

**CONTRIBUTING FACTORS TO PARTICIPATION OF WOMEN IN
SCHOOL LEADERSHIP POSITION IN SECONDARY SCHOOLS OF
BALE ZONE OROMIA REGIONAL STATE**

MA THESIS

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FEBRUARY 2019

HARAMAYA UNIVERSITY, HARAMAYA

**CONTRIBUTING FACTORS TO PARTICIPATION OF WOMEN IN
SCHOOL LEADERSHIP POSITION IN SECONDARY SCHOOLS OF
BALE ZONE OROMIA REGIONAL STATE**

**A Thesis submitted to the College of Education and Behavioral Sciences
Department of Educational Planning and Management Postgraduate
Program Directorate**

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN SCHOOL LEADERSHIP**

By

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February 2019

Haramaya University, Haramaya

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By my signature below, I declare that this thesis is my own work. I have followed all ethical and technical principles in the preparation, data collection, data analysis and compilation of this thesis. Any sources of materials used for this thesis have been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born on June 10, 1983 in Oromia Regional state Bale zone, Sinana Woreda at Hisu kebele. He attended his primary education both first and second cycle grade (1-8) in Hisu elementary school from 1991-1998 and secondary school education grade (9-12) in Robe secondary school from 1999-2002 respectively. Then, he joined Robe Teachers Education Training Collage in September 2003 and graduated with Diploma in teaching profession by Afan Oromo in June 2005. He started teaching in Herena BulukWoreda of Bale Zone in 2006 as a beginner teacher.

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ACKNOWLEDGEMENTS

First of all, I extend my deepest gratitude and appreciation to my major advisor, Dr. Dawit Negassa for his unreserved professional advice and guidance by giving me constructive comments and useful suggestions. Indeed, without this great dedication, the development and completion of this study would have been impossible. Secondly, I would like to express my sincere gratitude to my co-advisor Dr. Mangilal Banoth for his encouragement and valuable comments without which I could not have completed my thesis. His consideration and encouragement have inspired me to put my best efforts in the study.

Next, I wish to express my thanks to Bale Zone secondary Schools respondent teachers, vice-principals and principals for their devotion of time and energy, cooperation in providing me necessary data through questionnaires and participating on interview.

I would like to express my profound gratitude to my beloved wife, Tsahaynesh Gudeta, for her moral, encouragement and taking the whole responsibility all family life burdens in taking care of our children (my son Liul Gosaye and My daughter Mahilet Gosaye) during my stay in the graduate study.

Lastly but not least, it is my pleasure to extend my thanks to my father, mother, sisters, brothers and friends for their moral, material and technical supports.

ABBREVIATIONS

BZEO	Bale Zone Education Office
CEDAW	Convention on Elimination of all Discrimination against Women
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
MoE	Ministry of Education
PS	Purposive Sampling
SRS	Simple Random Sampling
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TGE	Transitional Government of Ethiopia
UN	United Nations
WEO	Woreda Education Office

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CONTRIBUTING FACTORS TO PARTICIPATION OF WOMEN IN SCHOOL LEADERSHIP POSITION IN SECONDARY SCHOOLS OF BALE ZONE, OROMIA REGIONAL STATE

Gosaye Haile

ABSTRACT

The purpose of this study was to assess contributing factors that hinder participation of women in school leadership position in secondary schools of Bale zone Oromia regional state. In order to meet the objectives of the study, descriptive survey design was used. The study involved 185 teachers, 12 principals and 6 vice-principals, as a source of information from 12-selected secondary school of the zone. The sample teachers were selected by simple random sampling techniques from the total of 304 teachers found in selected secondary school, whereas principals and vice-principals were selected by purposive sampling techniques. The data gathering tools employed was questionnaire and interview. The analysis was made by using descriptive statistics like frequency, percentage, mean, and inferential statistics such as t-test for quantitative analysis. While narrative and thematic was used for qualitative analysis. The finding of the research revealed that, in most sampled secondary schools, the principals were male and women participation in leadership positions is very low. In addition, the finding of the study shows that, there were various major factors that hinder participation of women in school leadership positions. Those factors are social related factors, organizational related factors and women individual related factors like low perception for themselves. The study came up with the following conclusion: the reason of women's low participation were like low perception of themselves, devaluation of women by the society, lack of women role models, dominance of male principals, fear of balance work, and lack self-confidence are some of the reasons. The study was also recommended that, families and husband should positively accept female teacher's leadership roles, should provide necessary support and motivation towards their success and resolve their obstacles that challenge their progress. It was also recommended that Woreda, Zone Education Offices and the Regional Education Bureau should build the women capacities by providing necessary leadership training for technical and professional support.

Key terms: principal, position, Factors, Leadership, participation

INTRODUCTION

This chapter covers the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, definition of key terms and organization of the study.

1.1 Background of the study

Education plays a vital role bringing about systematic, orderly, and peaceful socio economic and political change for the good of all people. Education is a tool that empowers to have developed human resources, which increase social and economic growth. It enhances the upward socio-economic mobility of women and creates opportunity to work out side home. In order to improve a country's development, both men and women's participation in school leadership role are very essential. Many governments realized that without the active participation of women at all levels of decision-making the goals of equality, development and peace could not be achieved. A participation of women discourages corruption and encourages investment in social infrastructure such as health and education (Alem, 2003). The presence of women in leadership roles at secondary school contributes to sensitivity with in schools for the well-being of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2010).

A survey study conducted by UN in some countries of Africa, Asia, Latin America, and Eastern Europe shows excessively low percentages of women's participation in various ranking positions in many professions including teaching. However, in most countries (developed as well as developing countries) men are more likely to be leaders in education and elsewhere (Coleman, 2002). The proportion of women managers and leaders is gradually increasing; there has been no radical change. Affirmative action policies to promote women are now being used in Africa. For example, in South Africa, Zimbabwe, Uganda, but numbers of women in leadership in education remain very low. Research has also looked into influence of women's home making and family roles as barriers to move to ranking positions. The impact of women's home making roles is especially difficult for women's progress into administrative areas .Women in leadership confront obstacles that men do not realize exist. Wanjama (2002) also found

out women do not show interest in management of education. His research found out factors that determine women's participation in educational leadership position are socio-cultural, institutional, economic, aspiration, lack of awareness and promotion system in the past is the most factor.

Ethiopia is a patriarchal society that keeps women in a subordinate position (Hirut, 2004). There is a belief that women are submissive, patient, and tolerant of monotonous work and violence for which culture is used as justification. In the context of Ethiopia, the government has invested a great deal of efforts to increase women's participation in all development sectors. Women's participation in decision-making and all spheres of development has constitutional and legislative provision (FDRE, 1995). To facilitate their involvement, the Prime Minister's office set up a Women's Affairs Bureau headed by women with ministerial rank after a transitional government established in 1991. At present time, it is women's, children, and youth Ministry. The bureau was charged with drafting and implementing a National Women's Policy issued in 1993 and also ratified international conventions such as Convention on Elimination of all Discrimination Against Women (CEDAW) that guarantees women equal right and protection from discrimination in 1981.

Even though affirmative action for women is constitutionally guaranteed, it has not been implemented for the most part. Reflective of the constitution, the Ministry of Education also states, educational management will be democratic, professional, coordinated, efficient and will encourage the participation of women.

However, the number of women in administrative and leadership positions in Ethiopia remains low in all administrative areas in general and schools in particular. In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MoE, 2008). In line with this, an educational sector has been seen in increased the proportion of women in school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads. Similarly, Bale Zone Educational office report 2017 reveals that there are 55 school principals and 22 vice-principals, but there are no woman in principal's position and two women at vice principals and five women at unit leadership position currently leading secondary schools and this number is very low by any standard. Thus, it is very crucial to assess contributing factors that affect women participation in school leadership position in

secondary schools of Bale Zone. Therefore, the researcher interested to assess the contributing factors to participation of women in school leadership position in secondary school of Bale Zone and generate possible means of reducing these factors based on the findings of the research.

1.2 Statement of the Problem

Females right to equal participation in all aspects of the education and training system should unanimously include their active involvement in the teaching profession as well as in the management and leadership positions. Equality between men and women is a matter of human right and a condition for social justice and basic pre-requisite for democracy, development, peace and good governance. Women's scarcity in managerial and decision-making sphere is global phenomena. However, one obvious destination between developed and developing country lies on women access to education. In most countries where feminism has the most impact women account no more than 10 % managers and this issue has received the attention of international organization (Onsong, 2004).

In East Asia, the need for women in school leadership position is regarded as important issue to ensure sensitivity within school for the well-being of adolescent girls to enable. Girls beginning to consider career choices with role models to stimulate women to participant in decision-making and to address issue of social justices by providing gender equality between adults within educational system (Johnson, 2001).

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 (Kane, 2004).

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

Although the facts indicate women as men can participate in all social activities in public institutions like schools and despite their ability to become leaders. Encouraging women's participation to school leadership position has great importance in the education system. They can play significant role in economic, social, cultural, and political development of a country and helps to enhance gender equality in the education sector.

Some studies had been done on the area of participation of women in educational leadership position, for example; Birhanu (2011) had studied about "women's participation in Educational leadership in Tigray Region" He reported that, women's lack of confidence and interest to hold leadership were factors for their underrepresentation. Ashebir (2014) "Factors Affecting Women's participation in Educational Leadership" in Majaneg Zone of Gambell and he found that, lack of self-confidence and depression by the society are factors for women participation in leadership. Hana (2016) "Factors Affecting Female Teachers Participation in Educational Leadership" in Addis Ababa City. Her findings find that lack of confidence and family responsibilities are great impact on female participation in educational leadership positions.

However, the above studies have focused on participation of women in educational leadership position and this study is different from those discussed above in that it focuses on participation of Women in school leadership position. In addition it seems that no study was made on contributing factors to participation of women in school leadership position in secondary schools of Bale zone as far as the researcher's knowledge; due to this reason the researcher feels that, there is a gap that needs to be assessed contributing factors to participation of women in school leadership position in secondary school of Bale Zone. That is why the researcher had tried to conduct this study on the topic. This study therefore, tried to analyze the contributing factors to participation of women in school

leadership position in secondary school of Bale Zone. Based on the statement of the problems, the research investigated the contributing factors to participation of women in school leadership positions. Thus, leaders can create strategies to improve participation of women in leadership position in secondary schools. Accordingly, this study tried to answer the following basic questions.

1. To what extent do women take part in school leadership practices in secondary school of Bale?
2. What is the perception of women to participate in school leadership in Bale zone secondary schools?
3. What are the major factors that contribute to low participation of women in school leadership position in secondary schools of Bale Zone?
4. What strategies can help to improve women participation in school leadership role in secondary schools of Bale Zone?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study was to identify contributing factors to participation of women in school leadership position in secondary schools of Bale zone.

1.3.2 Specific Objectives

Form aforementioned generalization of the study the following specific objectives drawn and help to guide this study.

1. To assess women take part in school leadership practices in secondary school.
2. To examine the perception of women in school leadership position in Bale zone secondary schools.
3. To investigate the major factors that contributes to low participation of women in school leadership position in secondary school of Bale Zone.
4. To forward possible strategies that can be help to improve women participation in school leadership role in secondary schools of Bale Zone.

1.4. Significance of the Study

Since the purpose of this study is to assess the contributing factors to low participation of women in school leadership role in secondary schools of Bale Zone, the results of the study was considered to be significant for the following reason: Finding of this study might provide clear insight in to the existing women participation in leadership position for leadership policy makers. It may be also provide relevant information for educational experts at Regional, Zonal, and Woreda level on the current women participation in school leadership roles and help them to discharge their responsibilities to overcome women's from their problems. It may also assists those who are dealing with the design and development of training manuals to empower women's in school and encourage the establishment of necessary environment, structures as well as support mechanisms for escalating genuine participation and involvement of women's participation in leadership roles. The finding of the study was also established opportunities for teachers, principals, supervisors and woreda education office heads to know their schools women leadership roles and to review their leadership strategies.

In addition to above, it may also serve as a good stepping-stone for other researchers those who want to undertake further research on the same or similar research in depth.

1.5 .Delimitation of the Study

In order to make the research more manageable time, cost effectiveness and feasible, the researcher geographically delimited the study to Bale Zone secondary schools. Bale Zone organized from 18 woreda and two city administrations. The Zone selected as the researcher worked area as a teacher and principal for the last thirteen-years. This helped the researcher to get rich, relevant and in-depth data from the participants easily to supplement the study.

The study delimited to twelve woreda in twelve government secondary schools of Bale Zone. Conducting research on all secondary schools of the zone would be advantageous in order to have a complete picture about the contributing factors to participation of women in school leadership roles in secondary schools. However, due to time and finance constraints the study was delimited to twelve secondary schools namely; Angetu, Menna, Hisu, Gasera, Maliyu, Walabu, Baha Biftu Ali, Fincha Bamo, Ginnir, Jara, Aksha and Gelema, which found in selected woreda.

An in attempt make to study social, organizational and personal factors are major contributing factors of women to participate in school leadership position in secondary schools of Bale zone. The researcher was also delimited to 206 respondents of the study (188 teachers, 18 school leaders) and conceptually on examining the contributing factors to participation of women in school leadership position in secondary schools of Bale Zone.

1.6. Limitations of the Study

It is obvious that any research work cannot be free from limitation. To this end, some limitations were also faced in this study. The first very critical limitation the researcher encountered in this study was the scarcity of current review related literatures and latest reviews literatures related to the title in Ethiopian context were unavailable. Most of the recent literatures that were accessible from foreign countries were not always relevant to the local situation in Ethiopia. The second limitation was limited to only twelve secondary schools as the result it may affect generalization of the findings to all secondary schools in the Zone, and another limitation was the way few teachers show their unwillingness. Some teachers 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.

1.7. Operational Definition of Key Terms

The meaning of many terms varies depending on the context, which are used. To insure consistency throughout the study, the researcher to minimize confusion as the following explains the following terms briefly.

Participation: - Engagement in school leadership position in secondary schools.

Leadership:-It is defined as an activity that can be performed by the school leaders.

Principals: -Are both vice and head principals those who have duties and responsibilities for setting and implementing school vision, mission and goal.

Secondary school: refer to context of an educational level which includes the first cycle (the 9th and 10th grades).

Factor: - Things that influences women representation in leadership positions.

Position: - Some one's place in school to lead people.

1.8. Organization of the Study

This research paper was composed of five main parts. The first part deals with the introduction of the study which consists of the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, concepts of operational key terms and organization of the Study. The second part of the study deals with review of related literature pertinent to the study. The third part emphasized on the research design and methodology that incorporates description of the study area, research design, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration and the fourth part focused on finding and discussions on important issues. The last part, part five, of the study focused on the summary, conclusion, and recommendations of the study.

2 .REVIEW OF RELATED LITERATURE

This chapter revises the different literatures written in the areas of concept of leadership, concepts of school leadership, and women in educational leadership, quality of women in leadership, Women Leadership style and factor that affect women participation in school leadership.

2.1 The Concept of Leadership

Different scholars and people have defined and interpreted leadership differently based on their individual perspective. It is important to assess some of the definitions of leadership given by different educators. Peter Northouse (2007) describes leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Leadership has been defined in terms of individual traits, behavior, influence over other people, interaction patterns, role relationships, occupation of an administrative position, and perception by others regarding legitimacy of influence (Yukl, 2006). As stated by Dimmock (2005) leadership is an inspiring performance and achievements among staff that extend beyond what might have been reasonably expect. Moreover, it is the ability to direct people towards the achievement of goals and it is associated with the setting of goals and vision-establishes and maintains a long term, big picture prospective to move organization goal forward, integrity build trust through demonstration of ethical behavior and personal authenticity to achieve the desire goal. (Pynes, 2004). The other scholar Bush (2007) defined, as leadership is a process of influence based on clear values and beliefs that takes place in the context of organizational or group behavior and leading to a ‘‘vision’’ for the school.

Oyetunyi (2006) explain leadership as the influencing of the actions, behaviors, beliefs, and goals of one actor in a social system by another actor with the willing cooperation of the actor being influenced. This definition indicates that leadership is an attempt to influence people for whatever reasons. Armstrong (2004) defines leadership as influence, power, and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resource that are the most important organizational asset leading achievement of desired purpose. Most

definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure and facilitate activities and relationships in a group or organization. Leadership, however, is a powerful word capable of conveying much more than can be contained within a concise definition and capable of meaning many different things to different audiences in different contexts.

2.2 Concept of School Leadership

Questions about leadership have long been a subject of speculation but scientific research on leadership did not begin until the twentieth century Yukl (2008). A Yukl's explanation even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history .Leadership has been a complex phenomenon about which many theories have been developed. There are numerous definitions about what it is and under what condition sit reveals itself. Leadership has diversified definitions and different authors define leadership in different ways. For example, Hemphill & Coons cited in Yukl (2008) define leadership, as it is the behavior of an individual directing the activities of a group toward a share vision.

Rowden (2000) also defined leadership as a process that includes influencing the task, objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. To this end, leadership is an influence process in supporting others to work enthusiastically at the goals or objectives. Therefore, leadership is an integral part of our daily routine and therefore, concerns all people and all situations. Leadership is about people coming together in a way that will enable them to flourish and build better lives. It is a shared process cultivated with heart and passion for service.

School leadership has become a priority in education policy agendas internationally. In relation to school context, leadership is a collection of jobs and responsibilities that are perform by the school principal to attain the school objective and to bring the desired change (Luneburg, 2003). The concept of school leadership encompass people occupying

various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards teachers, students, and school level staff involved in leadership tasks (Pont , 2008).As Pont (2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. This definition describes school leadership, as it is an activity of influencing people to cooperate towards same goal, which they come to find desirable in the school. As Day and others (2000), school leadership is the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals. It involves inspiring and supporting others towards the achievement of vision for the school, which is based on clear personal and professional values.

In relation to the above definition, school leadership refers to people who bend the motivations and actions of others to achieving school goals; it implies taking initiatives and risks. People think multiple ways about the work of school leaders. Such as participative, democratic, transformational, moral, strategic and administrative (Leithwood, & Jantzi 2008).It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate and environment. As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing.

The leadership of schools is widely recognized as having crucial importance for pupil outcomes. Effective school leadership is essential to improve the efficiency and equity of schooling. Indeed, it is acknowledged as being second only to classroom teaching in terms of its influence on student learning with the greatest impact found in schools where pupils' learning needs are the most acute. There is a wide range of issues relating to supporting and promoting the provision of effective leadership in schools, including those around recruitment, roles and responsibilities, retention, planning, governance, professional development and reward.

Therefore, School leadership play a key role in improving the school out comes by influencing the motivation and capacities of stakeholders. Principals use to improve the efficiency and equity of schooling and it is the process of enlisting and guiding the

talent energies of teacher, students and parents to words achieving common goal to inspiring other to pursue common vision.

2.3 Qualities of Leadership

Despite of the different leadership skills and traits required in different situations, in general, DaSouza (2006) describe some good qualities of leaders. As the one who is enthusiastic and eager to start new thing and devoted to keep them alive and make them target full listen and understands the feelings of others encourage others to be involved in group work and accepts each person has contribution to the organization, reliable, trusted, and has adaptive capacity and successful intelligence.

Moreover, Patricia J. R. (2010) argue that the true leader is the one who is responsible to accomplish the organization vision rather than fulfilling his/her own personal desires. Furthermore, studies show that Fikadu (2010) successful educational leaders have the following characteristics: Sensitive to the feeling of others flexible, easy to talk, straight forward, and collaborative to work with friends, respect others dignity, attitude, and personality, develop and build group members, committed to achieve the goal of the organization, has self-confidence in making decisions and implementing polices, see challenges as catalysts for change of the organization etc. Therefore, school leaders, to fulfill the demands of the school, need to have three qualities; vision, creativity, and the ability to communicate. In particular, vision is need for school improvement and school effectiveness (Tigistu Awelu, 2012).

2.4 Women and Educational Leadership

Leadership role of women in education is the benefits to economic growth and family welfare that come from educating women are undeniable. When women are empowered in all levels of the education system, they contribute to the national development and they help to promote advancement of women and the elimination of all forms of discrimination against women. It is evident that the attention of many countries including Ethiopia is integration of education to development and poverty reduction(King and Hill 2003) . To this end, there is also a need to raise the participation of women in the overall development process.

Gender is a socially constructed term that describes the role of males and females in the society. With regard to leadership, men hold most leadership positions in education. However, increasing the participation of women in leadership is to reduce the gender gap. In relation to this Davies (2002) the participation of women in developing countries in school leadership is low and still few women are leaders at different managerial positions in the schools. Leadership in education as in most fields is identified with men giving subordinate roles to women. That trend is also apparent in the field of education and there is something paradoxical about it. Even though, teaching has traditionally been seen as a suitable job for women, a large number of women in the profession, greatly underrepresented in positions of management (Coleman, 2005, Cubillo and Brown, 2003).

2.5. Quality of Women in Leadership

Good school administration is more attuned to feminine than masculine modes of leadership behavior. Women's attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative and accommodative are increasingly associated with effective administration.

Many literatures stated that women who are already at leadership positions use their power properly to improve an organization. Conner (2002) strengthens this idea, quality of women leaders is the methods in which women use the power they have is different. Women use power to empower the other and women use rational types of leadership skills more often than their male counterparts and that women are great human resource management and builders (Patricia, 2010). Women have the ability to manage many tasks, people and communication skills; the ability to focus on supporting and caring for the staff, implementation of a team-based approach rather than an authority style approach (Manaha, 2010). Women's leadership tends toward a style of interactive leadership Rosener (2000) that involves: encouraging participation, sharing power and information, enhancing people, self-worth, changing self-interest for an overall good, rating power to interpersonal skills, and believing in better performance when feeling good. It is the better way to achieve equality between women and men at representation of educational leadership.

2.6. Women Leadership Style

Leadership styles refer to the underlying need structure of the leader that motivates behavior in various interpersonal situations (Melaku et al .2002). It refers to a pattern how a leader adopts in influencing the behavior of group members. Several classifications have been developed in connection with this concept. Based on how leaders use their authority, leadership styles are generally classified into three: authoritarian (directive), democratic (participative), laissez-faire (non-directive) leadership styles. There are different factors that have an impact on developing a choice on leadership styles. Some writers Melaku (2002), Mosley, Reller & Hengst (2003) argue that generally speaking three factors (leaders' philosophy, followers' maturity level and the situation faced by the leader) affect the choice of leadership styles.

Global experiences have shown that women do have different leadership styles from men. For instance, in education, Coleman (2000) surveyed women head-teachers in England and Wales and found that they identify with a collaborative people oriented styles of leadership. Research done by Rosener (2000) indicated that women are more likely than men to use "transformational leadership" which is motivating others by transforming their individual self-interest into the goals of the group. The characteristic of transformational leadership relate to female values developed through socialization processes that include building relationships, communication, Consensus building, power as influence and working together for a common purpose. In addition to the above, Bass and Riggio (2006) also noted that women exceed men in transformational leadership and men exceed women in transactional leader.

Ndongko (2001) stated that women are by nature accommodating, patient, gentle, and have better human relation skills as well as communication techniques qualities that are indispensable if the objectives of any organization are to be achieved. Rosener (2000) concurs, In her empirical study, she found that women use "interactive leadership styles" by encouraging participation, sharing power and information, enhancing peoples' self-worth. Based on the works of some empirical studies Sadovnik and Semel (2002) stated that women are more likely to lead through cooperation,

inclusion, caring and connectedness. They are more democratic, less hierarchical and relational in their approach.

Traditionally, women leaders tended to show more relation oriented and democratic styles than men whereas male leaders show more task oriented and autocratic styles (Bass and Riggio ,2006).In general, there is a trend in our world to the democratic and participatory leadership styles of decision making. Women principals are more characterize by asking followers for information more often than male counterparts (Shakeshaft, 2007) do. In short, according to Agezo (2010) since school are social institutions where a collaborative effort of teachers, parents, students, community and administration interaction take place, the interactive, colleague and affiliate styles of women educational leadership is of great help (appropriate) in order to achieve the intended objectives of educational organization. Women principal tends to adopt a democratic participative style to pay attention vision building for school, to spend much time in change initiation and implementation and to be attuned to curriculum and teaching issues (Oplatk, 2006).

2.7. Factors contribute to low Participation of Women in School Leadership Position in secondary schools.

Even though, Ethiopia has made in the past few years in promoting and advancing women in the workplace, women are still under-represented in educational leadership. In addition to the international declaration and conventions, the Ethiopian government sets educational and training policy. Transitional Government of Ethiopia TGE (1994) stated that education would be gear towards reorienting society's attitude and value pertaining to the role and contribution of women in development. One of the major documents addressing women rights is the Constitution of the Federal Democratic Republic of Ethiopia.

The Constitution in its Article 35 states that women have equal rights to those of men in all spheres, including education, employment, and access to resources and management of the same. These include rights and protections equal to those of males. Different scholars categorize factors affecting women participation in school leadership roles differently.

Wallace (2002) state that factors affecting women participation in school leadership are socialization, structure of career, timing, lack of opportunity , conflicts and tensions are the most . Jakobsh (2012) also explain that among different factors that hinder women are male dominance as the main obstacle to women rising to top positions. In addition to the above stated factors, women are influence with internal barriers.

Women underrepresentation in leadership positions may be attributed also to women own decision not to apply for promotion in education for a variety of reasons .Such as lack of necessary aspirations, lack of awareness of the promotion system and lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness .Social factors, organizational factors and, women's individual factors are also some of the major factors that contribute to low participation of Women in school leadership.

2.7.1 Social related factor

The socialization of males and females starts from the early developmental stage of children and in most cases, pre-school girls are expected to become passive, dependent, polite, and powerless. On the other hand, boys are expected to become independent, active, dominant, and confident and this gender cultural attitudes towards males and females has an impact on their future Career, (Talsera, 2007). For example, Phillips (2010) stated that women who accept this cultural influences show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions.

Family and home responsibilities, (place-bound circumstances) moves with spouses, or misalignment of personal and organizational goals were early contributors to women, 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 (Shakeshaft, 2007). (Grant, 2005). Married women are responsible for more than half of the domestic tasks in their households. Home has become a refuge for men, pressure and hard work for women. Obtaining affordable childcare may hamper the progress of younger women to management (Commbs, 2004). The skill and ability of

women is not judged depending their practical activity or knowledge or qualification while because their family responsibility. Shakeshaft asserts on her study that Women responsibilities for family life whether current or anticipated slow women's progress because of both external expectations and internal accommodations (Jacobish, 2012).

2.7.2 .Organizational related factors

The effects of gender labeling in the society creates discriminatory actions when women involve in professional activities especially in managerial positions. The abilities and skills of women are judged as lesser quality than men are. In relation to this, as cited in , Hannan (2009) confirms that the negative attitude of organization who hire women take the main share of becoming barrier to women participation in school leadership.

Lack many role models to see in the organization is another factors for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cite as a reason why women have not moved into administrative positions in larger numbers (Comms, 2004). Availability of few female teachers leads to lack of female role models and confidantes in the school and this create learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate. In view of the fact that there is paucity of women educational leaders it is another challenge for a woman who aspire educational leadership in Ethiopia, particularly in selected secondary school of Bale zone

2.7.3 Women Individual Related Factors

Individual factors are factors that can be created within the individual of women themselves. There are different individual factors that are responsible for the low participation of women in school leadership. Some Studies show that there are women who believe that school leadership is not their task. However, women who are engaged in school leadership focus more on children teaching and learning. The Paradox is that when women that are not managers see other women administrators involved in incorporating the activities of teaching and learning and contact with children their interest to become

leader will increase. This indicate that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Rogan (2006).

Low self-confidence can affect aspiration level. A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration level to participate in any public services and as a result, these women lack the chance to move upward position to hold managerial positions than those who have high aspiration (Shakeshaft, 2007).

In addition to low self-confidence and low aspiration level to leadership position, fear of balancing work and family life is one of the great challenges that women face to become school principal. As compared to women, men have fewer domestic responsibilities than women of the same position do. For instance, women are responsible to care for children, cooking of food, fetching of water etc (De Le Rey 2005). In addition to domestic activities, absence of support from husband /spouse/ by sharing of domestic Work, number of siblings and perception of the importance of one work are the major challenges that women face to become school leader. If there is no support from the family for division of labor, if there are large numbers of children and if the family or husbands perceive that women leadership position as less important, usually the woman will less aspire to become school principals.

2.8. Conceptual Framework

The conceptual framework of this study is developed based on literature review related to leadership position in education. It encompasses the assumption on which the study is based. Women participate in school leadership is assumed affected by factors such as social related factors, organizational related factors and women individual factors in the context of secondary school in the study area.

Social related factor simply those factors related to society attitudes toward women in leadership position. Societies were expecting females as wives and mothers. They belief

females have no capabilities to lead the school organizational. It include a dual responsibility of family care and employment being too demanding, society labeling women as wives and mothers and not capable of top management position.

Organizational related factors imply those factors related to leadership roles of the respondents existing within the organizational due to the nature of its functioning and those that are connected to the subordinates' behavior as perceived by the respondent.

Women individual related factors are a number of factors that affect their aspiration of moving to leadership positions. For example, lack of self-confidence, fear of family responsibilities and balance work which contributing factors to participation of Women to school leadership roles.

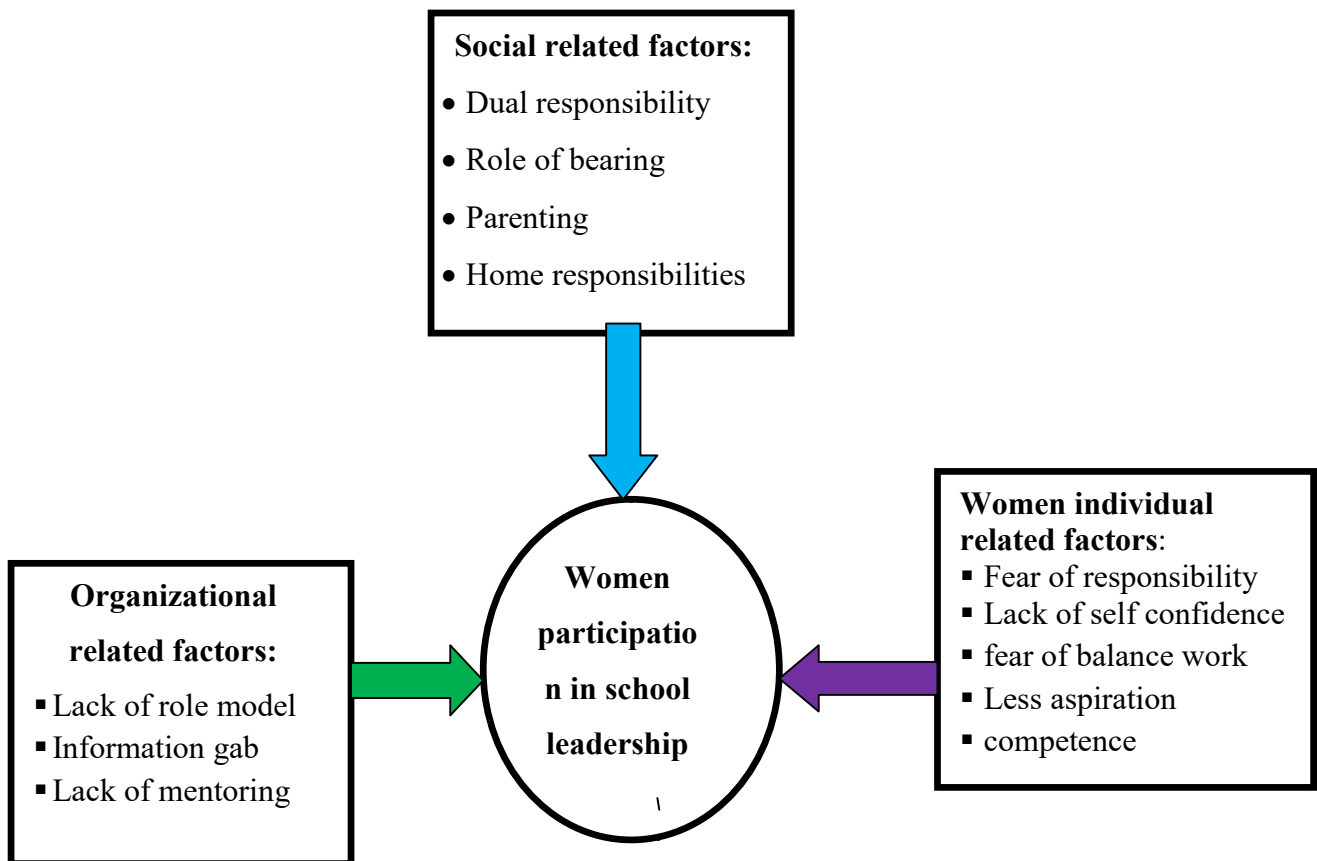


Figure 1: Conceptual Framework

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter, the description of study area, research design, and sources of data, population, sample size and sampling techniques, data gathering tools and statistical tools and methods of data analysis are presented.

3.1 Description of the Study Area

The study was carried out in Oromia regional state at Bale Zone secondary schools. Bale Zone is located at 430 km in southeastern direction of Addis Ababa. Bale Zone bordered in the North by Arsi Zone, in the South by Guji zone, in the East by Somali regional state, in the West-by-West-Arsi zone and Northeast by Hararge zone. The zone constitutes eighteen woreda and two city administrations. The zone has a population of 1,571,602, which 772,107 are female and 779,495 are male. The physical topography of the zone is high lands, plateaus, and lowlands. Agriculture, which accounts more than 90%, is the most dominant sources income for the population. In Bale zone, there are fifty-five public secondary schools. Among 55 secondary schools, the researcher was select twelve secondary schools from sample woreda and city administrations by simple random sampling method.

3.2 Research Design

Since this study, attempts to examine factors contributing to participation of women in school leadership position, the research design embodies for this research was a descriptive survey. The rationale for the choice of descriptive survey is that it is helpful to describe and interpret the trend of events, as it exists based on the current state of issue under study from a relatively large number of cases at a particular time. In supporting this idea, Abiy (2009) suggested that descriptive survey is used together data at particular point time within intention of describing the nature of existing conditions or identifying standards against which existing condition can be compared or determining the relationships that exist between specific events. In other words, Descriptive survey is more effective in assessing the current practices in its natural setting.

3.3 Sources of Data

In this study, primary data sources were drawn to obtain adequate and reliable information about factors contributing to participation of women in school leadership position in secondary schools of Bale zone. The primary sources of data were the key informants and sources of data such as secondary school teachers, principals and vice-principals who have direct involvement in school leadership tasks in the randomly selected secondary schools.

3.4 Population, Sample Size and Sampling Techniques

3.4.1 Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron and Coups, 2008). Bale zone the study area has 20 woreda, 55 secondary schools, 55 school principals, 22 vice-principals, and 1063 secondary school teachers.

3.4.2 Sample Size

Bale Zone is one of the twenty zones of Oromia Regional State, which comprises eighteen Woreda and two city administrations. To make the research manageable and obtain reliable data and easy to analyze and interpret its result, in this research 12(60%) woreda were selected by using simple random sampling of lottery method. In the selected woreda collectively have accommodated 39 governmental secondary schools. Out of these schools in each woreda one secondary schools were selected by simple random sampling technique. From this twelve sampled secondary schools out of 304 secondary schools teachers 188(61.8%) was selected as source of data by simple random sampling of lottery method and purposive method. The rationale for the researcher to use simple random sampling technique is that it gives an equal and independent chance of being selected as sample for every member of a population. Since the total number of teachers in each selected schools are varied due to different condition. To make proportional allocation of male teachers in each school equalizes the representativeness of large as well as small secondary schools for the study. The researcher was used the mathematical formula of William (1977)

$$nh = \frac{Nh \times n}{N}$$

Where, nh= sample size of school h, Nh = population of school h,

n = total sample size, N = total population of sampled schools to determine sample size of respondent male teachers in each schools. This means by using this formula out of 217 male teachers from twelve sampled secondary schools 101 male teachers were selected and 87 female teachers were selected purposively and totally out of 304 teachers from sampled secondary schools 188 teachers used as sources of data.

The target population of this study was also 18 (100%) school leaders (12 principals, 6 vice-principals were selected by using purposive sampling methods.

To sum up, out of 322 total of population 206 (63.9%) were selected as a sample from sampled secondary schools.

3.4.3. Sampling Techniques

The researcher employed both probability and non-probability sampling techniques. The researcher used simple random sampling technique to select woreda, schools and male teachers. The reason why the researcher preferred to use this technique is that, this technique gives equal opportunities to all target populations. Kothari (2005) stated that in simple random sampling technique each member of the population has an equal chance of being selected. The researcher also used purposive sampling techniques to select female teachers and school leaders to collect further data. The reasons why the researcher used the above sampling technique is due to their appropriateness and less or no bias when the universe is too small and have known characteristic to be studied intensively. The following table shows the population, sample size and sampling techniques employ in study.

Table 1: Summary of Population, Sample size and Sample Techniques

No	Sampled woreda	Sampled Schools	Total population						Sample size					
			Teachers			School leaders			Teachers			School leaders		
			M	F	T	M	F	T	M	F	T	M	F	T
1	Dalo menna	Menna secondary school	14	5	19	2	-	2	6	5	11	2	-	2
2	Harena Buluk	Angetu Secondary school	11	4	15	1	-	1	5	4	9	1	-	2
3	Madawalabu	Walabu Secondary school	14	3	17	2	-	2	7	3	10	2	-	2
4	Gasera	Gasera Secondary School	31	16	47	1	1	2	14	16	30	1	1	2
5	Ginnir woreda	Akesha Secondary school	10	8	18	1	-	1	5	8	13	2	-	2
6	Jara	Jara secondary School	18	7	25	2	-	2	9	7	16	2	-	2
7	Goba town	Fincha Secondary school	11	5	16	1	-	1	4	5	9	1	-	1
8	Robe Town	Galema secondary School	32	12	44	1	1	2	15	12	27	1	1	2
9	Sinana	Hisu secondary School	12	6	18	1	-	1	5	6	11	1	-	1
10	Goro	Maliyu Secondary school	19	6	25	1	-	1	9	6	15	1	-	1
11	Ginnir Town	Ginnir Secondary school	24	6	30	1	-	1	11	6	17	1	-	1
12	Agarfa	Baha Ali Secondary school	19	9	28	2	-	2	11	9	20	2	-	2
	Total		217	87	304	16	2	18	101	87	188	16	2	18
	Sampling methods							SRS			PS			

Key =SRS Simple Random sampling and PS= Purposive sampling

3.5. Instruments of Data Collection

For the purpose of this, study both closed-ended and open-ended questionnaire and interview was used as instruments of data collection.

3.5.1 Questionnaire

In an attempt to collect data, questionnaires was prepared by the researcher and used as a main data-gathering instrument from sampled schoolteachers. According to Cohen et al, (2000) and Best and Kahn, (2008) likert scale type of questionnaires are appropriate tools to obtain accurate and relevant data about current situation of issues under study from large sample within a short period of time in relatively cost effective way. This justification made questionnaire more appropriate for this study. A set of questionnaire with 33 closed-ended and 4 open-ended questions was prepared to collect data from respondent teachers. The questionnaire was prepared in English language because the researcher believes that the respondents were secondary school teachers and at least first-degree holders as well as use English language as medium of instruction in the school. The items were prepared in accordance with designed objectives and research questions to be answered concern the contributing factors to participation of women in school leadership position in secondary schools of Bale zone.

The questionnaire had contained four parts. The first part was the cover page with short introduction of research purpose. The second part deals with respondents' demographic characteristics, which comprise sex, age, academic qualification, experience, and pedagogical backgrounds to be answer by the respondent's from the given options. The third part contained five point Likert scale questions ranging from one (strongly disagree) to five (strongly agree) which related with contributing factors to participation of women in school leadership position. The last part contained open-ended questions, which help to collect further data and create an opportunity for respondents to express their opinion freely.

3.5.2 Interview

For the purpose of this investigation, all sampled school principals and vice-principals were interviewed to collect further data that may not easily held by the questionnaire in their schools. Semi-structured interview item was prepared by the researcher for 12 principals and 6 vice-principals to triangulate data gathered through questionnaire. The main reason to select semi-structured interview is that it helps to find out different persons perspectives and views deeply and to triangulate the validity of the data gathered through questionnaire (Cohen et al, 2000). The semi-structured interview was conducted in Afan Oromo language once for 30 to 45 minutes. Finally, interview notes were taken, summarize and discuss the result based on their similarities and then translated into English language. The advantage of the interview is that it enables the participants to enlighten the researcher about unfamiliar aspects of the situation.

3.6 Validity and Reliability

To ensure validity of instruments, the researcher developed data gathering tools under close guidance of advisors and experienced teachers, supervisors, and principals to check instruments consistency. Validity ensuring the process was done with objectives of checking whether the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems related with data collecting instruments from target population. To make the research questionnaire in this study worth relying on, the researcher was conducted pilot test in Dinsho secondary school, which is non-sampled secondary school in actual study to avoid ambiguities and unclear statements questionnaires before dispatching questionnaires to respondents. To this end, prepared questionnaire were distributed to 24 Dinsho secondary school teachers and the principal of the school.

Before the final questionnaire was delivered to the respondents, small similar groups to evaluate its reliability and validity tested the questionnaires. Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments in tapping information from more than one respondent. The items were tested during a pilot study and consequently, the calculated reliability was found to be 0.866. The reliability was measured by using the Cronbach- Alpha Coefficient.

Cronbach's alpha coefficient normally ranges between 0 and 1 (George and Mallery, 2003). As suggested by Cronbach's the reliability coefficients result >0.7 acceptable. Therefore, the researcher accepts if the coefficients >0.7 and reject < 0.7 . Thus, the researcher accepts the calculated reliability since its result is 0.866, which is in the range of acceptable alpha.

3.7. Procedures of the study

The researcher was established the basic questions of the study on which the questionnaires were designed after reading different literature on issues related to contributing factors to participation of women in school leadership position in secondary schools. After having letters of approval from Haramaya University, the researcher had directly conducted pilot study before actual study carried out to make clarification on the items of questionnaire and to identify some approaching techniques that could help to collect data for the actual research. In addition, the distribution and collection of questionnaires had been done in cooperation with school leaders. An interview was conducted through disclosing the purpose of the study based on the agreement and willingness of respondents' with school principals and vice principals. Finally, major finding were obtained and some recommendations were forwarded.

3.8. Method of Data Analysis

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. The information collected from respondent teachers through closed-ended questionnaire was analyzed quantitatively whereas data gathered through open-ended questions and interview was analyzed qualitatively.

In analyzing the quantitative data, responses of respondents were categorized and frequencies are tallied. Percentage and frequency counts was used to analyzed the demographic characteristics of respondents as it helps to determine the relative standing of the respondents whereas the quantitative data was analyzed by using descriptive statistics like mean, standard deviation, and weight mean was used for analyzing the questionnaire with five point likert scales to assess contributing factors to participation of women in school leadership position. The items in the closed-ended questionnaire were

presented in table according to their idea of coherence to make inferences quantitatively. In order to facilitate coding, manipulation, inferences and analysis of quantitative data, the researcher used SPSS Version 20 Software and put the scores of each item was statistically organized and imported in to SPSS version 20 to obtain value of mean, weight mean and Standard deviation.

To compare and test whether the mean score of the group of the respondents was statistically significance or not t- test was used. For the sake of analyzing quantitative data, the decision rule used in the analysis throughout the study was based on the five point likert scale measurements. The data collected from school leaders via interview interpreted qualitatively using narration for paraphrasing and direct quotation of the review of respondents, which in turn helps to supplementing data gathered through closed-ended questionnaires. Generally, the researcher used both quantitative and qualitative method to process, analyze and organize collected data systematically to interpret the result.

3.9. Ethical Consideration

Efforts were made to make the research process professional and ethical. To realize ethical law first the researcher received an introduction letter from Haramaya University, a formal letter to be submitted to all concerned bodies to obtain their cooperation. The researcher clearly informed the respondents verbally about the purpose and benefit of the study just to secure their permission.

According to Best and Khan (1999) involving participants in a research, work is important by considering the ethical principles lay down to protect them. Furthermore, all the participants reassured of confidentiality by explaining to them that their names and other clues of their status are not documented in the study and exposed to external bodies. In addition, their involvement in the study was based on their consents. The researcher did not personalize any of the response of the respondents during data presentations, analysis and interpretation and hence the identity of the respondents has been kept confidential.

4. RESULTS AND DISCUSSION

This part deals with the presentation, analysis and interpretation of the data gathered from the respondents of sample schools through questionnaire and interviews in line with the objectives of the study. The data was collected from a total of 203 respondents. To this effect, a total of 188 copies of questionnaires were distributed to 188 teachers to be filled out of which 87 teachers were female. Out of 188, 185 (98%) questionnaires were properly filled and returned. Moreover 12 sampled school principals and 6 secondary school vice principals were interviewed. The chapter contains two major parts; the first part presents characteristics of respondents and the second part deals with the findings from the data gathered through questionnaire and interview.

The teachers responded to 33 and 4 closed-ended and open-ended items respectively. The data were analyzed in terms of the frequency count, mean scores and standard deviation. T-test was also computed to test the significant difference between the responses of the male teachers and Female teachers. Item scores for each category were arranged under five rating scales. The data obtained from the open-ended items of the questionnaire and interview were presented and analyzed qualitatively to triangulate the data collected through the closed ended questionnaires.

Item scores for each category were arranged under five likert scales. The range of the likert scales were Strongly disagree =1, Disagree =2 Undecided =3, Agree =4, and strongly agree=5. For the interpretation and analysis the researcher used for likert scales the range ≤ 1.49 = strongly disagree, $1.50-2.49$ = disagree, $2.50-3.49$ = undecided, $3.50-4.49$ = agree and ≥ 4.50 = strongly agree during interpretation (Aron, 2008).

4.1 Demographic Characteristics of the Respondents

The importance of this part is to provide some basic background information about the target population with the assumption that it might have some kind of relationship with the issue to be assessed. The respondents were asked to indicate their background information. The following table 2, 3 and 4 shows the distribution of respondents' background characteristics by their sex, age, academic qualification, work experience and educational background.

Table 2: Characteristics of respondents by sex

Variable	Category	Respondents					
		Teachers		School leaders (Principals and vice principals)		Both Teachers and School leaders	
		Fr	%	Fr	%	Fr	%
Sex	Male	98	53	18	100	116	57.1
	Female	87	47	-	-	87	42.8
	Total	185	100	18	100	203	99.9

Key Fr = frequency, % =Percentage

Regarding the background information of respondents in table 2 indicates that 87 (47%) are females and the remaining 98 (53%) 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.

Table 3: Characteristics of respondents by age and academic qualification

Variables	Category	Respondents					
		Teachers		Principals and vice principals		Both teachers and school leaders	
Age		Fr	%	Fr	%	Fr	%
	20-30	15	8	2	11	17	8
	31-40	93	50	8	44	101	50
	41-50	64	35	5	28	69	34
	>51	13	7	3	17	16	8
Academic Qualification	Diploma	-	-	-	-	-	-
	Degree	176	95	14	78	190	93.5
	Masters	9	5	4	22	13	6.5

Key: Fr= frequency, % =percentage

As seen in Table 3, concerning the age of respondents most of teachers 93(50%) are between 31-40 years where as 64(35%), between 20 and 30 aged. 15(8%) and 13 (7 %) were at the range, 41-50 and >51 years respectively. In relation to school principals and vice principals 8(44%) was 30-40 years while the rest 5(28%), 3 (17%) and 2 (11%) were at the age between 41-50, above 51 years and between 20-30 years respectively.

As seen in Table 3 regarding academic qualifications no one respondent hold college diploma. The academic qualification 176(95%), and 9 (5%) of teachers were holds first degree and master degree, while 14(78%) and 4(22%) of respondents vice principals and principals were first degree and master's degree graduates respectively.

Table 4: Characteristics of respondents by experience and Educational background

Variables	Category	Respondents					
		Teachers		Principals and vice principals		Both teachers and school leaders	
		Fr	%	Fr	%	Fr	%
Teaching Experience	1-10	38	20	-	-	38	20
	11-20	79	43	6	33	85	42
	21 -30	51	28	9	50	60	29
	31-40	17	9	3	17	20	9
	Total	185	100	18	100	203	100
	Educational Background	Applied	11	6	-	-	11
	Educ.	164	89	11	61	175	86
	EDPM	10	5	7	39	17	8
	Total	185	100	18	100	203	100

Key: Fr= frequency, % =percentage

With respect to teaching experience of respondents' 38(20%) teachers were between 1-10 years' experience while 6 (33%) leaders had 11-20 years experience. On the other hand, 51(28%) teachers and 9(850%) of leadership had work experience of 21 to 30 years while 17(9%) teachers and 3 (17%) school leaders had 31-40 years of work experience. The largest number 79(43%) teachers have work experiences of 11- 20 years.

The last item in the above Table concerned with respondent's pedagogical background. Concerning this about 11(6%), 164 (89%) and 10(5%) of teachers were applied, Education and EdPM respectively. Concerning vice principals and school principals pedagogical background significant number 7(39%) have EdPM background and the remaining 11(61%) were graduated by Education.

4.2 The extent to which women take part in school leadership practice.

Teachers were asked rate the extents to which women take part in school leadership practices in secondary schools. The five point likert scales questionnaires were dispatched to respondent teachers. The result obtained from teachers is summarized in the following table.

Table 5: The extent to which women take part in school leadership practices

No	Items	SD		D		UN		A		SA		Male	Female	X	SD	t-value	P-value
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Mean	Mean				
1	Women are still the minority as both Principal and Vice principal	12	7	25	13	8	4	53	29	87	47	3.8	4.1	3.9	1.28	1.96	0.51
2	Women apply for school leadership less frequently	18	10	17	9	26	14	51	28	73	39	3.71	3.85	3.8	1.31	0.03	0.99
3	Women fear competition that affect aspiration	18	10	30	16	32	17	51	28	54	29	3.41	3.61	3.5	1.32	1.28	0.20
4	Both male and female teachers equally participate in school Leadership position	65	35	72	39	25	13	16	9	7	4	2.1	2.03	2.07	1.08	0.57	0.56

Key: F= frequency, % percentage, X = weight mean, STD = standard deviation, SD=Strongly Disagree, D= Disagree, UN=Undecided

A= Agree, SA = Strongly Agree

With respect to item 1 in Table 5, teachers were asked to rate whether women are still the minority as both Principal and Vice principal or not. In this respect the majority of the respondents 140(75.6%) agreed that female teachers are still the minority as both Principal and Vice principal and some of them numerically 37 (20%) ranged their responses under disagreement about this idea, which coincide with the finding of (Hart, 1995) because of traditional stereotypes cast women and minorities as social incongruent as a leader. The weight mean and standard deviation of respondents scored at ($x=3.96$ and $STD=1.28$) with the individual mean of 3.8 and 4.1 for male and female respectively. This clearly indicated that Women are still the minority as both Principal and Vice principal. Furthermore, the computed t-value at $= 0.05$ was found to be 1.96 which was less than the critical value at $t=1.98$, $p= .051$. It indicated that there was no statistically significant mean difference among the group. Thus, it can be concluded that, the participation of Women in secondary school leadership position was low with compared to male in Bale zone secondary schools.

As indicated in item 2 of Table 5, 124(67.2%) of the respondents were agreed Women apply for school leadership less frequently and 35(18.9%) of the respondents were disagree that Women apply for school leadership is not less frequently. The teachers' response weight mean and standard deviation result computed at (3.78 and 1.34) with mean of 3.71 and 3.85 for male and female, which is high level. This indicated that Women apply for school leadership less frequently was high factor of women perception. The t-test result was ($t=.03$, $p=.99$) which reveals that there was no statistically a significant difference between male and female teachers. Thus, it can be concluded that, women are not apply for leadership position in sampled secondary schools of Bale zone.

Concerning this Brown (2003) and Oplatka (2006) 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.

In item 3 of the Table 5, respondent teachers were asked to rate whether women fear competition that affects aspirations or not. As indicated in the table 105(55.7%) teachers response was agree on and 48 (27%) of the respondents were disagree with the computed

weight mean and standard deviation score at (3.52 and 1.32) and individual mean of 3.41 and 3.61 for male and female respectively which lie on high level. As t-test value indicated that, since the calculated t -value at $\alpha=0.05$ level of significance, the t-test result was ($t=1.28$, $p=.02$).The result revealed that there was no statistically a significant difference between male and female respondents. Thus, one can be concluded that Women are fear to compute in leader ship position in secondary school as compared to male in Bale zone secondary schools .

As indicated in Table 5, last item teachers were asked to rate level of agreement regarding the extent to which both male and female teachers participate in school Leadership position. Regarding this, 137(74%) disagree with the weight mean and standard deviation computed at ($x=2.07$ and $STD=1.084$) in individual mean of 2.1 for male and 2.07 for females, which was at moderate level. As t-test value indicated that, since the calculated t -value at $\alpha=0.05$ level of significance, the t-test result was ($t=0.57$, $p= 0.56$).The result revealed that there was no statistically a significant difference between male and female respondents .This shows that the the involvement of both male and female teachers do not equally participate in secondary school leadership position. To this reality in many secondary schools of Bale Zone, male teachers occupied the secondary school principal and vice principals.

In relation to this one of the interviewee, principals forwarded the following idea,

In many secondary schools, few women participate in leadership as unit leaders, department heads and in co-curriculum activities. The participation of women in school leadership was low as a female teachers targeted only to teaching learning process. Moreover, interview results indicated that the majority of school principals were male and few female was participating in school leadership roles. According to school leaders, interviewee responses in almost all secondary schools of Bale Zone secondary schools women participation in school principals and vice principal is very low.

To sum up, in most selected secondary schools of Bale zone women taking part in school leadership positions practices were not satisfactory.

4.3 Women perception towards to participate in school leadership position.

Table 6 : Women perception towards school leadership position

No	Items	SD		D		UN		A		SA		X.	SDT
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Women think they do not have the abilities and skills to be leadership	10	11	12	14	4	5	26	30	35	40	3.97	1.3
2	Women consider themselves to have low level of acceptance than men.	9	10	11	13	7	8	22	25	38	44	4.01	1.1
3	Women assume that they will not be successful in leading school	12	14	13	15	9	10	27	31	26	30	3.7	1.5
4	Most women lack confidence to assume leadership position	13	15	14	16	15	17	29	33	16	18	3.15	1.3
5	Women lack of initiative to participate in leadership position	21	24	26	30	12	14	11	13	17	19	3.09	1.41
6	Women feel less competent, capable and efficient in leadership position than male	13	15	18	21	6	7	22	25	28	32	3.43	1.4
7	Women assumed they have ability to effectively plan	26	30	19	22	10	11	14	16	18	21	3.08	1.5
8	Women exhibit poor risk taking of them.	16	18	18	21	8	9	19	22	26	30	3.18	1.4

Key: F= frequency X = mean, STD = standard deviation, SD=Strongly Disagree, D= Disagree, UN=undecided, A= Agree, SA = Strongly Agree,

As indicated in item 1 of Table 6, respondents female teachers were asked to give their response on the item, which states women think they do not have the abilities and skills to be leadership. Regarding this, 61(70.1%) female teachers respondents responded agree and 22(25%) of respondents disagreed. The mean value of a response was ($x=3.97$) with a standard deviation of ($STD=1.30$). This implies that women think they do not have the abilities and skills to be leadership are high perception of women. These reveal that, women teachers perceive themselves as they have low ability and skills than men teachers.

The findings of Gross and Trask (1996) disapproved in 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 and teachers preferred their technical skill for leadership.

As it can be indicated in item 2 of Table 6, 60(69%) of teachers were agree on women consider themselves to have low level of acceptance than men with mean and standard deviation result 4.01 and 1.12 and 20(23%) were disagreed. This implies that Women consider themselves to have low level of acceptance than men are seriously high factors. This means that the majority of women in secondary school of Bale Zone considered themselves at low level of acceptance than men. From this one can be concluded that, women teachers perceive themselves as they have low level of acceptance than men teachers.

Item 3 of Table 6 above which concerned with Women assume that they will not be successful in leading school if they are a school leader. 53 (61%) and 25(29%) of the respondent agree and disagree on the issue. Accordingly, the mean and standard deviation score of teachers response at ($x=3.7$ and $STD=1.519$). This indicate that the success of women if they are school leadership at the medium level of agreement for their perception. Concerning the above idea Jordan, (1999) also support this sentiment by saying 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.

In their reaction to item 4 of Table 6, 87(57.6%) of the respondents were agreed that most women lack confidence to assume leadership position with weighted mean value ($x=3.62$) with standard deviation ($STD=1.38$), which are very high perception for women. The calculated t-value at $\alpha=0.05$ level of significance. The t-test result is ($t=2.4$, $p=.016$) which is greater than t-value (1.96) at ($P>0.05$) and this reveals that there was statistically a significant difference between male and female teachers. From this researcher concluded that most women lack confidence to be school leadership. In supporting this idea, Wrushen and Sherman (2008) indicate that women sometimes question their own capabilities of being educational leadership because of lack of confidence.

With regard to Table 6 item 5 majority number of the respondents, 47(54%) disagreed on the statements that indicated women lack of initiative to participate in leadership position with mean value($x=2.39$) with a ($STD=.416$) which confirm the idea. This implies the mean values of the respondents clearly show that women lack of initiative to participate in leadership position was moderate level of perception.

As it can be indicated in item 6 of Table 6, 50(57%) rated agree on the issue that indicated Women feel less competent, capable and efficient in leadership position than men with mean ($x= 3.8$) with standard deviation ($STD= 1.601$) and 31(36%) of the respondents were disagree. This shows that Women feel less competent, capable and efficient determine participation of women in school leadership positions. Therefore, it can be concluded that Women feel less competent, capable and efficient in leadership position than men.

As pointed out in item 7 of Table 6, respondents were asked to indicate their level of agreement. Women assumed they lack the ability to effectively plan and coordinate all desired activities and resource towards the achievement of goal as leaders whereas, 47(54%) of the respondent disagreed that women assumed they lacks the ability to effectively plan and coordinate all desired activities and resource towards the achievement of goal as leaders while 32(6%) of the respondents were agree. The mean score at 3.08 with standard deviation at ($STD =1.533$). Therefore, from the finding it is possible to conclude that women have the ability to effectively plan and coordinate all desired activities and provides resource towards the achievement of schools goal as school leaders.

With respect to last items of Table 6, Majority 45(52%) of the respondents agreed that Women exhibit poor risk taking of themselves and 34(39%) of the respondents disagreed on the issue. The mean and standard deviation value obtained from respondents teachers for this item scored at ($x=3.51$ and $STD=1.40$) which indicates high level of perception. The researcher concluded that fear of taking risk was detrimental factor women to get into the school leadership position since it is one of the essential qualities leadership should possess.

During the interview, one of the vice principal said:

Women by themselves have lack of confidence in their capabilities, commitment, lack of communication, less competent, fear failure, less confidence in their ability, fear of risk facing, fear challenging of leading, fear acceptability and giving more attention to their home are some the major of perception of women towards to participate in school leadership role.

In general, the finding from the questionnaire and interview respondents' responses on the perception of women towards school leadership the researcher concluded that women give priority for domestic responsibilities and teaching than leadership. Women have less confidence in capabilities, experience and have no interest are negatively affect their participation in school leadership in the most of secondary schools in Bale Zone.

4.4 Factors contribute to low participation of women in school leadership Position.

4.4.1 Social factors that contribute to low participation of women in school leadership position.

Table 7: Social factors to low contribution

No	Items	SD		D		UN		A		SA		Male	Female	\bar{X}	STD	t-value	P-value
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%						
1	Dual responsibility hinders women from taking up leadership	17	9	36	19	26	14	49	26	57	31	3.4	3.41	3.4	1.34	.92	.356
2	Devaluation of women by the society affect their aspiration to	26	14	28	15	17	9	55	30	59	32	3.43	3.64	3.53	1.42	3.06	.003
3	Women's lack's of support from husband affect their participation	21	11	23	12	11	6	55	30	75	41	3.69	4.05	3.87	1.35	3.36	.001
4	Most of the school leadership positions are occupied by male	25	13	37	20	16	9	50	27	57	31	3.41	3.53	3.50	1.44	2.36	.019
5	Women's responsibility of family affect their participation in school leadership	26	14	22	12	16	9	63	34	58	31	3.5	3.87	3.68	1.37	3.16	.002
6	Parenting hinders participation of Women in school leadership.	25	13	19	10	18	10	64	35	59	32	3.5	3.89	3.69	1.40	2.74	.007
7	Women's role of child bearing affect their involvement in school leadership	27	25	21	11	17	9	44	24	76	41	3.63	3.9	3.76	1.35	3.29	.001

Key: F= frequency X = weight mean, STD = standard deviation, SD=Strongly Disagree, D= Disagree, UN=undecided, A= Agree, SA = Strongly Agree,

As indicated in item 1 of Table 7, the respondents asked to rate whether dual responsibility hinders women from taking up leadership positions or not. They give their response that the majority of the respondents show agree with 106(57%) that Dual responsibility hinders women from taking up leadership positions and 53(29%) respondents were disagree on the issue. The weight mean and standard deviation of this response were ($X=3.4$) and ($STD=1.342$) respectively. The individual mean of the respondents 3.4 for male and 3.41 for female, which implies that dual responsibility, hinders women from taking up leadership positions was at high factor level rate. The computed t-value at $\alpha=0.05$ level of significance and the result was ($t=.96, p=.356$) which show that there was no statistically a significant difference between male and female teachers. Thus, it implies that dual responsibility hinders women from taking up leadership positions was at high factor level rate. Women from the core of the family and household work longer hours than man in nearly every country works and does more of the total work than men do (Meron, 2003).

Item 2 of Table 7, indicates that the majority of teachers 114(62%) agree on the devaluation of women by the society affect their aspiration to become leader in schools and 54(29%) of the respondent teachers disagree on the issue. The calculated weight mean scores with standard deviation was ($X=3.55$) and ($STD =1.42$). This mean values indicates that devaluation of women by the society was a highly a serious factors. The t- test results (3.06) at P (.003) which is greater than t-value (1.96) at $P>0.05$ and denotes that there is a significant difference between male and female teachers. Thus, it can be concluded that devaluation of women by the society affect their aspiration to become leader in schools.

Regarding item 3 of the same Table above, respondent teachers were asked to women lacks of support from family (husband) affect their participation in school leadership. 130 (70%) and 44 (24%) of the respondents were agree and disagree respectively. The weight mean and standard deviation of teachers response for this item rated at ($x=3.89$ and $STD= 1.359$) and individual mean of 3.69 and 4.05 for male and female which is highly a serious factors. This indicated that in large numbers of Bale Zone secondary schools female teachers had lacks of support from family (husband) to participation in school leadership role. Beside the descriptive analysis, the t- test computed and the results (3.36) at P (.001) is greater than t-value (1.984) at $P>0.05$ which denotes that there is a

significant difference between male and female teachers.

As it can be seen in Table 7 of item 4, respondents were asked to rate their degree of agreement on most of the educational leadership positions are occupied by male in schools so that females couldn't get opportunities to show their talent. From a total respondents 57 (31%), 50 (27%), 37(20%) and 25(13%) were strongly agree, agree, disagree, and strongly disagree with idea respectively. Accordingly, a weight mean and standard deviation score of teachers response was (3.50 and 1.442) respectively. The individual mean for male 3.41 and for female 3.53, which indicated that most of the educational leadership positions are occupied by male in schools, was high factors for female teachers. More over the computed t-test result ($t=2.36$, $P .019$) which shows as there was statistically significant difference between male and female teachers. To strength this idea, Jakobsh (2012) explained that among different factors that hinders women is male dominance as the main obstacles to women rising to top position.

Table 7 item 5 illustrate that, 121(65%) and 48(26%) of the respondents agree and disagree with idea Women's responsibility of family and home affect their participation in school leadership. The weight mean score this item ($X=3.68$) with its standard deviation ($STD=1.377$), which are in the range of highly a serious factor. The calculated t-value at a $=0.05$ level of significance .t-test result ($t=3.16$, $P .002$) which reveals that there was statistically significant difference between male and female teachers. To strength this idea, Wynn (2003) stated that family responsibilities were considering by women in their decision to apply for school leadership. Balancing personal and professional aspiration shapes the ways that women some women structure their lives once they move into leadership position.

While responding to item 6 of Table 7, 123(66%) of the respondents were reply that Parenting hinders participation of women in school leadership position, and 44(24%) of the respondents disagreed with the idea .The weight mean score and standard deviation of this response were ($X=3.70$) and ($STD =1.405$) and individual mean 3.5 and 3.89 for male and female respectively. This implies that Parenting hinders participation of women in school leadership positions was highly a serious factors .The calculated t-value at a $=0.05$ level of significance, t- test result ($t=2.74$, $P .007$) which reveals that there was

statistically significant difference between male and female teachers. To support this idea, Neidhart and Carlin (2003) indicate that culturally females have associated with parenting and caring their children.

With regarding to item 7 of Table 7, 120 (65%) and 48(26%) of respondents were agreed and disagree respectively Women's role of child bearing, and taking care of family affect their involvement in school leadership position. The weight mean score value of this item is ($X=3.79$) and its standard deviation ($STD=1.454$ and the individual mean of 3.63 and 3.90) for male and female respectively. This implies that Women's role of child bearing and taking care of family seriously affects their participation in school leadership. The t-test value of the item also indicated at $\alpha=0.05$ level of significance and result was ($t=3.29$, $p=.001$) which tell us as there was statistically a significant difference between male and female teachers. This, finding supported by Shakeshaft et al., (2007), that “ child bearing and taking care of family responsibilities are more likely to affect the career patterns of women than of men”

In addition, one of the principal said:

Societies feel that a women role is wives and mother. In many families, women are expected to maintain traditional family role independent of existing. Women also much tensioned at home responsibilities such as child bearing and other activities...Lack of support from family make women to lose their interest in leadership position. Due to this women concentrate on family roles, which they feel, are more important. A multiple role (dual responsibilities), men dominance in school leadership, home and family responsibilities, devaluation by societies are major hinders of women to participate in school leadership.

Generally, the finding from the questionnaire and interview revealed that major factor hinder women representation in school leadership is society reluctance to see women leadership position, family commitment, leadership position dominant by male and lack of support from family.

4.4.2 Organizational related factors contribute to low participation of women in school leadership.

Table 8 : Women's organizational factors to low contribution

No	Item	SD		D		UN		A		SA		Male	Female	X	STD	t-value	P-value
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	M	M				
1	Lack of women role models in educational institutions affects participation of other women aspiring for leader.	22	12	30	16	19	10	53	29	61	33	3.30	3.51	3.66	1.37	2.16	.302
2	Information gap related to the recruitment	26	14	27	15	17	9	70	39	45	24	3.48	3.52	3.52	1.35	.66	.508
3	Lack of mentors and special support system for women affects their aspiration for school leadership	24	13	39	21	21	11	55	30	46	25	3.56	3.67	3.37	1.39	2.65	.009

Key* F= frequency, M= mean, \bar{X} = weight mean, STD = standard deviation, SD=Strongly Disagree, D= Disagree, UN=undecided

A= Agree, SA = Strongly Agree

In item 1 of Table 8, the respondents were requested to reply lack of women role models in educational institutions affects participation of other women aspiring for leader. With regard to this, most of the respondent teachers, 114 (62%) agree on that lack of women role models in educational institutions affects their participation in school leadership role. A few in numeric 52 (28%) were disagree on women lack of role models in educational institutions do not affect their participation in school leadership. Accordingly, the weight mean and standard deviation score of teachers response scores at ($x=3.66$ and $STD = 1.376$) and individual mean 3.30 and 3.51 for male and female respectively. This indicated that lack of women role models in educational institutions affects participation of other women aspiring for leader was highly a serious factor.

Interview made with female principal said, “They have role model in the outside of the school environment especially in a politics at national and regional level but women teachers do not see others with in school environment.” Therefore, the absence role model erodes the confidence of women to assume leadership position. The compute t-value was at $\alpha = 0.05$ level of significance .The t –test result was ($t=2.16$, $P=.009$).A researcher concluded that lack of women role models was one of the factors that contributed to the low participation of women in school leadership in secondary schools of Bale zone. The absence of role models discourages women who aspire leadership position .This also appears to agree with the finding of Osumbah (2011) who stated that lack of role moles at management level contribute to low aspiration of women to educational leadership.

With regard to item 2 of Table 8, 115(62%) of the respondents agreed on information gap related to the recruitment process and a few 53(29%) of respondents were disagreed. The computed weight mean of respondent score a mean at ($x= 3.5$) and standard deviation ($STD =1 .35$) which means information gap related to the recruitment process were highly affect the participation of women in school leadership role. Since the calculated t-value at $\alpha=0.05$ level significance, the t-test result was ($t=.66$, $p=.508$).The result revealed that there was no statistically a significant difference between male and female teachers.

As it indicated item 3 in Table 8, 24(13%) and 39(21%) of respondents disagree and strongly disagree on that lack of mentors and special support system for women do not affects their aspiration for school leadership. 55(30%) and 46(25) respondents agree and strongly agree with that lack of mentors and special support system for women affects their aspiration for school leadership with weighted mean and standard deviation score of teacher's response at (3.37 and 1.398) which implies that lack of mentors and special support system for women affects their aspiration for school leadership was high factor. The t-test result 2.65 is greater than the t critics (1.96) at ($p>0.05$), which denotes that there was significant difference of respondents response. In supporting of this idea, Hale (1989) also indicated that, it is one of the key strategies to empower women by giving training, advice and sharing of experience. However, in the lack of mentoring, women could not get a chance to gain knowledge, experience and skills and as a result, they could develop low self-esteem to become school leaders . Omtatah (2008) also argues that many women come to school leadership position without the advantages of quality monitoring and hands on training as the results they are not success full and fear of responsibilities.

4.4.3 Women's individual factors contribute to low participation of women in school leadership position.

Table 9 : Women's individual related factors

No	Items	SD		D		UN		A		SA		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Female teachers fear additional responsibilities that will increase pressure on them	12	14	13	15	9	10	21	24	33	38	3.62
2	Females in educational leadership positions are worried with Fear of balancing professional extra work responsibilities and family responsibility	8	9	11	13	11	13	23	26	34	39	3.48
3	Women aspire to become school leader	16	18	13	15	7	8	28	32	23	26	3.03
4	Female teachers do not have capacity to lead secondary school	11	13	14	16	5	6	30	34	27	31	3.57
5	Women perceive leadership is given to male	9	10	13	15	10	11	24	28	31	36	3.39
6	Women have an interest and motivation to apply for school leadership	22	25	24	28	8	9	16	18	17	20	1.96
7	Women do not have plan and set their promotion goals to be school leader	17	20	18	21	7	8	21	24	24	27	2.78
8	Women lack self-confidence to apply to educational leadership	15	17	25	29	9	10	21	24	17	20	3.15

Key: F= frequency, M= mean, \bar{X} = weight mean, STD = standard deviation, SD=Strongly Disagree, D= Disagree, UN=undecided

A= Agree, SA = Strongly Agree

In responding to item 1 of Table 9, (62%) and 25(29%) of the respondents agree and disagree that female teachers fear additional responsibilities that will increase pressure on them. The calculated mean scores ($X = 3.63$) with standard deviation ($STD=1.445$). This implies that Female teachers fear additional responsibilities increase pressure on them was a highly a serious factors.

As could be observed from Table 9 of item 2, 57(66%) and 19(22%) of the respondents were agree and disagree respectively on that Females in educational leadership positions are frequently worried with Fear of balancing professional extra work responsibilities and family responsibility. Concerning this, the calculate mean of female teachers' response score at($x= 3.45$ and $STD=1.445$). This show that females in educational leadership positions are frequently worried with fear of balancing professional extra work responsibilities with family responsibility was highly a factor contributed to low participation of women in school leadership. To strength this idea, Wynn (2003) stated that family responsibilities were considering by women in their decision to apply for school leadership. Balancing personal and professional aspiration shapes the ways that women structure their lives once they move into leadership position.

As could be seen from Table 9 item 3, 51(59%) of the respondents agree that Women aspire to become school leaders whereas 29(33%) of the respondent disagree that Women do not aspire to become school leader and 7 (8%) of the respondent could not make decision. With regarding to this, the calculate mean and standard deviation of female teachers response rated at ($x=3.18$) and ($STD=1 .456$) which indicates high factor.

As noticed from Table 9, item 4, 57(66%) of the respondents agreed on that female teachers do not have capacity to lead secondary school and 25(29) of the respondent disagreed. In this regard, the calculate mean and standard deviation of female teachers' responses computed at ($X=3.5$) and ($STD=1 .420$). This means Female teachers do not have capacity to lead secondary school is a factor that affect female teachers to participate in school leadership.

Table 9 of item 5, depicted that 25(29%) and 22(25%) of the respondent teachers agree and disagree on Women perceive leadership is given to males and a few 10(11%) of the respondents do not give their decision. The calculate mean and standard deviation of score at ($X=3.27$) and ($STD=1.395$) which implies that Women perceive leadership is given to males at high factors. This concurs with Phillips, (2010)who said that various cultural influences including negative stereotyping make the women to become dependent, powerless, and inferior and as a result, women perceive leadership is men job not for women and they underestimate themselves and they would develop low aspiration to become school leader. From this, one can concluded that female teachers perceive that leadership is given to men.

As shown in item 6 of Table 9, 46(53%) of the respondents agreed that Women do not have an interest and motivation to apply for school leadership whereas 33(38%) of the respondent disagree that Women have an interest and motivation to apply for school leadership and 8 (9%) of the respondent could not made decision. The calculated mean score was 1.84 and standard deviation 1.00. This means values indicated that there was a low factor women have an interest to be a school leadership. One of the principal interviewee said:

Female teachers have an interest to be a school leader but they have so many things to perform at home after they get back from teaching. If they are not in a principal ship position, they can have ample time to do lots of things like taking care of their families, their kids and so on. However, if they held a leadership position, they will have limited time to perform the household chores.

From this, one can concluded that women do not have an interest to be a school leadership. To strength this idea, Annis (2008) indicates that many women lose, their interest to excel due to the many factors met along the path of becomes manager.

As indicated in item 7 of Table 9, respondents requested to reply women do not have plan and set their promotion goals to be school leader. 45(52%) and 35(40%) of the respondents were agreed and disagree in the question they requested. The calculate mean 2.78 and standard deviation 1.37. The resulted indicated that women have a plan and set their goal to be leadership. Concerning this, literature in the area Substantiating this issue Gupton & 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 (Addisu, 2001).

With respect to item 8 of Table 9 40 (46%) and 38(44%) of the respondents were disagreed and agree in the question they requested to answer Women lack self-confidence to apply to educational leadership that affects their aspiration. Thus, the calculate mean value of the item result is ($X=3.07$) with standard deviation ($STD=1.461$). During the interview, one of the principal said that:

The major factors contribute to low participation of women in school leadership were generated from female teachers themselves. Women have lack of self-confidence, Low self-esteem, misalignment of personal, lack of commitment, lowered aspiration, Lack of a leadership identity, less aspiration, fear of balance work, and unwillingness to participate in school leadership were the major determinant factors that contribute to low participation of women in school leadership.

Other interviewee female vice- principal said;

It is not easy women to balance their work and family obligation. Women give priority to their family than school leadership because of it need too long time, which is burden for women to balance home responsibilities and school leadership. Women experience lack of confidence to take responsibilities because they fear it is difficult to manage the students and teachers in secondary schools...they also belief that women are not as competent as men and the leadership is give for men and hence women cannot maintain a role of authority in secondary schools.

From the above questionnaire and interview conversation researcher concluded that resistance from female teachers themselves and attitude of stakeholders were the determinant factors that contribute to low participation of women in school leadership. Giving training, awareness and supporting female teachers in order to enhance their skill and change their perception (attitude) in order to have practice school leadership. Furthermore, the majority of Bale Zone selected schools principals and vice principal confirmed that the major factors that contribute to low participation of women in school leadership was at grassroots level.

4.5 Strategies to improve women participation in school leadership roles

Table 10: Strategies to improve women participation in school leadership role

No	Items	Scale	Female Teachers				Male Teachers				X	t-value	p-value
			F	%	\bar{x}_1	Std ₁	F	%	\bar{x}_2	Std ₂			
1	Providing school leadership program and revising recruiting criteria to improve women's participation in leadership position	SA	41	47	4.4	0.8	49	50	4.36	0.8	4.4	.992	.32
		A	29	34			40	42					
		UD	8	9			4	4					
		DA	9	10			5	5					
		SD	-	-	-	-	-	-					
2	Increasing educational qualification of women	SA	37	43	4.36	0.1	44	45	4.27	0.9	4.2	.007	.001
		A	28	32	26	-	45	46					
		UD	9	10	-	-	2	2					
		DA	13	15	-	-	5	5					
		SD	-		-		2	2					
3	Providing capacity building training at school level to promote female teachers	SA	51	59	4.	0.8	50	51	4.35	0.8	4.38	.541	.590
		A	28	32	4		40	41					
		UD	-	-			1	1					
		DA	8	9			7	7					
		SD	-	-			-						

Key: F= frequency, X = weight mean, \bar{x}_1 = indicate the mean for female teachers, \bar{x}_2 = indicate the mean for male teachers, STD₁ = standard deviation for female teachers, STD₂ = standard deviation for male teachers

As indicated in item 1 of Table 10, respondents requested to reply providing school leadership program and revising recruiting criteria to improve women's participation in leadership position. The majority of the respondent 159 (86%) agreed and 14 (8%) of the respondents were disagree in the question they requested. A weight mean 4.40 and standard deviation 0.785 and individual mean of 4.4 and 4.36 for male and female respectively. The result indicated that providing school leadership program and revising recruiting criteria to improve women's participation in leadership position. The t- test ($t=0.997$) result was less than the table value (1.96) at ($p=0.997>0.05$) significant level, and 149 degrees of freedom. Therefore, it is concluded that, there is no statistically significant difference observed between the two groups.

According to Table 10, item 2, teachers were asked to determine whether or not increasing educational qualification of women increase their participation. In this respect the majority of the respondents 154(83%) agreed that females teachers are still need qualification of education and some of them numerically 20 (11%) ranged their responses under disagreement about this idea. The weight mean and standard deviation of respondents scored at ($x=4.26$ and $STD=0.914$) with the individual mean of 4.36 and 4.27 for male and female respectively. This clearly indicated that Women are need increasing their educational qualification. Furthermore, the computed t-value at $\alpha = 0.05$ was found to be 0.007 which was less than the critical value at $\alpha = 0.05$ which was 1.96. It indicated that there was no statistically significant mean difference among the group. The researcher concluded that increasing the educational qualification of women enhance their participation in school leadership.

Last item of Table 10, the respondents were asked to rate whether or not providing capacity building training at school level to promote female teachers increase their participation in school leadership. 169(92%) of the respondents agreed that capacity building training at school level for female promoted them and 15(8%) of the respondents disagreed that capacity building do not promoted them to leadership. The weight mean 4.38 and individual mean of 4.35 and 4.43 for male and female respectively. In addition to descriptive analysis t-value computed and the result was

.54. This indicated that t-value is less than t-critical (1.96). This shows that there is no statistically significant difference between the responses of these two groups of respondents.

Moreover, similar with the respondent's teachers, the findings from the interviewee supported the above finding results and it indicated that the revising school leadership program, recruiting criteria and increasing educational qualification of women to improve women's participation in leadership position was the most important issue. Most of the female teachers were participating when their education qualifications increase and get leadership skills. According to female principals interview responses in almost all secondary schools of Bale Zone women participation in school leadership roles in school principals ,vice -principal and supervisor were very low due to the school program was not properly implemented.

On the other hand interviewees of male principal confirms that "In woreda education office there is knowledge gap to implement policy and strategy to maximize female teachers participation in school leadership position and they do not give any training for female teachers to build their capacity."

To sum up, the researcher concluded providing capacity building training at school level were promote women and gives a chance for enhancing their participation in school leadership. Moreover, women themselves must strive for their right, avoid the sense of undermining and have to play a great role to come out and show that they are capable of administering a school equally with men.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the study deals with general overview, conclusion, and recommendation of the study. Hence, summary of the study, conclusions drawn based on the research finding, and recommendations that are assumed to be useful to alleviate the current study are presented in the section.

5.1 Summary

The major objective of this study was to assess the contributing factors to participation of women in school leadership positions in secondary schools of Bale zone. To achieve this aim, attempt was made to answer these four basic research questions.

To what extent do Women take part in school leadership position in secondary schools?

What is the perception of women in school leadership position in secondary schools?

What are the major factors that contribute to low participation of women in school leadership positions?

What strategies can help to improve women participation in school leadership position in secondary schools?

A descriptive survey research design was employed in this study. The subjects of the study were 18 school leaders' and 188 teachers, which selected from 322 respondents and 185 (98.4%) respondent teachers were filled and returned the questionnaire. Quantitative and qualitative methods were used to analyze collected data. Quantitative data collected through questionnaires from teachers were tallied, tabulated and analyzed by descriptive statistics like frequency, mean, standard deviation and inferential statistic t- test were used. Finally, based on analysis and interpretation made so far the following major findings of the study were listed as follows:

The findings related to the background of the respondents indicate that, concerning the sex the majority of respondents, 53% are male and 47% are Female.

Concerning the age of the respondents (50%), are between 31-40 years, 34 % are 41-50 years old whereas 8% of respondents are 20-30 years old.

Concerning qualification of respondents, almost all respondents were graduated from university and hold first degree and there are qualified and experienced female teachers as male.

Concerning teaching experiences of respondents, the larger percent (43%) have 11-20 service years, 28 % between 21-30 service years followed by 20 % found in the range between 1-10 service years.

Concerning women take part in school leadership the study result revealed that, the participation of women in secondary school of Bale zone was very low as male and Female mean (3.28 and 3.42) respectively. In addition, responses from interviews participants revealed that actual in many secondary school of Bale zone, school principals were dominantly held by male and a few female teachers were participate as vice principal and a department head.

The findings of the study indicate that female teachers lack a sense of themselves as a leaders due to low perception of them to participate in school leadership or lack of initiate on partake in school leadership; as the result shows 3.29 mean value of Female teachers. The finding study from the interview also indicate that female teachers have lack of confidence in their capabilities, commitment, lack of communication, less competent, fear failure, less confidence in their ability, fear of risk facing, fear challenging of leading and fear acceptability are some of the major perception of women towards participate in school leadership position in secondary schools of Bale Zone.

Concerning social factors, the finding of the study indicate that the social factors are major factors that contributed to low participation of women in school leadership positions. As indicated in the result discussed above male and female mean value were (3.5 and 3.7) respectively. Among the social related factors such as dual responsibility (responsibility of family, home and Parenting), devaluation of women by the society and role of child bearing.

Concerning organizational related factors, the finding of the study indicate that organization factor is the factors contribute to low participation of women in school leadership position. As indicate in the result discussed above male and female mean value were (3.44 and 3.56) respectively. These factors are like lack of women role models, lack of mentors and special support system support from family and husband and an information gab related to the recruitment.

Concerning women, individual factors impede contributed low participation of female teachers in secondary school leadership position as over all mean value of female teachers indicates. Among these factors such as, fear of balance professional extra work, lack of aspiration, less interest and motivation, dominance of male principals in the profession and lack self-confidence.

In addition, the finding from the interview responses one can conclude that social, organizational and individual factors are the major factors that contribute for low participation of female teachers in secondary school leadership position.

The findings of the study indicate that the following suggested solution used to increase the participation of women in secondary school leadership position. These include provided school leadership program, revising recruiting system, increasing educational qualification of women and providing capacity building training at school level to promote female teachers and give awareness for them were the suggested solution that enhance the participation of women in secondary school leadership position.

5.2. Conclusion

Several significant findings were discussed briefly in the previous section of the study. From those findings, it is possible to draw the following major conclusion.

Research result revealed that the overall perception of women affect their participation in school leadership. It could identify the major factors that affect women to participate in school leadership in the study school .This lead us to conclude women in school leaders still under the minority of male and there is a challenge facing along women come up to the leadership position.

The higher household workload on woman, the more woman was burden with household routine activities reducing their aspiration to participate in school leadership. It is also identify certain constraining individual factors of women come up to school leadership.

Secondary school teachers believes that female teachers have less interest to come up to the school leadership position due to fear of risk facing and fear of additional responsibilities. For this reason, female teachers' representation in secondary school leadership in Bale zone lags behind that of men.

In secondary school, female teachers' beliefs that leadership is given to male and men are better leader than female in leading secondary school leadership position. This prevents female teachers from entering in to secondary school leadership position. Addition to this, lack of women role models, dual responsibility and lack self-confidence a great significant impact on women to participate in school leadership.

Women participation in educational leadership is hindered by their less aspiration to apply for educational leadership positions due to different factors such as fear of competition were prevent women to aspire to leadership position.

5.3. Recommendations

Based on the major findings and conclusions of the study the following recommendations are forwarded by the researcher:

1. It is recommended that assigning professionally competent, matured, well skilled and knowledgeable women principals by providing in service training, workshop and intra and inters schools group discussion by enhancing perceptions of female teachers in each woreda of Bale zone.
2. MoE and ZEO should encourage women by leadership training to get a better skilled women teachers in order to increase their participation in school leadership.
3. The societies, families and husband should positively accept female teacher's leadership position, by providing any necessarily support, initiation and

motivation towards their success and resolve the obstacles that challenge their progress.

4. Stakeholders such as supervisors, WEO and REB, should initiate and give priority for women to support them in order to increase their participation in secondary school leadership positions.
5. The school should involve female teachers in co-curriculum activities, unit leader, department heads and in school committees'. So that they can exercises, leadership roles and they can develop self-confidence and interest towards secondary school leadership position.
6. The researcher recommends that, additional research may conduct for further investigation on contributing factors to low participation of women in school leadership roles in secondary schools.

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7. APPENDIX

Appendices -A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by secondary schools teachers

Dear respondents :The main purpose of this questionnaire is to gather relevant data for the study titled "Contributing Factors to Low Participation of Women in School Leadership Roles in Secondary Schools of Bale Zone” .Your response is very important for the achievement of this purpose. Thus, you are kindly requested to respond to the questions, in order to provide necessary information on topic related to the study. The success of this study depends on your truthful and real response to the questions. The information will be used only for academic purpose and responses will be kept confidential.

General Instruction: Notice that

- Please read all the questions before attempting to answer them.
- You do not need to consult other to fill the questionnaire.
- You do not need to write your name on the questionnaire.
- To alternative answers put tick mark in the box to indicate your response..
- Please briefly state your responses for the open-ended items.

Thank you for your cooperation!

Part 1: Demographic Information

Please write appropriate answer or tick (✓) in the space provided below about your personal background.

1. Name of your woreda _____
2. Name of your school _____
3. Your Sex Male Female
4. Age: 20-30 years 31-40 years 41-50 years 51 and above
5. Your current educational qualification
 College Diploma B.A/ B. Sc/ Bed M.A/MSc/M. Ed
6. Teaching experience in years
 1-10 years 11-20 years 21 -30 years 31-40 year
7. Educational background
 Applied Education Leadership

Part 2: Assessment Questionnaires

2.1 The following sentences are assumed to indicate to what extent women take part in school leadership practices in secondary schools. Therefore, indicate the extent to which women take part in school leadership practices in secondary schools by putting “√” mark in one of the boxes provided for your agreement or disagreement. Use the following scales Strongly Disagree (1), Disagree (2), (Undecided (3), Agree (4) and Strongly Agree (5).

NO	Items responded by teachers	Likert Scale				
		SD	D	UN	A	SA
		1	2	3	4	5
1	Women are still the minority as both principal and vice principal					
2	Women apply for school leadership less frequently					
3	Women fear competition that affect aspiration					
4	Both male and female teachers equally participate in school Leadership position					

Please discuss the women part take in leadership position in your area and elaborate their capacity to lead school as leader,

2.2 The following sentences are supposed to be women perception towards to participate in school leadership. Please indicate your opinion on the following activities concerning the perception of women to participate in school leadership by putting tick mark “√ ” in one of the boxes provided your agreement or disagreement. Strongly Disagree (1), Disagree (2), (Undecided (3), Agree (4) and Strongly Agree (5),

	Items	Likert Scale				
		SD	D	UN	A	SA
		1	2	3	4	5
1	Women think they do not have the abilities and skills to be leadership					
2	Women consider themselves to have low level of acceptance than men.					
3	Women assume that they will not be successful in leading school if they are a school leader					
4	Most women lack confidence to assume leadership position					
5	Women Lack of initiative to participate in leadership position					
6	Women feel less competent, capable and efficient in leadership position than men					
7	Women assumed they have ability to effectively plan and coordinate all desired activities and resource towards the achievement of goals as leaders					
8	Women exhibit poor risk taking of themselves.					

From your perspective of view, what is perception of women towards participation school leadership roles? _____

2.3 The following statements indicate some of the major factors that contribute to low participation of women in school leadership. Would you please express your level of agreement (Strongly Disagree (1), Disagree (2), (Undecided (3), Agree (4) and Strongly Agree (5)) from your point of view using the options given by putting tick mark “√ ” in one of the boxes space provided.

No	Items	Likert Scale				
		SD	D	U	A	SA
		1	2	3	4	5
	Social Relate Factors					
1	Dual responsibility hinders women from taking up leadership positions					
2	Devaluation of women by the society affect their aspiration to become leader in schools					
3	Women’s lack’s of support from husband affect their participation in school leadership					
4	Most of the school leadership positions are occupied by male					
5	Women’s responsibility of family affect their participation in school leadership					
6	Parenting hinders participation of Women in school leadership.					
7	Women’s role of child bearing affect their involvement in school leadership					
	Organizational Related Factors					
1	Lack of women role models in educational institutions affects participation of other women aspiring for leader.					
2	Information gap related to the recruitment process					
3	Lack of mentors and special support system for women affects their aspiration for school leadership.					
	Women related factors					
1	Female teachers fear additional responsibilities that will increase pressure on them					
2	Females in educational leadership positions are worried with Fear of balancing professional extra work responsibilities and family responsibility					
3	Women aspire to become school leader					
4	Female teachers do not have capacity to lead secondary school					
5	Women perceive leadership is given to male					

6	Women have an interest and motivation to apply for school leadership					
7	Women do not have plan and set their promotion goals to be school leader					
8	Women lack self-confidence to apply to educational leadership					

Please write if any other factors that contribute to low participation of women in school leadership in your area and give possible strategies to increase the participation of women in school leadership.(you can write in your mother tongue language or English)

2.4 Please put a mark (√) to indicate the possible answer for the following question regarding to strategies to improve women participation in school leadership roles in secondary schools by using your level of agreement Strongly Disagree (1), Disagree (2), (Undecided (3), Agree (4) and Strongly Agree (5).

No	Items responded by teachers	Likert Scale				
		S D	D	U	A	SA
		1	2	3	4	5
1	providing school leadership program and revising recruiting criteria to improve women's participation in leadership position					
2	Increasing educational qualification of women					
3	Providing capacity building training at school level to promote female teachers					

Please list and explain some of the strategies that should be used to improve women participation in school leadership roles?

Appendix -B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for School Leaders (principal and vice principal)

Part 1: A) Interview questions for male School principals and vice principals

1. To what extent do you think women participation in school leadership roles?
2. What do you think is the perception of women towards school leadership in your school?
3. What are the major contributing factors for low participation of women in school leadership roles in your school?
4. What possible solution do you recommend to overcome these challenges?

Thank you so much for your cooperation as well as for your time!

Part 2: B) Interview questions for Female School principals and vice principals

1. To what extent do you think women participation in school leadership roles?
2. It is said that leadership is more suitable for men in our culture. What is your point of view about this perception?
3. What are the major contributing factors to low participation of women in school leadership position in your school?
4. Is there unique opportunity for women to raise them in school leadership?
5. Is there any priority to women to bring them to a leadership position in your school?
6. .What possible solutions do you suggest to overcome these and other problems for better results

Thank you once again for your kind cooperation!