be assigned at the bottom educational leadership positions such as department head, unit leader, club coordinator and PTA so that they would get bottom experiences that will help them for future leadership positions advancement.
- ✓ Educational leaders (School Principals, Education Officials and Women and Children affairs) need to ensure that all applicable e guide lines are fully implemented and that they appoint and support coordinators as one of their strategies to institutionalized and monitor gender fairness in their schools.
- ✓ Societies need to accept potential females' contributions in leadership activities to attain developmental goals of the country and they need to encourage rather than discourage them.
- ✓ Female teachers are needed to realize their innate abilities and teach their colleagues to change community, parents and student negative attitude towards them through discussion in different public stages.
- ✓ Deliberate efforts need to be made by concerned bodies (Women and Children affairs) to increase societal awareness on the importance of females' participation in every leadership position particularly in schools.
- ✓ At school level, need to assign female teachers' as unit leaders, department heads and co-curricular coordinators. So that they can get opportunity to develop

managerial and decision making skills in order to climb a ladder of better position in the school. Some kind of quota system need to be employed for females during selection of teachers' for school principal trainings.

- ✓ Therefore, it is important to widen opportunity for females to increase their participation in school leadership to enable them competence for school leadership.
- ✓ Women serving in key leadership roles need to talk about and think creatively with other women about ways to successfully balance family responsibilities and job demands (Gregory, 2000).
- ✓ Women and men in position of power in educational systems need to deliberately mentor more women. Institutional heads (School principals, Education Officials and Women and Children) could cooperatively work to involve gender unit or office in the committee or team established for the recruitment training, and development of female teachers' for school leadership position.
- ✓ Males need to accept potential females' contributions in leadership activities to attain developmental goals of the country. In addition, they need to encourage rather than discouraging them. Financial resources as stated in policy manual (ETP: 1994) and guide line could be translated in to practices for building the capacity female teachers to pursue school leadership.
- ✓ Women in position of leadership need to communicate the feeling of effectiveness they derive from their work and might motivate other women to seek position of leadership particularly at the level of the school principal and counter perceptions of stress related to school leadership that discourage those who have potential to apply to school principal
- ✓ The gender heterogeneity in the secondary school teaching staff should be increased because the more the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions.
- ✓ Female role models should be put in the School leadership positions and male dominance should be minimized. In line with this, different education administrative bodies need to play their own roles in enhancing females' participation in School leadership. For example, schools need to encourage female teachers to come to School leadership areas; schools have to give chances to female teachers to

participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors, etc.

- ✓ In addition, schools have to design women empowering strategies like short and long term trainings, giving recognition and encouragement to better performing female teachers and female students at school level. More, schools need to do much work on awareness creation about sex equality among the school communities.
- ✓ The woreda Education Office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women: It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts, etc
- ✓ The zonal education office also has to play a very vital part in bringing female teachers to power. For instance, it needs to create a bind relation with REB, WEO and with other concerned bodies so as to prepare different educational and other training opportunities for female teachers to upgrade and update their capacity.
- ✓ Generally, building the capacity of female teachers through different strategies, bringing attitudinal change in the community concerning the gender stereotype and proper implementation of organizational policies and practices such as affirmative action is necessary to enhance females 'participation in educational leadership.

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Appendix -A

Adama Science and Technology University school of Educational science and Technology Teacher Education Department of Educational Planning and Management

Questionnaire to be filled by teachers

General Direction

The ultimate purpose of this study is to assess female teacher's participation in School Leadership in Government secondary school in East Shoa Zone of Oromia Regional State . The information collected through this questionnaire will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to complete the questionnaire carefully. Please, read the instruction and each item in the questionnaire carefully before you give your response. If you want to change any of your response, please make sure that you have cancelled the undesired ones.

N.B - No need to write your name

-There is no need of consulting other to fill the questionnaires.

Thank You Very much for your patience and dedication to respond to the entire question.

PART-I Background Information of the Respondents

Please, put a mark (✓) in your choice among the following alternatives with respect to background information on the space provided in the box for each item below.

1. Sex: Male Female
2. Marital Status: Married Unmarried
3. Qualification: Certificate Diploma Degree others
4. Field of Study: Natural Science Social Science others
5. Experience: 1-5 years 6-10 years 11-15 years..... 16-20 year above 20 years.....

Thank you very much

PART-II Please put a mark (✓) to indicate the possible answer for the following given alternatives about respondents perception regarding female teachers' participation in Secondary School leadership position.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

No	Items	Rating Scale				
		1	2	3	4	5
1	Leadership is more appropriate to male than females					
2	Females participation decreases at higher leadership position than lower position(club heads, department and unit leader)					
3	Both male and female teachers equally participate in school leadership position					

PART-III Please put a mark (✓) to indicate the possible answer for the following given alternatives regarding to organizational, personal, Cultural and Social related factors for female teachers' participation in Secondary school leadership areas.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

No	Items	Rating Scale				
		1	2	3	4	5
	1.Organizational Related Factors					
4	Job recruitment and hiring practice do not attract female candidates for leadership					
5	Assigning tasks and delegation of authority in school do not encourage female teachers to come to leadership position					
6	Lack of special support to females to win competition for leadership positions in the education system of the Zone					
7	Higher officials make gender bias while selecting school leaders					
8	Institutions/Schools/ leadership style attract					

	females to participate in Secondary school leadership					
9	The provisions made in the document and guide lines do not give priority for females to attend leadership training in the East Shoa Zone.					
10	Female teachers do not get adequate mentoring service in their staff.					
	2.Personal Related Factors					
11	Females are reluctant to accept responsibility					
12	Females can make strong decision and be committed to the organization and their careers					
13	Females have lack of confidence in their capabilities, qualification and experience					
14	Females are better leaders than men					
15	Females have less involvement in socio-economic development than males					
16	Females have necessary skill to discipline student, supervise other adults and criticize constructively in Secondary school					
17	Females have capability to lead Secondary school					
	3. Cultural and Social Related factors					
18	In our culture, females are appreciated more for their outward show and good character (behavior) than for their competence and intellectual skills					
19	Women are not perceived to be as powerful on the educational leadership position as men.					
20	The school society does not perceive women as good leaders.					
21	Cultural attitude of our school society encourages women to assume on key educational leadership position.					
22	Subordinates of female educational leaders are not comfortable with their power.					

23	Females exhibit better interpersonal relationship in the work place than male educational leaders.					
24	Females in educational leadership positions are frequently worried with family and extra work responsibilities.					

PART-IV- Please put a mark (✓) to indicate the degree to what extent you agree on the following question regarding factors that affect female teachers' aspiration to participate in Secondary school leadership areas.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

No	Items	Rating Scale				
		1	2	3	4	5
25	Females have an interest and motivation to apply for school leadership					
26	Men continue to be rated higher than women on most of the qualities associated with leadership					
27	Females assume that they will not be successful in leading school if they are a leader					
28	Both females and males teachers do not want to work under females					
29	Females do not have plan and set their goals to be school leader					
30	Females are dependent on male .					
31	Female teachers have less aspiration to be at the level of top educational leadership positions.					

PART-V Please put a mark (✓) to indicate the possible answer for the following alternatives regarding the possible strategies in place to promote female teachers’ participation in Secondary school leadership areas.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

No	Item	Rating Scale				
		1	2	3	4	5
32	The provision of recruitment guidelines had made it clear that among others female applicants are guaranteed to affirmative action					
33	The education policy which encourage the participation of females in School leadership is appropriately applied					
34	The school provides capacity building training to promote female teachers’ participation in Secondary school leadership					
35	Institution /schools involves the gender unit or office in the committee or team established for the recruitment, training and deployment of individual or leadership					
36	Giving a chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors					
37	Allocation of financial resources for female capacity building training to promote their participation to Secondary School leadership					

PART-V, Write your opinion /suggestion for the following open-ended questions.

1. What are the major factors that affect female teachers' participation in Secondary School leadership in your Zone?-----

2.What are other factors (If any) that affect female teachers' participation in Secondary School leadership in your Zone? -----

3. In order to enhance female teachers' participation in Secondary School leadership in your school, woreda and Zone what measures should be taken by:-

Female teachers themselves: -----

Schools: -----

Zone Education Office: -----

Societies: -----

Appendix – B

Adama science and Technology University school of Educational science and Technology Teacher Education Department of Educational Planning and Management

Interview Questions for School Principals, Education Officials and Women and Children Affairs Officials

Dear Participants, The ultimate purpose of this study is to assess the female teachers' participation in Secondary school leadership in East Shoa Zone. I am studying Master of Educational Leadership at the Adama Science and Technology University, and this research is part of the degree and I hope that you will be willing to help me. The information collected through this interview will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to give your response carefully.

1. Please share with me some of your background information in terms of marital and education status.
2. Please tell me how you got this position. What did you think when you decided to take this role?
3. What major organizational, personal, Cultural and Social factors you think that affect female teachers participation in Secondary School leadership in your areas? Would specify in terms of hiring and recruiting practices that are exercised in your area?
4. It is said that women are reluctance to accept school leadership. What is your point of view about this perception?
5. Could you specify other factors that challenge female teachers' participation to school leadership position? Would you specify with respect to cultural believes and values?
6. It is said that leadership is more suitable for men in our culture. What is your point of view about this perception?
7. How do you evaluate female teachers' involvement in your school leadership? And have you seen any improvement?
8. What is your future plan in terms of your career advancement?
9. What mechanisms are in place to increase the participation of female teachers to school leadership?

Thank you very much