

**FACTORS AFFECTING WOMEN PARTICIPATION IN POSITIONS OF
SCHOOL BASED SUPERVISION IN GENERAL SECONDARY
SCHOOLS OF BALE ZONE, OROMIA REGIONAL STATE**

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**Factors Affecting Women Participation in Positions of
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DEDICATION

I dedicate this piece of work to my family who helped me to cope up with all those challenges that I have faced since my childhood.

STATEMENT OF THE AUTHOR

By my signature below, I declare that this Thesis is my own work. I have followed all ethical and technical principals of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any quotation included in the Thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this Thesis.

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BIOGRAPHICAL SKETCH

The author was born in July 1973 G.C in Bale Zone, Oromia Regional State. When he was seven years old, he joined Beru Guya Primary and Junior School and then attended his classes for eight years 1980_1988. After completing the primary level, he joined Jara Secondary School 1989-1993. In 2001 G.C. he took Ethiopian School Leaving Certificate Examination, then he joined Robe College of teacher education (RTTC) in the department of language and was awarded diploma in English language in 1999 G.C. After, graduation he has taught English for two years in Ginnir Woreda Gergeda primary and junior school and then he joined Degree Program of the faculty of education, Department of Educational Planning and Management at Madawalabu University in 2001 G.C. and was awarded B.A Degree in Educational Planning and Management. After graduation he has served for ten years as supervisor in Ginnir Woreda and then joined the regular program of the college of Educational and Behavioral Sciences, Department of Educational Planning and Management of Haramaya University in 2016 G.C to study school leadership.

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ABBREVIATIONS AND ACRONYMS

BDPA	Beijing Declaration and Platform for Action
CSA	Central Statistical Authority
FWTA	Federation of Women Teachers' Associations
ILO	International Labor Association
MoE	Ministry of Education
SBS	School Based Supervision
TDP	Teachers Development Program
UNESCO	United Nations, Educational, Scientific and Cultural Organization
WAD	Women's Affairs Department
WEO	Woreda Educational Office
ZEO	Zone Educational Office
WEOWA	Woreda Education Office for Women's Affairs

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FACTORS AFFECTING WOMEN PARTICIPATION IN POSITIONS OF SCHOOL BASED SUPERVISION IN GENERAL SECONDARY SCHOOLS OF BALE ZONE, OROMIA REGIONAL STATE

TESHOME GELETA

ABSTRACT

The overall objective of this study was to explore the problems responsible for underrepresentation of females in the secondary school leadership positions in the case of Bale Zone. Quantitative and qualitative research methods were employed for this study. To collect the main data, questionnaires were administered among 28 male teachers, 75 female teachers, 13 male and 4 female principals and vice-principals. Furthermore, empirical materials were gathered from Bale Zone education office and the sample secondary schools, 8 males and 4 female woreda education officer and 2 female woreda education offices of women affairs through interviews were analyzed thematically. The collected data through close ended questionnaires were analyzed using descriptive statistical tools such as frequency, percentages; mean, weighted mean and standard deviation were used to analyze the data collected. Moreover, the inferential statistical tools such as t-test and step wise multiple linear regression parameter were employed to compare the means of the respondents and test its significance level and to indicate how well a set of variables is able to predict the dependent variable respectively. The data collected through open- ended questions, semi structured interview and document review were analyzed qualitatively by narration. Results indicated from all the items stated, most of female teacher's participation in the educational leadership position was low. Especially two items such as home and family responsibility and educational institutions do not have transparent selection criteria were found to have great impact on female's participation in school leadership. Lacks of confidence because of the social background in the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they were not aspiring to become leaders. In addition, females did not have opportunities to gain bottom-line experiences in educational leadership that would help them for further advancement because the school leadership was men dominated in tradition. It can be said that socio-cultural factors were the main source of individual factors that caused females' underrepresentation in general. The overall recommendations of the study were the government, the woreda education office society and the stakeholders should give great emphasis to work on women leadership, the school leaders should arrange continuous training for school community particularly for female teachers to alleviate the cultural and capacity related factors. The government should seriously look into issues of low women's participation in leadership. Since the country's half of the population is women, Wastage of women resource should be minimized. Unless it is impossible to provide expected change from leadership Based on the results, further studies have been recommended.

INTRODUCTION

In this chapter, the researcher has introduced the background of the study, statement of the problem, research questions and hypothesis, objectives of the study, significance of the study, delimitations of the study, limitations of the study and the definition of key terms.

1.1. Background of the Study

Education plays a significant role in bringing up citizens both socially and economically according to Adem (2003) in this study it refers to supervision plays a great role to ensure educational system that meets the needs of societies. SBS is one of the parts of supervision which practice in creating conducive teaching learning process in the school. Women are disproportionately represented in position of school based supervision. This underrepresentation of women in positions of school based supervision can be attributed to gender biases that form academic cultural assumptions about women's leadership potential (Dominici, Fried, and Zeger, 2009). Research has indicated that women receive lower salaries (Carr, Gunn, Kaplan, Raj and Freund, 2015).

Females form the core of family and household, work longer hours than men in nearly every country and do more of the total work than men. Women contribute more to the development of their societies. Despite females' contribution to the development of a society and the country at large they do not enjoy the fruits of development equally as their male counterparts due to the multifaceted problems that they face based on gender (Sarah, Joshua and Bineta, 2013).

Historically, women participation in position of school based supervision in general secondary school of Bale Zone had been filled by men. Holtkamp (2002) notes that "leadership roles have been held by men". Literatures also recognize men as leaders and their leadership roles behaviors in war, hunting, business and government (Craig et al., 1996). In patriarchal societies, now and then, females played traditional roles of home markers while men remained supervisor in every sphere of life (Giddens, 2005) Because of this social attitude, female have been reluctant to pursue in positions of school based supervision (Holtkamp, 2002). In educational sector, men are most likely found in positions with the greatest power, pay and prestige while female make up bulk of the work force in which men serve as bosses (Pirounia, 2009)

Men dominate the leadership and school based supervision positions in education. Despite their large numbers in the field of teaching, women remain under-represented at higher levels of administration (Enomoto, 2000). Kearney and Ronning (2002) indicated that men with similar qualifications and experiences generally meet with greater career success and participate more fully in the management process than their women counterparts. Because of social attitude women are playing the traditional role of homemakers while males remain in positions of leadership in every sphere of life, females have been reluctant to pursue educational administrative positions (Holtkanm, 2002).

In African societies, it is believed that men lead and women follow (Ngcongong, 1993; and Grant, 2005). In this context, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006). Similarly, Hojgard (2002) notes that societal conventions regarding gender and leadership, traditionally exclude females and top leadership is viewed as a masculine domain. Research finding in East Africa especially show that women's representation is mainly in positions like secretaries, office attendants and data entry clerks (MoE, 2005) and until recently, 95% of all secretaries, stenographers and typists were women. The fact of the matter is that men and women perform different jobs in category of men jobs and women jobs while women jobs are often associated with lower value in terms of skill requirements and are lower paid than men.

In Ethiopia also, in educational setting, women hold the teaching staff position while men dominate the highest positions of educational leadership (MoE, 2008). Investigations conducted by Leliftu (2014) indicated that women are kept away from higher leadership positions which will bring to the generalization 'Universally male has been running the leadership hold by women'. Therefore, it is to be highlighted that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making position. This would discourage many women from facing the challenge and exercise decision making role (Meron, 2003).

1.2. Statement of the Problem

On a global scale, women face a few key challenges. Women are not advancing enough to SBS and contributing to influential decision-making positions. Women are not receiving an equal amount of education, and are not employed at equal rates as their male counterparts (Gita, 2013). Women's scarceness in school based supervision is global phenomena. In most countries where feminism has had the most impact, women account for no more than 10% of school based supervision and 3% of company directors (Onsongo, 2004).

The 21st century shows an increase in the number of women occupying SBS positions. The challenge is: How do they lead in a context which is still male dominated? Often female leaders simply try to copy the male leadership style they are familiar with (Kessler, 2014). Since investing in women leaders may have great effects on a country's GDP and the welfare of next generations, the current study focuses on assessing factors affecting female participation in educational leadership positions of Secondary Schools of Bale Zone.

Some African countries like Zambia have been implementing the policy of balancing leadership positions in school following the rules of selection of school leadership in such a way that when there is a male school supervisor, the deputy must be a female. This simple regulation has meant that school leadership is now less gender biased (MoE, 2006). In practice, however, it has been observed that they are underrepresented in the leadership positions within the education system (Kaimba, 2006). Among the developing countries, there is a considerable variation of women leaders' participation in secondary school leadership. In African countries, especially in sub-Saharan Africa, the gap is very wide.

In Ethiopia, in 2005 out of 55,353 male and 9,763 female secondary school teachers at national level, the statistics show that 14.99% of the teachers were female (MoE, 2013). The Government of Ethiopia is strongly committed to promoting gender equality and women's empowerment, and has adopted a number of institutional and policy measures that support these goals. To strengthen accountability, the government also recently issued proclamation No. 916/2015 that requires all government institutions to address women's issues in policies, laws, and development programs and projects (FDRE, 2015). Then it is necessary to engage both male and female in conceiving new development models.

One of the specific objectives of the strategy is the Ethiopian government's commitment to increase the number of women in leadership positions at all levels and in all sectors. This is one of the main reasons as to why the current study was initiated. This study would hopefully make these unseen forces explicit and may explain some ways to break them down and thus widen the path for women's advancement. As indicated in Bale Zone educational office report (2013), among 37 school principals and deputy principals, there are only 8 female principals and deputy principals, currently leading secondary schools.

Furthermore, the Bale zone Educational office annual report (2013) reveals that among 97 teachers' involvement in department heads and unit leaders in secondary schools there are only twelve female teachers and in leadership position only three (3.09%). The research undertaken recently in Bale Zone reveals that only 4.44% of female respondents were in educational leadership position (Zemedkun, 2016). But the research took the sample purposively and did not mention the factors affecting female participation in educational leadership positions of secondary schools of Bale Zone. It is observed that in Bale Zone many positions in education bureau, primary and secondary schools public and private educational institutions are dominated and filled by men.

The proportions of female teacher participation in position of school based supervision in secondary schools are all scant relative to their figure. The fewer number of women in secondary school SBS in the Zone and the absence of research that has been conducted on factors affecting female teachers' participation in position of school based supervision in secondary school of Bale zone motivated the researcher to conduct the study and to investigate the factors that affect the participation of female teachers in positions of SBS general secondary school in Bale zone.

Previous research philipos (2001) in Kambata Alaba zone found that teachers revealed negative attitude towards women supervisory system practiced in their schools. It finds failure to provide the support needed is the major factor attributed to the teachers' misconception towards women SBS. In supporting this Million (2008) also reported that the women participation in school based supervision in Bale Zone secondary schools is exposed with multiple problem such as, in adequate support given to women, absence of adequate professional development, lack of

mutual trust between females supervisors and male teachers. But these identified factors are still exist in the zone.

1.3. Research Questions

The current study was guided by the following basic research questions:

1. To what extent do female teachers participate in educational leadership positions in general secondary schools of the Bale Zone?
2. What major factors affect female teachers' participation in positions of school based supervision in secondary schools of the Bale Zone?
3. To what extent do female teachers aspire to participate in positions of school based supervision in secondary schools of the Bale Zone?
4. What strategies could be used to promote female teachers' participation in positions of school based supervision in secondary schools of the Bale Zone?

1.4. Objectives of the Study

In this section, the researcher has presented the general and specific objectives of the study.

1.4.1. General objective

The general objective of the study was to explore factors affecting female participation in educational leadership positions of school based supervision in general secondary schools of Bale Zone, Oromia regional state.

1.4.2. Specific objectives

The specific objectives of this study were:

1. To find out the extent of female teacher's participation in positions of school based supervision in general secondary schools of the Bale Zone.
2. To assess factors that discourage female teachers' participation in positions of school based supervision in general secondary schools of the Bale Zone.
3. To find out what percentage of female teachers aspire to participate in positions of school based supervision in general secondary schools of the Bale Zone.

4. To find out remedial measures adopted to enhance female teachers' participation in positions of school based supervision in general secondary schools of the Bale Zone.

1.5. Significance of the Study

This study has both theoretical and practical dimensions. Theoretically, the different stakeholders such as MoE, Regional Education Bureau, principals, vice principals, supervisors, teachers, students and different organizational affairs could use the result of this study for creating awareness for understanding of the major factors that affect female teachers' participation in educational leadership positions in general secondary schools of Bale Zone, Oromia regional state.

Practically, the zone could be benefited from the research in such a way that adolescent women and primary school female teachers will develop a positive perception toward competing equally with their male counterparts in their engagement in primary school's leadership. Female teachers, especially those who are part of the teaching staff, unit leaders, club coordinator, and at the position of department heads will have an initiation to oversee the major factors that affect their role in secondary school leadership and see the direction of their career development in school leadership.

Moreover, although the ultimate significance of the study is primarily for women teachers who want to involve themselves in secondary school leadership positions in the zone, male teachers will also be benefited from the research in such a way that female participation in school leadership position will precipitate with gender leadership balance with different gender leadership qualities. By identifying the major barriers that affect women's participation in educational leadership and school based supervision in secondary schools, the study might be able to bring meaningful information in formulation and implementation of new affirmative action policies that could enhance women's participation in leadership positions. They will enable scholars and policy makers to design more progressive leadership program and policies aimed at ensuring equal participation of men and women in educational leadership to tackle those factors.

Lastly, other scholars could use this study as a stepping stone for conducting further research in related area of the field.

1.6. Delimitations of the Study

The research was delimited to five (9-10) government secondary schools in Bale Zone. In Bale Zone, in 2018, there were 48 government secondary schools. The researcher focused on only some of the governmental secondary schools. This study focused on factors affecting female participation in positions of school based supervision in Bale Zone. The current study covered five secondary schools of the Bale Zone. To delimit the scope of the study, the researcher restricted it to study some of the factors that inhibit women's participation in positions of school based supervision in Bale Zone. The study covered five secondary schools by using simple random sampling technique. Principals, vice principals, department heads, Woreda education officers and female teachers in total of about 200 respondents from the selected schools were included in the current study. The researcher has well social contact with the principals and the teachers in the study area where he worked, directors' and eight years as a school supervisors. Out of many aspects to be considered in the school based supervision, and teaching learning environment the variables that addressed this study is factors that affecting women participation in positions of school based supervision to create conducive teaching learning environment at school level were focuses of the present.

1.7. Limitation of the Study

During the execution of the study, different obstacles were faced. Some of the problems faced by the researcher included lack of adequate finance, paucity of time, respondent unwillingness to fill in and return the questionnaires on time, involuntary nature of interview discussions, the problem of peace and security and insufficient reference materials to enrich the study were the major ones. However, the researcher completed the study by providing convenient time to respondents with patience. Because of chaos, shortage of time and financial constraints, selected schools involved in this study were only five government secondary schools. It would have been more comprehensive, if more schools were involved in the research and if private schools were also included.

1.8. Definition of Key Terms

The key terms in the current study and their operational definitions are given below

Conductive teaching- learning the arrangement of class room for effective teaching learning, using instructional materials and quality teachers.

Factors refer to all obstacles and constraints which hinder women's advancement towards Educational leadership positions.

Gender refers to the society and culturally determined differences between males and females in that particular society.

Leaders refer to people in the school who provide vision and meaning for an institution and embody the ideas towards which the organization strives.

Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization.

Participation the term is used in this study to refer to the provision of equal opportunity to women to take part in leadership and decision making and management of secondary school and school based supervision in the Zone.

School based supervision refers to a supervision that is conducted at school level by school based supervisors in order to improve class room interaction between teacher's and learner's and contribute to student success through the professional growth and improvement of teaches.

Secondary school The General Educational level from grade 9-10.

Stakeholders refer to teachers, the community as a whole, students, PTA, NGO and local authorities.

2. REVIEW OF RELATED LITERATURES

In this section of the thesis, an attempt is made to review various literature and research findings on participation of women in educational leadership, the historical overview of women in leadership, women's progress and barriers to educational leadership and factors that affect female participation in educational leadership position, so that different sources including books, Journals and other materials would be used to review the topic.

Solomon (2011) carried out a research on factors that impede women's representation in to school principal positions: the case of Sidama in SNNPR. However, he did not include supervisors in the sample of the study. In addition, Daniel (2012) conducted a research to identify perception of secondary school stakeholders towards women participation in educational leadership in Harari Regional State. But he did not consider the perception of WEO stakeholders towards female teachers' school leadership positions. Further, Zemedkun (2016) studied factor affecting women's participation in school leadership in Bale Zone. However, he did not consider WEOW in the Zone

2.1. Concepts of Leadership

Effective leadership is a universal means for addressing many of the social problems. Leadership exists only in relationships and perception of employees involved (Yukl, 1994). Leadership is a process when one individual affects the rest of the group in order to achieve defined aims of an organization or a group (Byers, 1997). It is an act that causes others to act or respond in a shared direction; it is the art of influencing people by persuasion or example to follow a line of action. Leadership is principal's dynamic force that motivates and coordinates the organization in the accomplishment of its objectives (Andrew, 2008).

2.2. Historical Overview of Women in Leadership

Historically, leadership has carried the notion of and belief that men make better leaders than women is common. The social conventions regarding gender and leadership traditionally exclude women and top leadership is viewed as a masculine domain. In African societies, it is believed that men lead and women follow (Grant, 2005). The prevailing internationalized

patriarchal system systematically excluded women from every sphere of public life including leadership and decision making structures (Meron, 1998). The word was originally used in the early 1800's in writing about the political influence and control of the British parliament during the first half of the 19th century (Bass, 1900).

Women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2008). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas. Like their counterparts in developing countries, women in Ethiopia face a set of multiple, cross cutting and interrelated problems. These problems limit Ethiopian women's access to productive resources, basic health services, and educational and employment opportunities. Hence most of them do not participate in decision making processes (Sosena and Tsehai, 2008). Researches indicate both the presence and absence of differences between men and women. Generally, sex differences in leadership style was not demonstrated, significant gender differences were reported in the use of democratic or participatory styles of leadership, women leaders are less directive than men (Gibson, 1995).

2.2.1. Women in leadership

Educational leadership at the secondary school district and national level continues in most nations to be characterized by an under representation of women. Under-representation of women in positions of senior management within Educational Institutions continue to be a matter of concern, particularly as the teaching force is largely dominated, by women (Cubillo, 2003). Yet, despite growing awareness of these problems and increased understanding of historical causes, progress towards gender equality in educational leadership position, paralleling the movement of women into the governing boards of public and corporate organizations remains slow.

Feminine researcher, such as Rosener (1990), argues that female and male leaders differ in accordance with gender stereotypes. Rosener argues that femininity is particularly needed in today's work life and claim, that there are profound differences between male and female leaders; female leaders concentrate on the relationship between people where as men tend to concentrate on the issues or tasks.

2.2.2. Women in management

Women from the core of family and household work longer hours than men in nearly every country and do more of the total work than men, and they contribute more to the development of their societies (Meron, 2003). Society and its stereotype of thinking pronounce so as to men lead better than women (Grove and Montgomery, 2000). The women coming to leadership is squat in the entire world, especially in developing countries of the world in contrast to male leadership (Marie, 2003). Hegemonic masculinity is as Blackmores (1999) defines it, the culturally dominant and most powerful form of masculinity. It is based on heroism, where the hero controls and guides his subordinates.

Data on equality of opportunity in educational leadership reveals that gender determines the chance that an individual will be assigned a role in educational leadership is more than age, experience, background, or competence (Whitaker and Lane, 1990). Transformational Leadership associated mainly with women is increasingly praised for having excellent skills for leadership and, in fact, women, more than men, manifest leadership styles associated with effective performance as leaders (Eagly, 2007). Women's low status in Ethiopia, as in many other African countries, is expressed in different forms including in their lack of assets to ownership, leadership and decision making opportunities and their multiple role that make them lag behind their male counterparts. . Only 30.8% of female employments were in the formal sector, which are mainly engaged in clerical and fiscal administrative positions earning less than 200.00 birr per months (MoE, 2007).

2.3. Barriers to Women in Educational Leadership

A number of writers have attempted to identify and categorize some of the barriers to the progress of women's careers in educational leadership and school based supervision (Brown and Ralph, 1996; and Coleman; 2001). Many researchers believe that we live in a male dominated world where gender power relations are clearly in favor of men. In this subtopic a number of barriers to women's progress to participate in educational leadership such as institutional barriers, sex role stereotypes, personal barriers and cultural and social factors are briefly reviewed.

2.3.1. Organizational barriers

Regardless of important effects made by the feminist and equal opportunities movement, women still face implicit discrimination in the place of work. Harmful stereotypes like disinclination to supervise others, less physical strength, less ability to do science and Mathematics, less willingness to travel and to physical danger and use physical force. Other stereotypes include women own such characters as greater willingness to take order, greater docility, and less likelihood to complain about work or working conditions a great influence on the general characters typifying female occupation than on qualifying or disqualifying women for particular occupations (Bass, 1990).

Young and McLeod (2001) stated that many school board members, search consultants, search committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past. Hoare and Gell (2009) pointed out that “institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions”. Competent, committed, talented, and qualified women look up through the glass-ceiling and can see what they are capable of achieving, but invisible barriers prevent them from breaking through. Most men and women even, within the work environment believe that women are not fit for leadership.

The path to top management was typically built by gaining experience as the head of a department boarding school matron or other positions of responsibility at school level. According to Kegoda and Sperandio (2009), female teachers often did not take this career path because of childbearing responsibilities or lack of spousal support for their progress. Women upon upward social mobility and self-promotion female teachers also often lack the support of their head teachers, community members’ spouses or even family members with respect to their application for promotion. Some women cannot contemplate taking on a headship position which would almost certainly involve managing male teachers. Lack of self-esteem, role models and mentors contribute to women’s reluctance to apply for leadership positions in the education sector (Kegoda and Sperandio, 2009).

2.3.2. Sex role stereotypes

Stereotypes exist in all societies and they are based on socially constructed norms, practices and beliefs. According to Hill and Ragland (1995) existing barriers and historical tradition still hinder females despite advances in education and equal opportunities. Unfortunately, these traditions distort the view of females as leaders. Historical and current myths involve females as silent sufferer from stereotypes.

A stereotype is the association of a person or a social group with a consistent set of traits. This may include both positive and negative behavior, such as the stereotypes of a cheerleader being attractive and unintelligent. The literature over the past two decades is replete with claims of sex role stereotyping as the major barriers to women seeking entry to or advancement in to educational administration (Abebayehu, 1995). It is said that both positive and negative stereotypes are reflected towards women in all types of situations. Some of the positive stereotypes caring and nurturing behavior and skills experiences that are based on household related works. Women are also said to have greater manual dexterity, greater honesty and good physical appearance.

Gender stereotypes can be very powerful obstructions to female leadership as well as their organizations. Awareness and activation of gender stereotypes begins as early as childhood and are well developed for most children by the first grade (Paludi, 2008). Sub-Saharan African cultures in the past excluded women from leadership positions and confined the work of women to the home environment. Researchers have suggested that excluding women's input by holding back their involvement in education, leadership, and financial and social progress has a negative impact on development and society at large (Keller, 2011). Leading women with these stereotypes caused a decreased desire to pursue a leadership role and influenced their ability to imagine themselves as successful in traditional male roles (Rudman and Phelan, 2010).

According to the encyclopedia of Sex and Gender (2004) the earliest study on stereotypes were conducted by Mcjee and Sheriffs in the 1950's in California using the list of 200 adjectives they found that there were a large number of characteristics differentially ascribed to men and women in general. Men were ascribed as frank, straight forward, rational, competent, bold and effective.

Women were emotionally warm and concerned with social customs. The major reason for underrepresentation of women in leadership and decision making position is that, they have less free time because of their home responsibility. Mainly, gender-based discrimination at many levels prevents women from getting senior positions traditionally held by men (Zemedkun, 2016; and Hirut, 2014)

2.3.3. Personal barriers

In putting the problems faced by women into perspective, Wisker (1996) pertinently argues that “women are under-represented in higher and middle management positions in higher education, even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for.” The rest of this article focuses on the barriers which represent faulty perceptions of the true positions regarding women such as poor self-image which is a factor attributed more to women than to men; lack of assertiveness; less career orientation; less confidence; poor performance; discrimination; and demotion. As Hirut (2014) said, Women’s attitude towards themselves is one of the causes for their poor participation in school leadership. Feeling as they are confined at lower level tasks under men, considering themselves as they are less accepted than men, and exhibiting poor risk taking of themselves affects their participation in educational leadership (Hirut, 2014).

The disadvantage women is subjected to appear not to have anything to do with the requirements for positions of leadership, except only to perpetuate a false perception that women lack the personality and the experience needed when faced with tough situations poor self-image is a barrier to women advancement in leadership of the educational profession. The term self has two distinct meanings, namely, the self as an object and the self as a process. The study conducted by Abebe (2015) concluded that women’s perception towards themselves is a hindering factor. Underestimating their abilities to give appropriate leadership, considering that they have low acceptance for leadership so that, they fear competition with male teachers towards educational leadership positions.

Also the study conducted by Dereje (2013) revealed that women do not show interest in management positions because of lack of time, lack of support from spouse, the societal

perception, culture and lack of confidence make women lose interest in educational leadership management in the sub-city government administration and secondary schools. On the other hand men in the same field who seek to reach their professional potential and maintain authenticity, it offers encouragement and a myriad of strategies for their growth and development (Diane and Susan, 2009).

2.3.4. Cultural and social factors

Unchanging socio-cultural stereotypes against women cut across color. At this modern age there are people who still believe that women are incapable of leading. Women in leadership positions in the rural areas are hard hit by prejudices because most men in such areas are the staunch custodians of culture (UN, 1996). Cultural factors also in urban area affect female participation in leadership positions. Hirut (2014) revealed that women's home and family responsibility is a major barrier to their participation in school leadership in Addis Ababa city administration. Still the burden of home and family chores are on the shoulder of women, among the points the only having minimal authority in controlling, commanding and managing of household than their counterparts is moderate cause for the participation of women in principal ship (Hirut, 2014).

Historically, leadership has carried the notion of masculinity and belief that men make better leaders than women. This notion is still common today. The social conventions regarding gender and leadership traditionally exclude women and top leadership is viewed as a masculine domain. In African societies, it is believed that men lead and women follow (Grant, 2005). Women principals in most cases find themselves not being fully accepted by the communities they work with.

Women exclusion from political and public leadership and decision making structures and processes is observed as the result of multiple socio-cultural, individual, and institutional factors. As a result, women are denied their right over resources-economic resources, such as income generating skills, tools and opportunities; political resources-such as representative organizations, education, public spheres experiences, self-confidences and credibility; and time resources (Endale, 2014). They do not get the support from other female colleagues who would

also like to work with male leaders. They are made to feel that their contributions to society are not important.

Individual attitudes like self-image and confidence, motivation and aspirations of female teachers are highly affected by social and cultural barriers. As Leliftu (2014) indicated that the reason why females are not confident is because of the social background they have as was discussed earlier. In the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. Thus, it can be said that socio-structural factors are the sources of individual factors that cause females underrepresentation in educational leadership in general (Leliftu, 2014). The second model, the organizational perspective or the discrimination model focuses on the educational system. Differences between career aspiration and achievements for women that accompany systemic gender bias are described.

The model explains how organizational structures and practices in education discriminate against women (Tollerick and Bursyn, 1996). Men seem to advance to higher levels because they are favored in promotional practices and women cannot advance even if they choose to do so. The third model is identified as women's place or social perspective model. This model emphasizes cultural and social norms that encourage discriminatory practice, the norms, folkways, and mores of the society coincide with different socialization patterns that channel women and men into different areas of work and differential pay and status (Schmuck, 1980). Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as facilitating. Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized.

Women find it difficult to balance their domestic roles, professional roles and school administrative management work. They would rather concentrate on family roles which they feel are more important (Dereje, 2013). Women embrace relationships, sharing, and process but men focus on completing tasks, achieving goals, hoarding of information, and winning. Women education administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods,

and the objectives of teaching. In the area of instructional leadership, women spend more years as principals and teachers, and have more degrees than men; they emphasize the importance of curriculum and instruction in their work (Tallerico and Burstyn, 1996).

Women lean toward facultative leadership, enabling others to make their contributions through delegation, encouragement and nudging from behind. Because women's main focus is on relationship, they interact more frequently than men with teachers, students, parents, non-parent community members, professional colleagues, and super ordinates. Many women support contributive, consensual decision making and emphasize the produce, the goal. Men utilize the traditional top-down administrative style. Women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information (Getskow, 1996).

2.3.5. Family and home responsibilities

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of leadership success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shake shaft 1998, a direct impediment for women in attaining administrative positions is the reality based factor of family responsibility (Shakeshaft and Kamler, 1998) and the study documented family responsibilities as one reason why women teacher were not choosing to enter leadership.

2.3.6. Gendered cultural and social values

A major obstacle to women's access to leadership positions in school refers to the cultural and social structure that bifurcate the society into male and female arenas. Leadership positions, in this sense, belong to male members of the society and women should refrain from attempting to attain this kind of positions. Otherwise they are susceptible to various social sanctions, such as reduce chances to marry (Cubillo and Brown, 2003). The barriers to career advancement experienced by women in developing countries seem to be determined by specific cultural and religious beliefs and values that define femininity in terms of marriage, housekeeping and child-

raising. The average Ethiopian woman put in 15–18 hours of work per day, which has never been valued in economic terms (United National Children’s Fund (UNICEF), 1998).

Women also participate in community management roles, which is usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in leadership outside of home. These and many more factors are obstacles that limit women from developing their leadership potentials and take full advantage of the positive enabling environment created by the national women policy.

To This point, this literature review has been focused quite extensively on both internal and external barriers that influence the representation of women in educational leadership. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor. Byers (1997) suggests that mentors, both male and female, may be the single most important factor in an administrator’s career development “Mentors can suggest strategies for career mobility, open doors, initiate contact, and make recommendations` (p:23). Despite the benefits of mentoring, research indicates that there seems to be a shortage of available male or female mentors for women.

One reason as to why mentoring may not be readily accessible to women could be that women don’t “fit” into the comfort zone of male mentors, Coleman, M. (2001). Another reason may be that women are still the unknown quantity and are not perceived by some men as loyal or trustworthy and, therefore, maybe seen as a great risk factor for the mentor. Fleming points out another problem of men choosing women as protégés. That factor is sexual connotation that is attached to this relationship or the threat of actual sexual harassment in the form of sexual bribery. In addition, research does indicate that male teachers may benefit more from an informal level of mentoring than their female equivalents. Clearly, mentoring when it does happen is one way of breaking down the barriers that women face, but it is not such a simple matter. Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions.

Gaining academic credentials is another way for women to overcome barriers to moving up the administrative ladder. Evidence suggests that women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trends of increased enrolment in graduate programs by women will bring an effect on the serious under-representation of Women in leadership position. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Thomas, 1990).

It is important to note that although hiring can be mandated by institutions, acceptance cannot. Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department heads, unit-leaders, vice-principals and school principal (Thomas, 1990). Thus, the researcher has made an attempt to discuss the issues of the underrepresentation of women in educational leadership integrating the existing literature with Ethiopian Education Policy context.

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

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

The Ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seekers on the ground of sex (Article 13, a); and also that in recruitment, promoting and deployment preference shall be given to women among others (Articles 13, c, a.). However, female's advancement to school leadership position was not realized. The policies and guide lines with their implementation procedures could practically stand for inclusive leadership that promotes female teacher Educational leadership.

This study puts more emphasis on how effective these strategies are in bringing more female to candidate's leadership positions.

2.3.7. Lack of opportunity to come to school leadership positions

Young (2001) emphasize that, lack of equal opportunity, discrimination still exists in terms of salary, benefits, recruitment, hiring, and promotion. Thus, women may not seek leadership positions because the status quo does not appear to favor them (Coleman, 2005). That is why; Grogan and Brunner (2005) warned that until there is a more equitable distribution of women in the levels of educational leadership, we are sending a message that says women's leadership is still not much valued. Perhaps part of the reason for persistent inequities in educational leadership is because male leaders tend to dominate the field and make employment decisions.

2.3.8. Lack of role mentor and model

Singh (2002) claims that the barriers to progress arise from educational choices, gender issues, the lack of role models, and low self-esteem against societal expectations. Early disadvantage with English as an additional language, female tokenism, differing gender values and home expectations adversely affect the career progress of women. In addition, Mulia (2008) stated

that women are left far behind men in the educational leadership position because of stereotyping; culture and tradition; perceived lack of confidence or self-esteem; and lack of role models, lack of mentors and peers to support are identified factors that make number of the women in educational leadership positions for below expectations. Young (2005) indicated that in recent years, ambivalence, resistance and antipathy have redeveloped around gender issues, making it more difficult for feminist scholars to continue to work for gender equity in the leadership field. In addition, Ely, Ibarra and Kolb (2011) stated that women have been cited to be reluctant towards networking because they perceive it as inauthentic as well as an obligation to engage in stereotypical male or social activities. Hence, mentors and role models play a great role in promoting female teachers' participation in educational leadership positions.

2.3.9. Societal attitude towards women's participation

Kiamba (2008) asserted that, public perception tended to favor men as better able to handle school leadership position than women. Omtatah (2008) stated that retrogressive cultural and traditional practices of the societies such as son preference ideology can be have considered as an ill that can impede the quest for women's leadership. Moreover, livingstone (2004) showed that domestic duties that women are still expected to do for their families take significantly more time and energy than men are expected and want to do. Due to this societal attitude, women are restricted in terms of education, the ownership of wealth, monetary return for their work, etc. Financial opportunities, and opportunities to influence decision making at the level of the family and the society usually take a back seat for women (Milkkola, 2005)

2.3.10. Women's interest to come school leadership positions.

Like many African countries, the majority of women in Ethiopia hold low status in society. Many of them have been denied equal access to education, training and gainful employment opportunities and their involvement in policy formulation and decision making process has been minimal. In relation to this, Annis(2008) indicated that many women lose their drive or interest to excel due to the many obstacles met along the path of becoming a manager. These obstacles include discrimination, stereotyping, prejudice, family demands, and lack of opportunities (Emory, 2008). Hence, they do not enjoy the fruits of their labor and suffer from political,

economic, social and cultural marginalization. However, women play a vital role in the community by taking care of all social activities.

2.4. Strategies Used to Ensure Equitable Representation in Leadership

Worldwide, there are three policies that are applied to ensure women's representation in various structures. Although each researcher categorizes the reasons differently most of them agree on the influence of external traits internal variables and self-related factors are the major's obstacles of women participation in leadership (Abeabyehu, 1995). The external factors include that of the socioeconomic and political environment outside of the school while the international system in general and related to a women's self-aspiration to achieve leadership positions.

Though the above mentioned obstacles, having women as administrators is as essential to the school environment. Primarily, they bring a new perspective to the citron to deal with the issues at hand and also they are taken as role models for new generations. Therefore, it is imperative that women's participation be well scrutinized the existing barriers are eliminated and suggests possible solutions are sought for the issue.

As Izraeli and Adler (1994) point out despite women's investment in their own education, their commitment to their management career, in shortage of international executives, and equal opportunity legislation even today women hold no more than a small traction of management post. A number of barriers concerning the appointment, promotion and transfer of women have Barriers such as discrimination, difficulties balancing work and family life, obstacles to career development and perceptions of management and co-workers have been discussed as factor that contribute to the under-representation of and/or the rate of voluntary turnover among women. A number of researchers have made reference to the existence of both internal barriers specifically in relation to women attaining position in management (Swanson and Woitke, 1997).

2.4.1. Self- advocacy

Male domination in the leadership of educational institutions is a worldwide phenomenon. Despite the fact that there is now a critical mass of women who qualify to be leaders in both primary and secondary schools, very few are inspired to apply for leadership positions. The

leading cause for this imbalance is male domination in recruiting agencies, women's self-limitations, and fear of responsibilities and lack of self-esteem. Recommendations include the inclusion of gender courses in pre-service teacher education and in all university courses, mentorship for both men and women, encouraging women to create their own networks, provision of counseling and self-assertion training for women and improving girls' access to quality education as a whole (UNESCO, 2011).

Abebe (2015) suggests that in order to avoid gender disparities and cultural discriminatory practices in women's educational leadership positions, there could be careful monitoring and evaluation of the policy implementation by education bureau and all stakeholders to enhance their participation. Women are sparsely represented in leadership in academic science, technology, engineering, mathematics, and medicine (STEMM). Cultural stereotypes about men, women, and leaders influence the attitudes, judgments, and decisions that others make about women and the choices women make for themselves.

Multilevel interventions are needed to counteract the impact of these pervasive and easily activated stereotypes, which conspire in multiple ways to constrain women's entry, persistence, and advancement in academic STEMM. As Hirut (2014) suggested government should place great emphasis to work on women leadership, since the countries half of the population is women. Wastage of human resource should be minimized by involving them at different leading positions. Obviously, it is unimaginable to avoid the community's attitude towards women's skill and ability within a short period of time, but policy makers, implementers and professionals should be front leaders for its practical implementation (Hirut, 2014).

Providing strategies to recognize and mitigate the impact of gender stereotypes is effective in increasing leadership self-efficacy in women at early stages of academic development. Dereje (2013) suggests that in order to create a balance between work and their house hold responsibilities women need support so that society, their house hold and in general the community must break out from the traditional perceptions that childcare and house hold work are women's work and share half of the responsibilities.

Organizations can ensure and enhance the participation of women in managerial positions through different strategies and mechanisms. Training and continuous capacity building for women can ensure their participation in managerial position. Providing facilities and initiatives is also another mechanism to ensure the participation of women in managerial positions (Uki, Chalchissa, Kaushik and Geremew, 2015). Leliftu (2014) also suggests that providing awareness to females on the concept that leading is not something unachievable can motivate them to become greater a leader. Schools have to design women empowering strategies like short and long term trainings, giving recognition and encouragement to better performing female teachers and female students at school level (Abebe, 2015).

2.4.2. Networking

Networking is the art of building relationships. Networking is essential to the success of novice female leaders, not only for political implications but also for alleviating feelings of isolation (Martine, 2011). In the 21st century to obtain leadership positions, women can use some career enhancing techniques. Techniques include availing themselves of mentors, utilizing sponsors, role models, and networking. According to Crampton and Mishra, (1999), sharing feelings about their work, and providing encouragement. They should have develop good speaking and writing skills plus any skill that will help them to compete against everyone else at a particular level. A good delegator is able to (a) analyze the job, (b) decide what needs to delegated, (c) plan the delegation, (d) select the person or persons to delegate to, (e) delegate, and (f) follow up on the delegated activity.

Psychologist, Tingley (1993) addressed in her book the issue of communication barriers concerning men and women. Tingley uses the term “gender flex” to refer to temporarily using communication behaviors typical of the other gender to increase potentials for influence, that means one considers a situation from someone else’s point of view. According to Hirut (2014) to minimize the notion of masculine; family, school community, and other stake holders must take over their responsibility to engage women equally with their counterparts. This could be attained by using the necessary mass media, meetings, social affair associations, etc. For effective leadership, the only intellectual abilities of a leader are not essential. Rather, effective leadership requires a leader’s good networking with the people concerned in different areas; this

may be relationships with teachers, members of governing body and other staff. Developing and maintaining connections within the network is as important as acquiring the skills to do the job (Patricia, 2010). Information of communication about the organization is the other critical strategies to enhance women's participation in managerial positions (Uki et al., 2015)

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter, the discussion focuses on the overall research design and strategies. The first part describes the research method of the study while the second details data collection methods and gathering instruments one by one. Moreover, the sample population, sampling technique and the sample area are highlighted. Data gathering procedures, and data analysis methods, are also discussed.

3.1. Research Design

Descriptive survey research including both qualitative and quantitative research data gathering approaches were employed in Bale zone secondary schools. Moreover, Prakash (2005) described that a survey research is important to collect a detailed description of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

Descriptive survey research was chosen as the appropriate method for carrying out this study. The term descriptive research refers to the type of research questions, design, and data analysis that are applied to a given topic. It does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The descriptive design is appropriate in which the study needs wider description and investigation of facts and opinions related to the status of the problem as well as to collect and analyze data so as to find possible solutions or to forward recommendations. Therefore, in the current study, co-relational and descriptive research designs were used to describe the factors affecting the participation of women in educational leadership and supervision.

3.2. Description of the Study Area

Bale zone is one of the 18 zones of Oromia regional administration. It is 430 kilometers far from Addis Ababa, the capital city of Ethiopia. Bale is named for the former Sultanate of Bale. Bale is bordered on the South by the Ganale Dorya River which separates it from Guji, on the West by the West Arsi Zone, on the North by Arsi, on the Northeast by the Shebelle River which separates it from West Hararghe and East Hararghe, and on the East by the Somali Region.

Bale Zone has 18 Woredas and three sub city administrations and has 349 Kebeles. Population of the zone is about 1,444,020 in which out of the total population about 766,713 are male and 677,307 are female. Its geographical locations are 55.89% plain, 30.77% rugged, 0.4% Gorge and 12.94% Mountain. The four largest ethnic groups reported in Bale were the Oromo (88.93%), the Amhara (7.65%), the Somali (1.39%), and the Sidama (0.88%); all other ethnic groups made up 1.15% of the population. Oromiffa was spoken as a first language

by 87.5%, 9.5% Amharic, and 1.51% spoke Somali, and 0.88% spoke Sidamo; the remaining 0.61% spoke all the other primary languages.

Bale zone is classified into the three basic climatic conditions with 14.93% highland, 21.54% midland and 63.53% lowland with 67,329.59 km² total area of the zone. The high land of Bale Zone is 3000-4377 above sea level and total area 67,329.59KM². It is found at 7.8°N and 40.0° E and having an altitude of 2492 meters above sea level with an average maximum and minimum temperature of 22.1°C and 9.5°C respectively. The average annual rain fall of the area is 850mm. The Zone has 48 secondary schools. From these, the study was conducted in ten randomly selected secondary schools of Bale Zone.

3.3. Sources of Data

Both primary and secondary sources of data were used in this study.

3.3.1. Primary sources

The primary source of data were the principals and teachers, deputy principals and unit leaders working in Bale secondary schools, Bale education bureau officials and education representatives.

3.3.2. Secondary sources

As for secondary data source, policy documents and annual statistical abstract from Bale Zone education bureau, the schools and bureau's annual plans, policy documents, records of strategies to assign principals, annual statistical reports from Bale administration and other published or unpublished documents or reports were included.

3.4. Population, Sample Size and Sampling Techniques

All principals and female teachers found in Bale zone secondary schools are the target population of the current study. There are 10 secondary schools available in Bale zone. The determination of the population and sample school were based on the 2017 annual statistical report of Bale education bureau. The total population of the study was female and male

principals working in government education administrated bureau and women teachers working in government administrated secondary schools in Bale zone.

The sample size was determined as $n = \frac{N}{1 + N(e)^2}$ Where, N = total population size

e = margin of error = 5% n=the required sample size

$$n = \frac{N}{1 + N(e)^2} = 133.3 \approx 134$$

Among the population of teachers 134; 76.86 of the population that is 103 (male = 27 female =76) were selected. To ensure a fair representation of all secondary schools of Bale and to perform hypothesis testing, five secondary schools were selected through simple random sampling technique. In simple random sampling, each sample element has equal chance to be selected for the study. At first, five Woredas from Bale zone were selected by using stratified sampling. Thus, the study covers five secondary schools by using stratified sampling technique. All principals, vice principals, department heads, Woreda education officers and female teachers in the selected schools were included in the current study. The staff that was not at work was excluded from the current study. Therefore, in the current study 17 principals and vice principals, 14 Woreda officers and 103 teachers in randomly selected ten schools were selected as study sample.

To select the samples from each high school, the proportional sample five allocations were used, because the population sizes of each school were not equal. And hence the five schools were considered as strata (staffs in one school have at least one common character) and from each stratum we had to select the sample with portion of its population size. The proportional sample size allocation is given by: $n_{hi} = n \frac{N_{hi}}{N}$, Where N is the total population of teachers in all six high schools n is the total sample size required for this study which was determined above N_{hi} is the total number of teachers in each high school n_{hi} is the sample size required for each school. Using this formula, the sample for each high school is listed the table below.

Table 1: Population, Sample Size and Sampling Techniques

No	Name of Woredas	Number of secondary schools in the Woreda			Number of respondents									
					Teachers			School leaders			Woreda education officers and WEOWA			
		Total population	Sample population	%	Total population	Sample population	%	Total population	Sample population	%	Total population	Sample population	%	
1	Robe	8	4	50	80	41	51	4	4	100	10	4	40	
2	Ginnir	2	1	50	40	21	52	4	4	100	5	2	40	
3	Sewena	1	1	100	20	10	50	3	3	100	5	2	40	

4	Jara	2	1	50	32	16	50	3	3	100	8	3	37
5	Goro	2	1	50	28	15	53	3	3	100	9	3	33

Sampling Techniques	Simple random sampling	Stratified sampling with proportional allocation	Available	Stratified sampling with proportional allocation
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3.5. Data Collection Instruments

Different data gathering instruments were employed for this study. It was essential to adopt both qualitative and quantitative data collection approaches, which were survey instruments that help reveal the nature and strength of women education leaders as well as pinpoint problems that hamper women’s participation in educational leadership. The quantitative data was obtained from questionnaires whereas the qualitative approach takes the form of in-depth interviews to acquire relevant information. The details of each instrument are presented below.

3.5.1. Questionnaire

The questionnaires are flexible tools for a researcher and they act as data gathering instruments when a large or small number of people are involved. A questionnaire should be English and translated to afan oromo for female respondents of secondary school teachers and leaders. The goal of the questionnaire was to discover mainly the institutional and external barriers that women teachers face to become leaders. To go along with this, the strategies that, women leaders use to overcome these barriers were also looked into. Overall, the questionnaire consisted of a number of sections which were prepared for secondary school leaders and teachers.

Questionnaires have been used commonly to gather data for descriptive survey and as well as for inferential analysis. The justification behind using this instrument is that it provides sufficiently valid descriptive information about views and attitudes of participants. Besides, a

questionnaire requires less time, less expense and permits the collection of data from much larger sample as compared to other data gathering instruments (Willington, 1996).

In order to gather the appropriate information about practice and challenges of women's participation in secondary schools of Bale Zone, questionnaires were developed in the light of the literature reviewed. All of the questionnaires were prepared in English as the researcher believes that the respondents could understand the questions. Both closed and open-ended types of questions were used in constructing the questionnaire. The five rank responses (5= strongly agree or very high 4= agree or high 3= undecided or medium 2= disagree or low 1= strongly disagree or very low) of Likert type were used for data collection.

Before the actual data collection, pilot test was conducted to see the quality of the instruments. Accordingly, a pilot test was conducted by distributing 20 questionnaires to Kebebew Secondary School which was not included in the sample schools. The main purpose of the pilot test was to see the readability of the items, the time given, the consistency and content of the items. Accordingly, the format and order of the questions were improved. A thorough editing was done both by the researcher and other language experts. The reliability of the questionnaires was measured by using Cronbach's alpha method by the help of SPSS version 20. Consequently, the Alpha results were 0.862, which indicated the questions constructed were measuring a similar concept highly. As suggested by Cohen, Manion and Morrison (2007) the reliability coefficient above 0.7 are generally found to be internally consistent. Then, validation of the instrument was carried out in consultation with the advisors and followed up by pilot study that was conducted in selected schools by the researcher before the actual administration. In light of the advisors opinion and pilot study, the questionnaires were administered to the research respondents for actual data collection of the study

Finally, the questionnaires were administered to the actual subjects in the study. After correcting all the inaccuracies, the actual questionnaires were prepared, convenient time for the respondents was rearranged and the questionnaires were distributed and a follow up meeting was arranged in order to provide guidance whenever problems arose during the filling in the questionnaire.

3.5.2. Interview Guided

Interviews, according to many researchers, are particularly valuable for uncovering women's perspectives on the problems. In this regard, both semi-structured and un-structured techniques of interviewing were used to interview the participants of the study, mainly focusing on female administrators. The semi-structured interview questions were directed at female administrators (principals and deputy principals).

The interview questions were intended to get an insight into women administrator's perceptions of joining leadership. Moreover, exclusive information regarding the challenges they face in their career advancement and their other challenges were also surfaced through the open discussion. Additionally, it was intended to get acquainted with their childhood background as well as the experiences that they gained at the start of their career, and how those experiences helped them to upgrade themselves to the positions they were in at the moment.

3.5.3. Document Review

Data were also gathered through the process of intensive analysis of available documents such as different minutes, plan, reports and manuals of supervision team was analyzed in the schools. The document analysis was used to get the data of women participation in different administrative positions in the past five consecutive years.

3.6. Data Collection Procedures

Before entering into data collection, the researcher got in touch with WEO, head, supervisors and sampled school principals through telephone calls and face to face meeting to create a conducive atmosphere for the study. As the researcher communicated with these groups, it was easy to adjust the schedule that helped the researcher get the organized respondents at a particular time and place. Then, based on the schedule, questionnaires were distributed to respondents by the researcher.

The questionnaire was distributed after brief orientation about the purpose of the study and how follow up was going to be made. The distributed questionnaires were collected from the school principals, teachers, unit leaders; department heads after seven days by the researcher.

Moreover, the researcher was conducting the interview at an appropriate time and place that interviewees agreed up on. While, conducting the interview, the researcher was taking notes of the ideas provided by the respondents, based on the guideline prepared for interview and taking list of ideas and recommendations by respondents.

3.7. Methods of Data Analysis

Quantitative and qualitative was used for analyzing data, the data which obtained from two groups SBS committee (principals, vice principals, department heads and senior teachers) and teachers group through questionnaire. Interview for supervisors and guidance and counseling students Documents observation would be analyzed using both quantitative and qualitative analysis approaches. The data collected by closed-ended questionnaires was coded and filled in to statistical package for social science (SPSS) version 20 and was analyze using descriptive statistical tools such as frequency, percentage, mean, and standard deviation and inferential statistical (such as t-test) and step wise multiple regressions were employed to analyze the data gathered. Stepwise multiple Regression analysis was employed to analyze various characteristics of the respondents. This statistical tool is also used to determine the relative standing characteristics like age, sex, marital status, qualifications and work experiences.

Multiple Regression analysis usually used to predict the value of certain variables based on other variable. Multiple Regression analysis is reliable method of identifying which variable have impact on a topic of interest. Regression analysis is a powerful statistical method that allows one to examine the relationship between two or more variables of interest. The process of performing a regression allows you to confidently determine which factors matter most, which factors can be ignored, and how these factors influence each other. Multiple Regressions is used to examine which variables in particular are significant predictors of the outcome variables. Indicated by the magnitude and sign of the beta estimates impact the outcome variable? These regression estimates are used to explain the relationship between one dependent variable and one more independent variable is defined by the formula $Y = \alpha + \beta x$ were $x =$ is independent $Y =$ is the dependent variable $\beta =$ coefficient of dependent variable $\alpha =$ constant. Dependent variable is the main factor that one is trying to understand or predict. Independent variable are the factors that you hypothesize have an impact on your dependent variable.

The interpretation were made for all five points of two kind of likert scale measurement's based on the mean and Average mean score results as the followings rated scales 1.00-1.49 strongly disagrees or very low, 1.50-2.49 disagree or low 2.50-3.49 undecided or medium 3.50-4.49 agree or high 4.50-5.00= strongly agree or very high. (Aron et al., 2008). The t-test was applied to test whether there is any statistical significant difference happens in the response of teachers, and school based supervisions'. In the all above case they obtained difference was tested by using statistical significance at 0.05 levels as it is used in social science conventionally. On the other hand, the data obtained from Sámi structured interview, open ended questionnaire and document was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data reference to the research questions. Then, translating and coding the data to make the analysis easy.

3.8. Ethical Considerations

Ethical permission was obtained from Haramaya University; a formal letter was submitted to all the concerned bodies to obtain their co-operation. The interviewers were requested to get the informed written consent from the study subjects prior to the interview sessions. Moreover, all the study participants were informed verbally about the purpose and benefits of the study along with their right to refuse to be part of the study. Furthermore, the participants were reassured of confidentiality by explaining to them that their name and identifier of their status will not be documented in the questionnaires and the information is kept confidential and no one has the opportunity to see the response except the researcher and information they provided are not used for anything other than research purpose.

4. RESULTS AND DISCUSSION

This chapter treats the description of sample population and interpretation of the data based on the information obtained from the questionnaires, interview and document review. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas the second part deals with the analysis and interpretation of data. The purpose of this data was to explore the extent to which female teachers participate in educational leadership position in general secondary schools of the Bale Zone, Oromia Regional State. To this end the researcher developed data gathering tools that integrate various aspects of factors that affect women participation in school leadership positions.

As set of questionnaires was prepared and distributed to 103 teachers and 17 school leaders, the items were distributed to respondents in the two groups were mostly the same in the sense that they addressed the same basic issues. The data were collected from 103 teachers and 17 school leaders from a total of 120 respondents. The remaining five copies of the questionnaire were not returned. The returned rates of the questionnaires were 98% for teachers and 95.64% for school leaders. Moreover, eight Woreda education office and six Woreda women's affairs were interviewed.

Table 2: Description of demographic study variables

No	Dimensions	Respondents						
		Teachers		School principals		Bureau officials		
		F	%	F	%	F	%	
1	Sex	Male	28	27.2	16	94.1	6	42.9
		Female	75	72.8	1	5.9	8	57.1
		Total	103	100	17	100	14	100
2	Age	20-30years	24	23.3	5	29.4	4	28.6
		31-40years	45	43.7	8	47.1	8	57.1
		41-50years	22	21.4	4	23.5	2	14.3
		>51years	12	11.7	-	-	-	-
		Total	103	100	100	100	100	100

This section deals with the analysis of the demographic factors of the respondents. As indicated in the table 2, sex of the respondents, 103 teachers, 28 (27.2 %) of them were males and of the total of teachers 75 (72.8%) of them were females. In addition, 16 (94.1%) school principals were males, 6 (42.9) of the WEO heads were males. Lastly, 8 (57.1) of WEO were females. This revealed that female respondents were more in number than male respondents. Among those study samples the majority of age were found in the working age group (31- 40) years which accounts 45 (43.7%). This figure shows that the young individuals who exist in the working age group are engaged in different teaching divisions in the study area. But when we see the proportion of males and females, females were cover less portion of the employment in the chosen high schools. This high ratio difference may be due to the cultural influences that females are not capable of teaching properly, lack of encouragement of females in their schooling time, early marriage that was why female participation in different teaching division sectors was less as compared to the participation of males.

Table 3: Description of demographic study variables

No	Dimension	Teacher		School leaders		Bureau officials		
		F	%	f	%	F	%	
1	Qualification	Master's degree	9	8.7	2	11.8	2	14.3

		Bachelor degree	92	89.3	15	88.2	10	71.4
		Diploma	2	1.9	-	-	2	14.3
		Certificate	-	-	-	-	-	-
		Total	103	100	17	100	14	100
2	Work experience	1-10years	24	23.3	3	17.6	-	-
		11-20years	45	43.7	7	41.2	1	7.1
		21-31years	22	21.4	6	35.3	9	64.3
		>31years	12	11.7	1	5.9	4	28.6
		Total	103	100	17	100	14	100

As can be seen in table 3, among 103 teachers the majority 92 (89.3%) of them had their bachelor degree while among 14 bureau officials the majority of them; that is 15 (88.2%) were BA/MSc holders; only 2 (11.8%) of them were MA holders and there were not any PhD degree holder candidate who works at high school. This result indicates that still there were no highly qualified teachers in high schools who are the basic instruments for quality of education like More PhD, BA/MSc holders. Besides, there were still diploma holder teachers in high school who had no more skill with the current generation. This may be one reason why quality of education is still low in Ethiopia. Even though among them 92(89.3%) bachelor and 23 (27.16%) BA/MSc., there are only 15 (18%), 2 (8.6 %) female bachelor degree and BA/MSc degree holders respectively, which shows that more attention must be paid to encouraging teachers to improve their qualifications.

Table 4: Description of demographic study variables

No	Dimensions	Categories	Male		Female	
			F	%	f	%
1	Position	Principal	5	100	0	0
		Vice principal	4	80	1	20

Teacher	28	27.2	75	72.8
Department heads	4	66.67	2	33.33
Unit leaders	3	80	1	20

As can be seen from table 4, it shows how many females had the opportunity of leadership in school. As we observe from the result of the above table, there were about 1 (20%), 2 (33.33%) and 1 (20%) females in the position of vice principal, as department head and as unit leader but there were not any female in the position of principals. However, most of the educated females are not seen to take the higher positions of leadership as their equivalent male ones even if having the opportunity to be a leader. Researcher strengthens this idea female's still do less numbers of teaching or in proportion to those who are now trained and certified to become administrators. Surprisingly, the study according to Grow and Montgomery, 2000 (cited in Josephine, 2008), on school administration, schools with female administrators are better managed (e.g. the quality of pupil learning and professional performance of teachers is higher and on average they perform better tasks than those who were managed by men). Generally, from this result we can identify that education and work experience have significant contribution for the position of leadership for females ($p < 0.05$) while sex and age had no effect on female's leadership, which means that being male cannot be a guaranty of better leadership at any position.

4.1. Extent of Women's Participation in Educational Leadership

Currently women in different schools are participating in educational leadership by holding different posts. The number of women who actively participate in educational leadership positions in different schools is not evenly distributed as the number of female teachers found in that school. There are also schools, which have not a single woman participating in school leadership positions. Women participation status is more illustrated by the following table. The following table shows the number of female teachers in each secondary schools and their level of participation in educational leadership positions of the schools.

Table 5. Current Status of Women in School Leadership Position from Document Sources

Name of schools	Number of Female teachers' School based superv.	Position				Total
		Principal	Vice-principal	Department head	Unit leader	
Robe	8	-	1	-	-	1
Ginnir	6	-	-	1	-	1
Sawena	10	-	-	1	-	1
Jara	4	-	-	-	1	1
Goro	7	-	-	-	-	-
Total	35	-	1	2	1	4

As it can be seen from the table 5, the data collected from documents of all secondary schools show that female teachers were not equally participating with male teachers in school administrative positions such as principals, vice principals, department heads, and unit leaders. This implied that there was low participation of female teachers in school leadership positions. In relation to this, the respondents have suggested solutions based on the open ended questions. They indicated that socio-cultural factors, organizational factors and individual factors were the main reasons that impede female teachers' participation in school leadership positions in the zone.

Socio-culturally, societies were expected females to act as wives and mothers. They believed that females had no capabilities to lead the school organization. To support this idea, Neidhart and Carlin (2003) indicated that culturally, females have not been associated with paid employment as well as becoming public servants and managers. According to Livingstone (2004) domestic duties that women are still expected to do for their families' take significantly more time and energy than those that most men are expected to do and want to do. Organizational factors are also blamed for participation of female teachers, due to the complex nature of leading the school; in terms of managing undisciplined teachers and students which may often lead to frustrating females in many ways, the selection process, hiring process, promotion process, long working hours, which may not be suitable for female teachers. To support this idea, Loder (2005) indicated that due to critical nature of leadership positions, a disproportionately low number of women occupy these positions. Furthermore, there was an individual factors related to female teachers' participation as suggested by respondents. For

instance, females' fear of risk facing, fears of failure, reluctance to voice their opinion, tend to express less confidence in their ability, fear to accept responsibilities of leadership positions, concentrated on how they are perceived by the others, fear of sexual harassment, fear of success, and fear of broken marriage and the perception of their own capabilities of becoming educational leaders because of lack of confidence or aspirations.

Similarly, the data from the documents in the above table of all schools showed that there were no differences to the present status of female participation in leadership positions for the last five consecutive years. Moreover, all WEOs, and schools incorporated female teachers' empowerment plan in their 5 years, 3 years and annual plans. But as it can be seen from the table no female teachers were empowered to come to the secondary school leadership positions in secondary schools of Bale Zone.

The Interviews from WEO Heads Indicated that:

Women are underrepresented in different school leadership positions in government as well as in community secondary schools. For low status of women participation in school leadership positions, there are many factors, which are mentioned by the respondents of this study. According to the respondents of the study, women's participation in educational leadership was mainly affected by two factors. These were external and internal factors. External factors were factors beyond women control and internal factors were women's personal factors. In open-ended questionnaires, majority of the teachers and school leaders wrote the following major factors that affect women participation in school leadership positions.

“The main barriers to women participation is the cultural impacts that were designed...to put women under men.” “It was not only cultural influences that affect women not to... but it was also absence of commitment by government officials to implement policies, strategies and rules that were formulated by the government in order to empower women. “Husbands and families of women did not support women to participate in school leadership matters besides their teaching careers. “Women lack motivation to accept promotions to leadership posts.” “Women

lack initiation to participate. “What observed and witnessed at present is that women were not interested in educational leadership instead they preferred office works...”

Therefore, from the above responses, one can understand, there were social, cultural and personal factors, which affected women’s participation in educational leadership positions. Similarly, analysis of documents of each school shows that, there was no difference to the present status of women participation in school leadership positions for the past five consecutive years. Therefore, this can lead to the conclusion that the finding from open ended questions and the document analysis were the evidence that confirms underrepresentation of women in school leadership positions in educational institution were a deep rooted problem which needed, re-socialization of institutions and proper implementation of policies, strategies and rules so as to enable women to free themselves from these century old obstacles that kept women aside from decision making position.

4.2. The Socio Cultural Factors that Affect Women’s Participation in Educational Leadership

As indicated in review of related literature unchanging socio-cultural stereotypes against women cut across color. At this modern age there are people who still believe that women are incapable of leading. Women in leadership positions in the rural areas are hard hit by prejudices because most men in such areas are the staunch custodians of culture (UN, 1996). Cultural factors also in urban areas affect female participation in leadership positions. Hence the researcher wishes to present a few of the socio cultural factors that affect the female teachers’ participation in educational leadership positions here under.

Therefore, this part discusses the major socio cultural factors that affect women’s Participation in educational leadership in order to come up with possible solutions for the explained major factors that impede the female teachers’ participation in educational leadership positions in secondary schools of Bale Zone. Teachers and School leaders were asked to rate their degree of agreement to assess the socio cultural factors that affect women’s Participation in educational leadership. For the respondents’ questionnaire which had five rating-scales were attached. The result was summarized in the following table as follows.

Table 6: Respondents Response on the Socio Cultural Factors that Affect Women’s Participation in Educational Leadership

Key: 1.00-1.49 strongly disagrees or very low, 1.50-2.49 disagree or low 2.50-3.49 undecided or medium 3.50-4.49 agree or high 4.50-5.00= strongly agree or very high. (Aron et al., 2008).

No	Stage /phase1.	Respondents		Responses					Mean			
				1	2	3	4	5	M	Std	t-va.	P-val.
1	Girls and boys are socialized differently to assume different role	Tr	F	10	20	35	24	14	4.34	0.72	4.03	0.00
			%	9.7	19.4	34	23.3	13.6				
		ScL	F		3	3	6	5	3.41			
			%		17.6	17.6	35.3	29.4		1.54		
2	The patriarchal ideology that dominate the culture affects women’s participation in educational leadership	Tr	F	11	29	27	26	10	3.44	1.35	-1.47	0.00
			%	10.7	28.2	26.2	25.2	9.7				
		ScL	F		2	1	10	4	3.94	0.89		
			%		11.8	5.9	58.8	23.5				
3	Men are seen as decision makers	Tr	F	8	27	25	26	17	3.70	1.06	-0.65	0.39
			%	7.8	26.2	24.3	25.2	16.5				
		ScL	F	1	1	2	8	5	3.88	1.11		
			%	5.9	5.9	11.8	47.1	29.1				
4	Discourage women to hold leadership positions	Tr	F	2	28	35	28	10	3.58	1.07	0.18	0.004
			%	1.9	27.2	34	27.2	9.7				
		ScL	F	1	2	6	3	5	3.53	1.23		
			%	5.9	11.8	35.3	17.6	29.1				
5	There is a negative Societal attitude towards female teacher leadership positions	Tr	F	1	26	17	32	27	4.10	1.00	1.37	0.007
			%	1	25.2	16.5	31.1	26.2				
		ScL	F		2	3	5	7	3.7	1.49		
			%		11.8	17.6	29.1	41.2				

Note:- M=Mean, ScL=School Leaders, Std= Standard Deviation, Tr= Teacher, F=Frequency, M1=Teacher’s Mean vale, M2= School Leader’s Mean Value, Critical Table value= 1.98 and Alpha value =0.05

As it was indicated in Table 6 of item 1, the respondents were asked to show their agreement whether the girls and boys are socialized differently to assume different role in the study area. Accordingly, some of the teachers 10 (9.7%) strongly disagreed with the statement and 20 (19.4%) of teachers and 3 (17.6%) of school leaders also disagreed with the statement, 35 (34%) of teachers and 3 (17.6%) of school leaders were undecided, 24 (23.3%) of teachers and 6 (35.3%) of school leaders agreed with the statements and 14 (13.3%) of teachers and 5 (29.4%) of school leaders strongly agreed with the statements. The mean values that is $M_1 = 4.34$ clearly explain that most of the teachers respondents agreed on the issue whereas $M_2 = 3.41$ indicated that the school leaders respondents were undecided on the issue under the study and with the weighted mean 3.87 which clearly showed that the respondents agreed on the issue under the study.

This means that, around the schools under the study girls and boys are socialized differently to assume different roles. The standard deviations that are 0.72 and 1.54 respectively that indicates as there is some variability between the teachers' response and school leaders' response. Besides, to test the significance difference between groups of the respondents t-test was computed. Accordingly, the significance level ($p=0.000$) which is less than 0.05 and computed t-value at $\alpha=0.05$, $t(4.03)$ which is greater than the critical table value of 1.98. Therefore, it was concluded that there were statistically a significant mean difference between teachers and School leaders on the issue timely reviewing of girls and boys are socialized differently to assume different role in sampled schools of the study.

In accordance with item 2 of Table 4, the respondents were requested to show their degree of agreement whether the patriarchal ideology that dominates the culture affects women's participation in educational leadership. Consequently, some of the teachers 11 (10.7%) strongly disagreed and 29 (28.2%) of the teachers and 2 (11.8%) of school leaders disagreed, 27 (26.2%) of teachers and 1 (5.9%) of school leaders were undecided, 26 (25.2%) of teachers and 10 (58.8%) of school leaders agreed and 10 (9.7%) of teachers and 4 (23.5%) of school leaders strongly agreed with the calculated mean values 3.44 and 3.94 respectively and weighted mean 3.69 and standard deviation 0.72 and 1.54 respectively generally that indicates the agreement of the majority of respondents with the issue under the study.

This indicates the agreement of the respondents on the item above at the highest level. To test difference of the opinion of the respondents on the issue, t-test was used and calculated at 0.05 $t\text{-value}=-1.47$, $P\text{-value}=0.000$ which is less than the significant level of 0.05. This shows that there was a significant mean difference between the opinions of teachers and School leaders regarding whether the patriarchal ideology that dominates the culture affects women's participation in educational leadership in sampled schools of the study.

As depicted in Table 4 of item 3, the respondents were asked to show their degree of agreement whether Men are seen as decision makers in the study area. Accordingly, some of the teachers 8 (7.8%) and 1 (5.9%) of the school leaders strongly disagreed with the statement and 27 (26.2%) of the teachers and 1(5.9%) of school leaders disagreed with the statement, 25 (24.3%) of teachers and 2 (11.8%) of school leaders were undecided, 26 (25.2%) of the teachers and 8 (47.1%) of school leaders agreed with the statement and 17 (16.5 %) of teachers and 5 (29.1 %) of school leaders strongly agreed with the statement with computed mean values 3.70 and 3.88 respectively which indicated the agreement of both respondents with the calculated weighted mean 3.79 which showed the agreement of both respondents on the issue under the study and standard deviation 0.72 and 1.54 respectively that indicates the agreement of the majority of respondents with the issue under the study.

This means that, in the schools under study Men are seen as decision makers more than females. The significance level ($p=0.39$) which is greater than 0.05 and calculated $t\text{-value} -0.65$ this is less than the critical table value 1.98, which indicates that there was no significant mean difference between the opinions of teachers and School leaders regarding whether Men are seen as decision makers in the study area or not in sampled schools of the study.

As can be seen from Table 4 of item 4, the respondents were requested to show their agreement on the presences of discouraging the women to hold leadership position in sample schools under the study. Consequently, some of the teachers 2 (1.9%) and 1 (5.9%) of the school leaders strongly disagreed and 28 (27.2%) of the teachers and 2 (11.8%) of school leaders disagreed, 35 (34%) of teachers and 6 (35.3%) of school leaders were undecided, 28 (27.2%) of the teachers and 3 (17.6%) of school leaders agreed and 10 (9.7 %) of teachers and 5 (29.1 %) of school leaders strongly agreed with the computed mean values 3.58 and 3.53 respectively which

indicated the agreement of both respondents and with the calculated weighted mean 3.55 which showed the agreement of both respondents on the issue under the study and standard deviation 1.07 and 1.23 respectively that indicates the agreement of the majority of respondents.

This means that, in the study area men are seen as decision makers more than females. The significance level ($p=0.004$) which is less than 0.05 and calculated t-value 0.18. This is less than the critical table value 1.98, which indicates that there was statistically a significant mean difference between the opinions of teachers and School leaders regarding whether this factor discourages women to hold leadership position in the study area or not in sampled schools of the study.

As it is indicated in item 5 of Table 4, the respondents were asked to rate their agreement on whether there was a negative Societal attitude towards female teacher leadership positions. Accordingly, a few of the teachers 1 (1%) strongly disagreed and 26 (25.2%) of the teachers and 2 (11.8%) of school leaders disagreed, 17 (16.5%) of teachers and 3 (17.6%) of school leaders were undecided, 32 (31.1%) of the teachers and 5 (29.1%) of school leaders agreed and 27 (26.2%) of teachers and 7 (41.2 %) of school leaders strongly agreed with the computed mean values 4.10 and 3.71 respectively which indicated the agreement of both respondents and with the calculated weighted mean 3.90 which showed the agreement of both respondents on the issue under the study and standard deviation 1.00 and 1.49 respectively which indicated the agreement of the majority of respondents with the issue under the study. This means that, in the schools under the study there is a negative societal attitude towards female teacher leadership positions.

Furthermore, the computed t-value at $\alpha = 0.05$ was found to be 1.37 which is less than the critical value at $\alpha = 0.05$ which was 1.98 and $p=0.007$ which is less than 0.05. Therefore, it could be concluded that there was a statistically significant mean difference between the groups in the study area.

Table 7. Regression Analysis (ni=120 P<0.05) on the Socio Cultural Factors that Affect Women’s Participation in Educational Leadership.

Result of regression parameter Estimate

N	Model	Coefficients ^a						
		R	R ²	Un standardize		Standardize	T	Sig.
				coefficients	Coefficient			
o		B	Std.Error	Beta				
	(Constant)	1.00	1.00	0.97	0.61			
1	Girls and boys are socialized differently to assume different role			0.92	0.10	0.40	9.48	.000*
2	The patriarchal ideology that dominate the culture affects women's participation in educational leadership			1.20	0.00	0.50	7.54	.000*
3	Discourage women to hold leadership position			0.95	0.00	0.40	7.40	.000*
4	Societal attitude towards female teacher leadership positions			0.90	0.00	0.44	6.54	.000*

*Sig=significance level, *=significant at the 0.05 level (p<0.05)*

Dependent variable: women participation

As table 7, shows, the regression analysis on the areas of socio-cultural factors affect women's participation in educational leadership measured by regression correlation coefficient (1.00) had 100% affect on female teacher's participation in educational leadership positions as measured by the stepwise regression analysis coefficient (R²) *100. This result shows that 100% of the variation in the dependent and independent variables affect women's participation in educational leadership positions. As it was indicated in table the model as a whole is significant with an alpha level less than <0.05 which shows that there was statistically a significant mean difference among respondents. The t-value is significant for the four variables namely girls and boys are socialized differently to assume different roles, the patriarchal ideology that dominate

the culture affects women's participation in educational leadership, discourage women to hold leadership positions and societal attitude towards female teacher leadership positions.

The accompanying computer printout shows a regression model equation girls and boys are socialized differently to assume different roles (x_1), the patriarchal ideology that dominate the culture affects women's participation in educational leadership positions (x_2), discourage women to hold leadership positions (x_3) and societal attitude towards female teacher leadership positions (x_4) were expressed by statistically significant independent variables were $Y = 0.97 + 0.92x_1 + 1.20x_2 + 0.949x_3 + 0.873x_4$ where 0.97 is constant. The positive slope of the four variables respectively were (0.92, 1.20, 0.949 and 0.873) which used to indicate that as per a unit increase of the independent variables would tend to increase in the level of women's participation in educational leadership positions.

Availability of a few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate culturally. In view of the fact that there is paucity of women educational leaders which is another challenge for a woman who aspires to educational leadership positions in selected secondary schools and the lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves with these managers have been cited as reasons as to why women have not come into administrative positions in larger numbers (Shakeshaft, 1985:128 cited by Commbs, 2004). In a way socialized difference, partial ideology in culture were affects the women's participation in educational leadership position.

4.3. The Organizational Factors that Affect Women's Participation in Leadership Position

As indicated in review of related literature, Young and McLeod (2001) stated that many school board members, search consultants, search committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past. Hoare and Gell (2009) pointed out that “institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions”. Competent, committed, talented, and qualified women look up through the glass-ceiling and can see what they are capable of achieving, but invisible barriers prevent them from breaking through. Most men and women even, within the work environment believe that women are not fit for leadership.

Therefore, this part discusses the major the organizational factors that affect women's participation in leadership positions in order to come up with possible solutions for the explained major factors that impede the female teachers' participation in educational leadership positions in secondary schools of Bale Zone. Teachers and School leaders were asked to rate their degree of agreement to assess the organizational factors that affect women's participation in leadership positions for the respondents' questionnaire which had five rating-scales were attached. The result was summarized in the following table as follows:

Table 8: Respondents Response on Organizational Factors that Affect Women’s Participation in Leadership Positions

No	Stage /phase1.	Respondents		Responses					Mean			
				1	2	3	4	5	M	Std	t-va.	P-val.
1	Educational institutions do not have transparent selection and promotion policies and practices to enhance women’s school leadership participation	Tr	F			4	41	58	4.52	0.57	-0.029	0.707
			%			3.9	39.8	56.3				
		ScL	F			1	2	14	4.53			
			%			5.9	11.8	82.4				
2	Women have no official role to make females participate in leadership	Tr	F			7	56	40	4.32	0.60	5.939	0.000*
			%			6.8	54.4	38.8				
		ScL	F	2	2	4	8	1	3.24	1.47		
			%	11.8	11.8	23.6	47.2	5.9				
3	Lack of support from professional networks in leadership	Tr	F	13	7	39	40	4	3.15	1.05	-2.455	0.009*
			%	12.6	6.8	37.9	38.8	3.9				
		ScL	F	1	1	2	9	4	3.88	1.07		
			%	5.9	5.9	11.8	53.1	23.6				
4	Women have lack of mentors and support system	Tr	F	20	2	5	30	46	3.78	1.51	-0.731	0.142
			%	19.4	1.9	4.9	29.1	44.7				
		ScL	F	1	1	2	5	8	4.06	1.19		
			%	5.9	11.8	11.8	29.5	47.2				
5	Lack of role models and mentors	Tr	F	14	25	14	26	24	3.20	1.39	-2.394	0.008*
			%	13.6	24.3	13.6	25.2	23.3				
		ScL	F	1	1	1	7	7	4.06	1.49		
			%	5.9	5.9	5.9	41.2	41.2				

Note:- M=Mean, ScL=School Leaders, Std= Standard Deviation, Tr= Teacher, F=Frequency, M1=Teacher’s Mean vale, M2= School Leader’s Mean Value, Critical Table value= 1.98 and Alpha value =0.05

As can be understood in Table 8, item 1, the respondents were requested to reveal their agreement on whether the Educational institutions have transparent selection and promotion policies and practices to enhance women's school leadership participation. Accordingly, a few of the teachers 4 (3.9%) of teachers and 1 (5.9%) of school leaders were undecided, 41 (39.8%) of the teachers and 2 (11.8%) of school leaders agreed and 58 (56.3%) of teachers and 14 (82.4%) of school leaders strongly agreed with the computed mean values 4.52 and 4.53 respectively which indicated the agreement of both respondents and with the calculated weighted mean 4.525 which showed the agreement of both respondents on the issue under the study and standard deviation 1.05 and 1.07 respectively which indicated the agreement of the majority of respondents with the issue under the study. This means that, in the schools under the study Educational institutions do not have transparent selection and promotion policies and practices to enhance women's school leadership participation which is a serious factor that discourages the female teachers not participate in a leadership positions in the sampled secondary schools of the Bale Zone.

Furthermore, the computed t-value at $\alpha = 0.05$ was found to be -0.029 which is less than the critical value at $\alpha = 0.05$ which was 1.98 and $p=0.707$ which is greater than 0.05. Therefore, it could be concluded that there was no statistically significant mean difference between the groups in the study area.

With respect to item 2 of Table 6, the respondents were requested to show their level of agreement on whether the Women have no official role to make females participate in leadership. Consequently, some of the 2 (11.8%) of the school leaders strongly disagreed and 2 (11.8%) of them also disagreed whereas 7 (6.8%) of teachers and 4 (23.6%) of school leaders were undecided, 56 (54.4%) of the teachers and 8 (47.2%) of school leaders agreed and 40 (38.8%) of teachers and 1 (5.9%) of school leaders strongly agreed with the computed mean values $M1=4.32$ which shows the highly agreement of the teachers' respondents on the presences of the problem and $M2= 3.24$ which indicates the school leaders respondents were undecided on the presence of the problem. But the computed weighted mean 3.55 of the items clearly showed the agreement of both respondents on the issue under the study and the computed standard deviations $Std1= 1.07$ and $Std2=1.23$ respectively indicated that there is some variability between the two groups of the respondents.

The significance level ($p=0.000$) which is less than 0.05 and calculated t-value 5.939 is greater than the critical table value 1.98, this clearly indicates that there was a significant mean difference between the opinions of teachers and school leaders regarding whether the women have no official role to make females participate in leadership in the study area or not in sampled schools of the study.

As shown in Table 6 of item 3, the respondents were asked to give their degree of agreement on whether there is a lack of support to form professional networks in leadership. Accordingly, some of the teachers 13 (12.6%) and 1 (5.9%) of the school leaders strongly disagreed and 7 (6.8%) of the teachers and 1 (5.9%) of school leaders disagreed, 39 (37.9%) of teachers and 2 (11.8%) of school leaders were undecided, 40 (38.8%) of the teachers and 9 (53.1%) of school leaders agreed and 4 (3.9%) of teachers and 4 (23.6%) of school leaders strongly agreed with the computed mean values $M1= 3.15$ which showed teachers respondents were undecided on the presence of the problem under the study and $M2=3.88$ which clearly indicated the agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone whereas the calculated weighted mean of the item which is 3.48 clearly showed as both group of the respondents were undecided or certain on high presence of the problem under the study.

The computed standard deviations $Std1= 0.57$ and $Std2= 1.12$ respectively indicated that there is some variability between the group of the respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Accordingly, the significance level ($p=0.009$) which is less than 0.05 and calculated t-value -2.455 this is less than the critical table value 1.98. this indicates that there was a significant mean difference between the opinions of teachers and School leaders regarding whether there is a lack of support to form professional networks in leadership in the study area or not in sampled schools of the study.

As it was reflected on Table 6, item 4 above, the respondents were asked to give their degree of agreement on whether the Women have lack of mentors and support system. Consequently, some of the teachers 20 (19.4%) and 1 (5.9%) of the school leaders strongly disagreed and 2 (1.9%) of the teachers and 1 (5.9%) of school leaders disagreed, 5 (4.9%) of teachers and 2

(11.8%) of school leaders were undecided, 30 (29.1%) of the teachers and 5 (29.8%) of school leaders agreed and 46 (44.7%) of teachers and 8 (47.2 %) of school leaders strongly agreed with the computed mean values $M_1 = 3.78$ which showed teachers respondents agreed on the presence of the problem under the study and $M_2 = 4.06$ which also clearly indicated the high agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise, the calculated weighted mean of the item which is 3.92 also clearly showed that both group of the respondents highly agreed on the presence of the problem under the study.

The computed standard deviations $Std_1 = 1.51$ and $Std_2 = 1.19$ respectively indicated that there was a little variability between the group of the respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Accordingly, the significance level ($p = 0.142$) which is greater than 0.05 and calculated t-value -0.731 this is less than the critical table value 1.98, this indicates that there was no significant mean difference between the opinions of teachers and School leaders regarding whether the Women have lack of mentors and support system in the study area or in sampled schools of the study.

As it was stated in item 5 of Table 6, the respondents were asked to rate their degree of agreement on whether there is a lack of role models and mentors for female teachers leadership in the study area. Some of the teachers 14 (13.6%) and 1 (5.9%) of the school leaders strongly disagreed and 25 (24.3%) of the teachers and 1 (5.9%) of school leaders disagreed, 14 (13.6%) of teachers and 1 (5.9%) of school leaders were undecided, 26 (25.2%) of the teachers and 7 (41.2%) of school leaders agreed and 24 (23.3%) of teachers and 7 (41.2 %) of school leaders strongly agreed with the computed mean values $M_1 = 3.20$ which showed teachers respondents were undecided on the presence of the problem under the study and $M_2 = 4.06$ which also clearly indicated the high agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise the calculated weighted mean of the item which is 3.63 clearly showed that both group of the respondents highly agreed on the presence of the problem under the study.

The computed standard deviations $Std_1 = 1.39$ and $Std_2 = 1.49$ respectively indicated that there was some variability between the group of the respondents opinion on the issue under the study.

To test the significance level or to compare the two means sample independent t-test was calculated. Accordingly, the significance level ($p=0.008$) which is less than 0.05 and calculated t-value -2.394 this is less than the critical table value 1.98. This indicated that there was a significant mean difference between the opinions of teachers and School leaders regarding whether the Women have lack of role models and mentors in the study area or in sampled schools of the study.

Table 9. Regression Analysis (ni=120) on Organizational Factors that Affect Women’s Participation in Leadership Position. (Result of regression parameter Estimate)

N	Model	Coefficients ^a					
		R	R ²	Un standardize		T	Sig.
				coefficients	Coefficient		
o				B	Std.Error	Beta	
	(Constant)	0.94	0.90	0.30	0.30		
1	Lack of role models and mentors			1.40	0.43	0.45	3.18 .002*
2	Lack of support to form professional networks in leadership			1.20	0.09	0.44	12.90 .000*
3	Women have no official role to make females participate in leadership			0.87	0.10	0.30	8.70 .000*

Note: significant variables indicated in asterisk. *Sig=significance level, *=significant at the 0.05 level ($p<0.05$)*

Dependent variable: participation Regression analysis (ni=120 $P<0.05$) on the organizational factors that affect women’s Participation in educational leadership. In order to identify factors contributing to low women’s participation in educational leadership, regression analysis was used. Regression model was conducted to see how each of the variables affects women’s participation in educational leadership. The model as a whole is significant with an alpha level less than <0.05 which depict that there was statistical difference among respondents. Results of table 7, indicates the effect of organizational factors in women’s participation in leadership

position. The results depicted in table 9, indicate that the first model (lack of role model and mentors) accounts for 30% of the variance in factors affecting women's participation in leadership positions. However, the second model (including the three predictors) explains an additional 90% of the variance contribute for women's participation in educational leadership positions.

Moreover, looking at the standardized coefficient table, the result indicated three factors that make a statistically significant contribution in factors affecting women's participation in leadership. In order of factors affecting women's participation in leadership is: perceived lack of role model and mentors (beta=0.45, $p < 0.05$), lack of support to form professional networks in leadership (beta=0.44, $p < 0.05$), and women have no official role to make females participate in leadership (beta=0.30, $p < 0.05$) made unique contributions to low aspirations of women to educational leadership. Organizational factors affect women's participation in leadership measured by regression correlation coefficient (0.94) was contributing 90% to deteriorating women's participation in leadership as measured by the stepwise regression analysis coefficient (R^2) *100. This result signifies that 90% of the variation on the dependent variable is accounted for the variation in independent variable whereas the rest unexplained variables $(1-R^2)*100$ were contributing 10% to affecting women's participation in leadership. This means that the rest of variation 10% is unexplained. The t-value is significant for the three variable namely lack of role model and mentors, lack of support to form professional networks in leadership and women have no official role to make females participate in leadership.

The accompanying computer printout shows a regression equation predicts the area of factors affecting women's participation in leadership (x_1) lack of role model (x_2) lack of support to form professional networks in leadership and (x_3) women have no official role to make females participate in leadership were expressed by statistically model equation $Y = 0.30 + 1.40x_1 + 1.20x_2 + 0.87x_3$ where 0.30 is constant. The positive slopes of the three variables respectively were (1.40, 1.20 and 0.90) which used to indicate that as per a unit increase of the independent variables would tend to increase women's participation in the leadership positions. To strengthen the idea, Osumbah (2011) stated that lack of role models at management levels contribute to low aspirations of women to educational leadership positions. In connection to

this, Omtatah (2008) argues that many women come to school leadership position without the advantage of quality of mentoring and hands-on-training as a result they are not successful.

In relation to organizational factors during interview Woreda education office head said that: (See Appendix-11, item 6) Ginnir-WEOH) and they forwarded their ideas as follows.

“Management and leadership positions require such as long working hours meeting, trainings and these factors do not favor women, furthermore, the complexity of managing students and teachers especially the undisciplined ones and women have poor disunited and tactless network in strategizing for power, School culture by itself may not suit female participation in position of school based supervision .” (See Appendix-11, item 6)

Generally, the finding from questionnaire of table 4.3 and 4.4 indicate that responses of teachers, principals, WEOWA, and WEO heads emphasized that, lack of role model and mentor (training), lack of interests of female teachers, societal attitude toward female teachers leadership positions, home and child rearing activities, lack of empowerment and involvement in decision making process, discrimination on the basis of sex and lack of opportunity to come to school leadership positions were some of the listed factors that impede participation of women in school leadership positions. However, government policy, low academic qualification and professional networking have no impact on their participation. In addition, the findings from interview conducted with WEO heads indicated that factors related to cultures, families, individuals and institution limit participation of female teachers in school leadership.

In relation to organizational factors during the interview sessions, Woreda education office head said: that “Management and leadership position requirement such as long working hours meetings, training not favoring women, complexity of managing students and teachers specially the undisciplined ones and women have poor disunited and tactless network in strategizing for power, school culture by itself may not be suitable for female participation in leadership positions.

4.4. The Attitude of Women towards themselves that Affect Women's Participation in Leadership Positions

As indicated in review of related literature, women are denied their right over economic resources, such as income generating skills, tools and opportunities; political resources such as representative organizations, education, public spheres experiences, self-confidences and credibility; and time resources (Endale, 2014). They do not get the support from other female colleagues who would also like to work with male leaders. Therefore, this part discusses the Attitude of women towards themselves that affect women's participation in leadership positions in order to come up with possible solutions for the explained major factors that impede the female teachers' participation in educational leadership positions in secondary schools of Bale Zone. Teachers and School leaders were asked to rate their degree of agreement to assess the organizational factors that affect women's participation in leadership position for the respondents' questionnaire which had five rating-scales were attached. The result was summarized in the following table as follows:

Table 10: Respondents Response on the Attitude of Women towards themselves that Affect Women's Participation in Leadership Positions

No	Items	Respondents		Responses					Mean			
				1	2	3	4	5	M	Std	t-va.	P-val.
1	Female teachers lack confidence in decision making process	Tr	F		2	9	44	48	3.28	1.382	-1.186	.238
			%		1.9	8.7	42.7	46.6		1.263		
		ScL	F	1	2	4	4	6	3.71			
			%	5.9	11.8	23.6	23.6	35.4				
2	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership	Tr	F	8	22	25	13	35	3.19	.919	-5.046	0.000
			%	7.8	21.4	24.3	12.6	34				
		ScL	F		1	2	3	11	4.41	.939		
			%		5.9	11.8	17.7	64.9				
3	Female teachers are interested to be followers rather than the leaders	Tr	F	3	9	33	29	29	4.09	1.299	0.958	0.035
			%	2.9	8.7	32	28.2	28.2				
		ScL	F	1	2	2	7	5	3.76	1.200		
			%	5.9	11.8	11.8	41.3	29.5				
4	Women's lack of confidence in their capabilities, qualification and experience affect their participation	Tr	F	2	19	20	41	21	3.20	1.458	-0.870	0.386
			%	1.9	18.4	19.4	39.8	20.4				
		ScL	F	1	3	3	6	4	3.53	1.231		
			%	5.9	17.7	17.7	35.4	23.6				
5	Females internalize the traditional gender stereotypes	Tr	F	1	15	17	43	27	2.73	1.409	-4.165	0.000
			%	1	14.6	16.5	41.7	26.2				
		ScL	F	1	1	1	4	10	4.24	1.200		
			%	5.9	5.9	5.9	23.6	59				
6	Women consider themselves to have lower level of acceptance than men	Tr	F			4	41	58	4.53	.602	-8.641	0.000*
			%			3.9	39.8	56.3	4.29	.602		
		ScL	F		2	1	4	10				
			%		11.8	5.9	23.6	59				

Note:- M=Mean, ScL=School Leaders, Std= Standard Deviation, Tr= Teacher, F=Frequency, M1=Teacher's Mean vale, M2= School Leader's Mean Value, Critical Table value= 1.98 and Alpha value =0.

As it was revealed in item 1 of Table 10, respondents were requested to explain their level of agreement on whether Female teachers lacked confidence in decision making process.

Accordingly, 1 (5.9%) of the school leaders strongly disagreed and 2 (1.9%) of the teachers and 2 (11.8%) of school leaders disagreed, 9 (8.7%) of teachers and 4 (23.6%) of school leaders were undecided, 44 (42.7%) of the teachers and 4 (23.6%) of school leaders agreed and 48 (46.6%) of teachers and 6 (35.4%) of school leaders strongly agreed with the computed mean values $M1=3.28$ which showed teachers respondents were undecided on the presence of the problem under the study and $M2=3.71$ which also clearly indicated the high agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise the calculated weighted mean of the item which is 3.53 clearly showed that both group of the respondents agreed on the presence of the problem under the study.

Besides, the computed standard deviations $Std1=1.382$ and $Std2=1.263$ respectively indicated that there were some variability between the group of the respondents opinion on the issue under the study. Moreover, the computed t-value at $\alpha=0.05$ was found to be -1.186 which was less than the critical table value at $\alpha=0.05$ which was 1.98 and the $P=0.238$ which is greater than alpha value 0.05. Therefore, it could be concluded that there was no statistically significant mean difference between the groups on whether Female teachers lack confidence in decision making process at $t(120) = -1.186, P < 0.05$.

As one can see on Table 10 of item 2, the respondents were asked to show their agreement on whether Women underestimate their abilities and perceive themselves as less skillful and passive in leadership. Consequently, some of the teachers 8 (7.8%) strongly disagreed and 22 (21.4%) of the teachers and 1(5.9%) of school leaders disagreed, 25 (24.3%) of teachers and 2 (11.8%) of school leaders were undecided. 13 (12.6%) of the teachers and 3 (17.7%) of school leaders agreed and 35 (34%) of teachers and 11 (64.9%) of school leaders strongly agreed with the computed mean values $M1=3.19$ which showed teachers respondents were not decided on the presence of the problem under the study and $M2=4.41$ which also clearly indicated the high agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise, the calculated weighted mean of the item which is 3.81 clearly showed that both groups of the respondents highly agreed on the presence of the problem under the study.

The computed standard deviations $Std1 = 0.919$ and $Std2 = 0.939$ respectively indicated that there were some variability between the group of respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Accordingly, the significance level ($p=0.000$) which is less than 0.05 and calculated t-value -5.046 this is less than the critical table value 1.98. This indicated that there was a significant mean difference between the opinions of teachers and School leaders regarding whether Women underestimate their abilities and perceive themselves as less skillful and passive in leadership in the study area or in sampled schools of the study.

As it was observed in Table 10 of item 3, the respondents were requested to show their degree of agreement on whether Female teachers are interested to be followers rather than the leader. In doing so, some of the teachers 3 (2.9%) and 1 (5.9%) of the school leaders strongly disagreed and 9 (8.7%) of the teachers and 2 (11.8%) of school leaders were disagreed, 33 (32%) of teachers and 2 (11.8%) of school leaders were undecided, 29 (28.2%) of the teachers and 7 (41.2%) of school leaders agreed and 29 (28.2%) of teachers and 5 (29.5 %) of school leaders strongly agreed with the computed mean values $M1 = 4.09$ which showed teachers respondents agreed on the presence of the problem under the study and $M2 = 3.76$ which also clearly indicated the high agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise the calculated weighted mean of the item which is 3.92 clearly showed that both group of the respondents agreed fully on the presence of the problem under the study.

The computed standard deviations $Std1 = 1.299$ and $Std2 = 1.200$ respectively indicated that there were some variability between the group of the respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Accordingly, the significance level ($p=0.035$) which is less than 0.05 and calculated t-value -0.958 this is less than the critical table value 1.98. This indicated that there was a significant mean difference between the opinions of teachers and School leaders regarding whether Female teachers are interested to be followers rather than the leaders.

On Table 10, item 4, respondents were asked to rate their degree of agreement on whether Women's face lack of confidence in their capabilities, qualification and experience affect their participation. Accordingly, 2 (1.9%) of teachers and 1 (5.9%) of the school leaders strongly

disagreed and 19 (18.4%) of the teachers and 3 (17.7%) of school leaders disagreed, 20 (19.4%) of teachers and 3 (17.7%) of school leaders were undecided, 41 (39.8%) of the teachers and 6 (35.4%) of school leaders agreed and 21 (20.4%) of teachers and 4 (23.6 %) of school leaders strongly agreed with the computed mean values $M_1 = 3.51$ which showed teachers respondents agreed on the presence of the problem under the study and $M_2 = 3.53$ which also clearly indicated the agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise the calculated weighted mean of the item which is 3.52 clearly showed that both group of the respondents agreed fully on the presence of the problem under the study.

The computed standard deviations $Std_1 = 1.458$ and $Std_2 = 1.231$ respectively indicated that there was a little variability between the group of the respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Consequently, the significance level ($p = 0.386$) which is greater than 0.05 and calculated t-value -0.870 this is less than the critical table value 1.98. This indicates that there was no significant mean difference between the opinions of teachers and School leaders regarding whether Women's face lack of confidence in their capabilities, qualification and experience affect their participation in sampled secondary schools of Bale Zone.

With regard to item 5, Table 10, the respondents were asked to show their degree of agreement on whether the Females internalize the traditional gender stereotypes or not in the study area. Consequently, 1 (1%) of teachers, 1 (5.9%) of school leaders strongly disagreed, 15 (14.6%) of teachers, 1 (5.9%) of school leaders disagreed whereas 17 (16.5%) of teachers and 1 (5.9%) of school leaders were undecided, 43 (41.7%) of teachers, 4 (23.6%) of school leaders agreed and 27 (26.2%) of teachers and 10 (59%) of school leaders strongly agreed on the item five explained above. The level of internalizing the traditional gender stereotypes in the study area with a calculated mean $M_1 = 2.73$ and 4.24 respectively. The computed weighted mean was 3.48 and the calculated $Std_1 = 1.409$ and $Std_2 = 1.200$ that indicate there was a variability between the opinion of the respondents.

In further, the computed t-value at $\alpha = 0.05$ was found to be -4.165 which is greater than the critical table value at $\alpha = 0.05$ was 1.98. Therefore, it can be concluded that there was statistically significant mean difference between the group on whether the Females internalize the traditional gender stereotypes or not in the study area, $t(120) = -4.165$, $P < 0.05$.

Finally, as it was noticed on Table 10 of item 6, respondents were asked to rate their degree of agreement on whether Women consider themselves to have lower level of acceptance than men. Accordingly, 2 (11.8%) of school leaders disagreed, 4 (3.9%) of teachers and 1 (5.9%) of school leaders were undecided, 41 (39.8%) of the teachers and 4 (23.6%) of school leaders agreed and 58 (56.3%) of teachers and 10 (59 %) of school leaders strongly agreed with the computed mean values $M_1=4.53$ which showed teachers respondents agreed on the presence of the problem under the study and $M_2=4.29$ which also clearly indicated the agreement of the school leaders on the availability of the problem in the sampled schools of the Bale Zone. Likewise the calculated weighted mean of the item which is 4.41 clearly showed that both group of respondents agreed fully on the presence of the problem in the study area.

The computed standard deviations $Std_1=0.62$ and $Std_2=0.602$ respectively indicated that there was a variability between the group of the respondents opinion on the issue under the study. To test the significance level or to compare the two means sample independent t-test was calculated. Consequently, the significance level ($p=0.000$) which is less than 0.05 and calculated t-value -8.641 this is greater than the critical table value 1.98. This indicates that there was a significant mean difference between the opinions of teachers and School leaders regarding whether Women consider themselves to have lower level of acceptance than men in sampled secondary schools of Bale Zone.

Table 11: Regression Analysis (ni=120) Attitude of Women towards themselves that Affect Women’s Participation in Leadership

N	Model	Coefficients ^a						
		R	R ²	Unstandardize		Standardize	T	Sig.
				coefficients	Coefficient	Beta		
o				B	Std.Error	Beta		
	(Constant)	0.82	0.70	6.30	0.60			
1	Women underestimate their abilities and perceive themselves less skillful and passive in leadership			0.80	0.11	0.43	7.33	.000*
2	Female internalize the traditional gender stereotypes			0.84	0.11	0.50	7.72	.000*
3	Female teachers lack confidence in decision making process			0.80	0.13	0.35	5.10	.000*
4	Women consider themselves to have lower level of acceptance than men			0.91	0.16	0.33	5.74	.000*

*Note: significant variables indicated in asterisk. Sig=significance level, *= significant at the 0.05 level (p<0.05)*

Dependent variable: women participation

In order to identify factors contributing to low women's participation in educational leadership, multiple regression analysis was used. Multiple regression models were conducted to see how each of the variables affects women's participation in educational leadership. The process of performing a regression allowed the researcher to confidently determine which factors mattered more, which factors can be ignored, and how these factors influence each other.

The results depicted in table 11, indicated that the model as a whole was significant with an alpha level less than 0.05 which depict that there was statistical difference among respondents. As the result shown in the table, the contribution of these four assessment statements was 67.8 (R^2) for factor affecting women's participation in leadership. For statement 1 the standard coefficient absolute value (beta= 0.91), which is the most contributing factors that affect women's participation in leadership. Were as, for statement 3, the standardized coefficient absolute value (beta=0.80), which is smallest value from the rest of the values indicating that the item was least contributing activity to low women's participation in leadership activities. As table above shows which one of the predictors strongly affects women's participation in leadership positions? Beta values in the table are standardized values for B's, making it possible to compare their effects on dependent variable that is Y. It seems that many women consider themselves to have lower level of acceptance than men. This is the strongest one that is 91%.t-tests at the right end of the table show whether the predictors are statistically significant in the model (p-values should be <0.05).

Attitude of women towards themselves affect their participation in leadership measured by regression correlation coefficient (0.82) was influencing 67.8% to deteriorating women's participation in educational leadership positions as measured by stepwise regression analysis coefficient (R^2)*100. This result means 67.8% of variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables(R^2)*100 were influencing 32.2% affecting women's participation in leadership positions. This means the rest of variation 32.2% cannot be explained. The t-value is significant for the four variables namely, women underestimate their abilities and perceive themselves less skillful and passive in leadership, female internalize the traditional gender stereotypes, and female teachers lack confidence in decision making process and women consider themselves to have lower level of acceptance than men. The accompanying computer printout shows a regression model equation ($y=a+bx_1+b_2x_2+b_3x_3+b_4x_4+b_nx_n...$) the predicts the areas of women's participation in educational leadership (x_1), women underestimate their abilities and perceive themselves as less skillful and passive in leadership (x_2), female internalized the traditional gender stereotypes (x_3), female teachers lack confidence in decision making process. (x_4) women consider themselves to have lower level of acceptance than men. Were statically significant independent variables being $Y=6.30+0.80x_1+0.84x_2+0+0.80x_3+0.91x_4$ where 6.30 is constant. The positive slopes of the four

variables respectively were (0.80, 0.84, 0.80 and 0.91) which indicated that as per a unit increase would tend to increase in the level of women's participation in leadership positions.

During interview, WEO said: (See Appendix-11, item 1) Robe-WEOH) and they forwarded their ideas as follows.

Female teachers were generally punctual in their managements, democratic, belief in collaboration or team work, involved in caring, understanding, supporting, listening, etc. They were free from any addiction and fight against corruption when compared with their male counterparts. They have ability to calm things down patiently via handling the situation by analyzing and examining the situation. However, due to lack of confidence in themselves, they fear decision making process. In addition, they are afraid of risks and responsibilities. In connection to individual factors the WEO said: "female teachers are afraid to participate in social, economic and political affairs outside the house because of self-perception, inferiority complex and experiences. Because of this, men dominated positions of school based supervision." (See Appendix-11, item 1)

Generally, findings from questionnaire and interview indicate that, majority of the school teachers and principals agree that, female teachers can allow stakeholders in decision making process, societies are not satisfied with female teachers' decision making abilities, lack of confidence in decision making process, view things from different angle to take appropriate decision, take decision that cannot be affected by nepotism, fear of responsibilities in making decisions. While the respondents were disagreeing with the issue that show female teachers can make strong decisions. This implies that female teachers' participation in school leadership can be affected by lack of confidence in making strong decisions, fears of responsibilities, fear of taking risks and societal attitude towards female teacher's decision making process.

In addition, during the interview session, the Woreda education head said that: "In relation to culture the interviewee said that "the culture has impacted on women's spirit of competition with men since traditionally, men are positioned above the women due to the assumption that women are weak, delicate, not able to solve problems, unstable, not decisive and emotional (frustration).

Due to these reasons female teachers were not actively participating in school leadership positions.”

The interviews from WEO heads indicated that: (See Appendix-11, item 2) Goro-WEOH) and they forwarded their ideas as follows.

The status of females’ participation was very low as female teachers targeted only to teaching learning process. Moreover, they were reluctant to accept responsibilities of school leadership positions due to lack of confidence in their abilities and experiences and fear of challenges of leading leadership positions and giving more attention to home than balancing with leadership duties were some of the factors that affect female teachers participation in school leadership positions.”The findings from document analysis, suggested idea and interviews were the evidences that confirm low participation of female teachers in positions of school based supervision.” (See Appendix-11, item 2)

Table 10: Regression Analysis (ni=120) Family and Home Responsibility

Model	Coefficients ^a				T	Sig.
	R	R ²	Un standardize coefficients	Standardiz e		

N		coefficient				
o		B	Std.Error	Beta		
	(Constant)	0.31	40.30	2.97		
		0.09				
1	Women's lack of support from Family (partner) affects their participation	1.51	0.59	0.25	2.60	.001*
2	Women's responsibilities of family child bearing and taking care of home affect their participation in educational leadership	1.94	0.90	0.21	2.24	.028*

*Sig=significance level, *=significant at the 0.05 level (p<0.05)*

Dependent variable: women's participation

As the data showed in table 10, the fitted model is: the regression equation of the SS (the sum of squares of district factors) = 27.48; and it is adequately fitted since p- value=0.03< 0.05 and F-calculated = 4.09> F-tabulated =3.83. The results indicated that as influencing factors increase so do effectiveness. Besides F-test computing the overall relation of constraining factors, t-test computation in multiple regressions were conducted to determine the significance effect of constraining factors on women participation in educational leadership positions. Yet not statistically significant, most of the items had constraining effect on participation of women in leadership positions. However, the t-test computation in multiple regression revealed that women's lack of confidence in their capabilities, qualification and experience and women's responsibilities of family child bearing and taking care of their homes at the significant point of (0.01< p<0.05 and 0.03<p<0.05) had shown statistically significant constraining effect on women's leadership participation. This shows that the respondents have different perception regarding these constraining factors. This also confirms that these models were most constraining factors for low turnout of women's leadership participation in leadership positions.

Beta values in the table are standardized values for B's, making it possible to compare their effects on dependent variable that is Y. It seems that woman's responsibilities of family, child bearing and taking care of home affect their participation in educational leadership is the strongest one that is 194%. T-tests at the right end of the table show whether the predictors are statistically significant in the model (p-values should be <0.05).

The regression analysis on the areas of women's lack of support from family (partner) affects their participation, women's responsibilities of family child bearing and taking care of home affect their participation in educational leadership measured by regression correlation coefficient (0.31) was influencing (affecting) 9% to become gradual in leadership participation as measured by the stepwise regression analysis coefficient (R^2)* 100. The result means that 9% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variable ($1-R^2$)*100 were contributing 91% to deteriorating women's participation in educational leadership positions. This means the rest of variation 91% is unexplained. The rest t-value is significant for the two variables namely women's lack of support from family (partner) affects their participation, women's responsibilities of family, child bearing and taking care of home affect their participation in educational leadership. The accompanying computer printout shows a regression equation that predicts the areas of participation of women in leadership positions.

Table 11: Regression Analysis (ni=120) Government Policies, Strategies, Rules and Regulations

Coefficients ^a

N o	Model	R	R ²	Un standardized		Standardize	T	Sig.
				B	Std.Error	Coefficient Beta		
	(constant)	0.22	0.05	0.38	1.79			
1	Lack of enough attention for women's affairs			0.52	0.67	0.22	2.27	0.036*

*Sig=significance level, *=significant at the 0.05 level (p<0.05)*

The seven statements devised for lack of enough attention to women's affairs and five of six of them were insignificant. The one significant indicated in the table 11. From the table we can see that the effect of lack of enough attention to women's affairs is 52%. This shows the degree to which particular independent variables are influencing dependent variables. Which one of the predictors is stronger? Beta values in the table are standardized values for B's making it possible to compare their effects on Y. (Y- is dependent variable). It seems to be that lack of enough attention to women's affairs has the strongest effect on the participation of women in leadership positions measured by multiple regression correlation coefficient (0.22) was affecting 5% to deteriorating the women's participation in leadership as measured by the stepwise regression analysis coefficient (R²)*100. The result means that 5% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained (1-R²)*100 were contributing 95% to affect women's participation in leadership positions. This means the rest of variation 95% unexplained. The t-value is significant the variable namely lack of enough attention to women's affair. The accompanying computer printout shows a regression model equation that predicts the factor affecting women participation (x₁) lack of enough attention to women's affairs were expressed by statically significant independent variables were Y=0.38+0.52 were 0.38 is constant. The positive value of the variable respectively were (0.38 and 0.52) which indicated as unit increase of independent variable would tends to increase the level of women's participation in educational leadership positions.

Document analysis indicate that, in many of WEOs necessary policies and documents were not available in place because as they suggested the former office leaders did not transfer the documents and policies to the later leaders. Therefore, during selection of principals, only one individual was assigned and prepared the exam based on his understanding rather than based on the policy issues especially during principal selection. In addition, the current researcher served in WEO as experts for two years before coming to the principal's position, so as was observed very little attention was paid to motivating female teachers towards leadership positions. Surprisingly, WEOWA were not given attention to gender equality in terms of empowerment and involving women in school leadership positions. This was the reasons way low participation of female teachers occur in school leadership positions in the Zone.

In general, the finding from the questionnaire in table 11, the majority of the WEOWA and WEO heads agree that, sufficient female teachers affirmative action may not include in the policy issue, implementation of the policy issues, limitation of evaluating the policy issues, lack of giving awareness, limitation of giving feedback and lack of transparency of the committee. This implies that they were constraints of policies issue that limit participation of female teachers in school leadership positions. However, the idea that indicates education policy formulated may motivate female teachers to leadership position may not have much effect on female teachers' participation in school leadership positions.

4.5. Suggested Ideas that Might Promote Participation of Female Teachers in position of school based supervision.

Respondents were asked to suggest a few solutions and forward their recommendations that can address the problems in the zone. They suggested that, there is a good environment and formulated government policies that encourage females in all spheres of life like in educational, political, social and economic spheres. The problem is with the implementation of the policies. The government should be committed to implement the policy at the grassroots level. They recommended that based on all the things discussed improving educational status of women to higher education which could increase later the participation of women educational leadership positions and decision making processes.

In addition, the respondents provided their suggested solutions through the open-ended questions on enhancing participation of female teachers in school leadership positions. These include providing mentor system, providing training opportunity, maintaining gender balancing in school leadership, creating gender campaigns, avoiding any discrimination on the basis of sex, changing the negative attitude of the society towards women's leadership, empowering and involving women in decision making processes, changing cultural, traditional and religious views that hinder the progress of women, assigning qualified, experienced and role model women who stand for gender equity to the leadership positions, creating gender awareness at all levels of the society, female should balance home duties with leadership activities, should prepare themselves for leadership positions, women should be assertive (confidential) and self-motivated, proper implementation of policies, programs, strategies and legislations formulated in relation to gender issues, proper implementation of females affirmative action's and vacant positions in schools to be properly advertised, etc. were the key solutions suggested to enhance participation of females in educational leadership.

Furthermore, in order to balance gender gap, the gender advocacy activities should be undertaken within school communities, strengthening girls club and students' Perelman, involving equal number of males and females in school committees, preparing gender related workshops for school community and surrounding societies to change the negative attitude towards gender equity.

The government should improve implementation of the global agreement or convections formulated on gender issues in different policies such as National Policy on women, National Population policy, Education policy, Cultural policy, and other legal documents and legislations. Because still there is implementation problem of the policies at grassroots level which adversely affect the participation of women in school leadership positions. .” (See Appendix-11, item 7 and 8) Ginnir,Sawena, Jara and Robe-WEOH) and they forwarded their ideas as follows.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the thesis contains three subsections. The first subsection deals with the summary of the major findings, the second subsection presents the conclusions which were drawn from the

summary of the major findings, and the third one introduces alternative solutions which were recommended mostly by the participants to ease the problems encountered in participation of women in leadership positions.

5.1. Summary

The main purpose of this study was to assess the major factors that affect female teachers' participation in positions of school based supervision in Bale Zone. In order to achieve this, the following specific objectives of the study were formulated. These were: to find out the extent of female teacher's participation in positions of school based supervision , to explore factors that discourage female teachers' participation in positions of school based supervision in general secondary schools, to find out the personal, institutional and social factors that affect women's participation in positions of school based supervision in the Zone, to suggest possible strategies that can be used to enhance women's participation in positions of school based supervision , to find out remedial measures that could be adopted to enhance female teachers' participation in positions of school based supervisions.

The research questions of the study included: to what extent are female teachers allowed to participate in positions of school based supervision? What are the factors that discourage the participation of female teachers in positions of school based supervision in general secondary schools of Bale Zone? What measures could be adopted to enhance female teachers' participation in positions of school based supervision in general secondary schools of Bale Zone? The study was conducted in five government general secondary schools of Bale Zone Oromia regional state. The subjects of the study who provided the necessary information included 103 teachers, 17 school principals, and 14 Woreda education office heads. The respondents were selected using available sampling technique. The data were collected from the respondents via data gathering tools like questionnaires, interviews and document analysis.

After collecting the data by using the above mentioned instruments, both qualitative and quantitative data were used to analyze the collected information. In line with this, descriptive statistics such as frequency, percentage and regression analysis model were employed to arrive at

conclusions. Based on the analysis and interpretation made so far, the following major findings of the study were listed as follows:

Findings related to background of the respondents indicated that there were qualified and experienced female teachers like their male counterparts. However, they were not participating in school leadership positions in large numbers. In addition, findings from document analysis of all secondary schools of Bale Zone indicated that no female teachers were participating in secondary school leadership positions.

The findings of the study indicated that female teachers were reluctant to accept responsibilities, many of them lacked confidence in their capabilities, qualifications and experiences, they feared decision making, they feared to take risks, they were too preoccupied performing household chores and could not balance them with school leadership activities, lack of interest to come to school leadership positions, fear of husbands, the fact that they were discriminated on the basis of sex, the belief that male made better leaders, fear of success in achievement, stakeholders attitude towards female teachers leadership, lack of sufficient affirmative options, lack of awareness of committees that implement the policies, lack of transparency of the committees and lack of enough attention to women's affairs during selection of female teachers to school leadership positions.

The findings of the study indicated that some of the factors that discourage participation of female teachers in school leadership positions include, lack of role models and mentors, lack of interest of female teachers, lack of equal opportunity for the appointment to leadership position, stakeholders' negative attitude towards female teachers leadership positions, home and child rearing activities, lack of empowerment and involvement in decision making processes and implementation problems of female teachers affirmative action and discrimination on the basis of sex. In addition, the findings from the interviews concluded that organizational, individuals, families, socio-cultural and religious impact contribute to low participation of females in secondary school leadership positions.

The findings the study also indicated that the following suggested solutions could be used to enhance participation of female teachers in school leadership positions. These include providing a mentor system, providing training opportunity, maintaining gender balancing in school leadership,

avoiding any discrimination on the basis of sex, changing the negative attitude of the members of society towards female leadership, empowering and involving females in decision making process, changing cultural, traditional and religious views that hinder the progress of the women, assigning qualified, experienced role model females who stand for gender equity to the leadership positions, creating gender awareness at all levels of society, females should balance home duties with leadership activities, female should prepare themselves for leadership positions, females should be assertive (confident) and self-motivated, proper implementation policies, programs, strategies and legislations formulated in relation to gender issues, proper implementation of females affirmative action's, vacant positions in schools to be advertised were some of the suggested solutions that could enhance participation of females in secondary school leadership positions.

5.2. Conclusions

Several significant findings were discussed briefly in the previous sections of this study. From these findings, it is possible to draw several conclusions based on the major findings of the study. Secondary school stakeholders' believes that qualified and experienced female teachers were not encouraged towards positions of school based supervision. This contributes to low participation of female teachers in positions of school based supervision. Secondary school stakeholders' believe that female teachers are reluctant to accept responsibilities positions of school based supervision due to lack of confidence in their capabilities, qualifications, and experiences. Due to this perception, female teachers were underrepresented in secondary school leadership positions.

Some of the secondary school stakeholders also believe that female teachers have less interest to come to the positions of school based supervision due to fear of taking risks, fear of responsibilities, fear of decision making and challenges along the path of positions of school based supervision. Due to these reasons female teachers' representation in secondary school based supervision positions lags behind that of men. The secondary school stakeholders' believe that men are better than women in administering the affairs of schools, promotes male teachers in occupying the secondary positions of school based supervision. This prevents female teachers from entering into secondary school based supervision positions.

Concerning to what extent female teachers participate in position of school based supervision, The findings of the study conclude that factors like lack of role models and lack of self motivated of

female teachers, lack of equal opportunity for the appointment to leadership positions, stakeholders' negative attitude towards female teachers leadership, home and child rearing activities, lack of empowerment and involvement in decision making process and implementation problem of affirmative action, implementation problems of the policy issues and discrimination on the basis of sex, partial ideology in culture, socialized difference among female and male, lack of support from partner, previous government policies, rules and regulations were the most powerful determinant factors for low participation of female teachers in positions of school based supervision. The school society considers women as incompetent to meet in positions of school based supervision. Furthermore women tend to underestimate their own values; this low self-concept may discourage them from aspiring for the top positions. Certainly, lack of confidence can significantly affect female's participation in positions of school based supervision. As a result, female teachers were not equally participating in positions of school based supervision activities with their male counterparts.

In addition, the findings from the interviews conclude that organizational, individual, families, socio-cultural and religious impact contribute to low participation of females in positions of school based supervision. This discourages female teachers from entering into positions of school based supervision.

Secondary school stakeholders' believes that improper implementation of suggested solutions like, providing training opportunity, maintaining gender balancing in positions of school based supervision, creating gender campaign, avoiding any discrimination on the basis of sex, changing the negative attitude of the members of society towards female leadership, empowering and involving females in decision making process, changing socio-cultural, traditional and religious views that hinder the progress of the females, assigning qualified, experienced and role model females who stands for gender equity to the leadership positions, creating gender awareness at all levels of the societies, females should balance home duties with leadership activities, females should prepare themselves for the positions of school based supervision, females should be assertive (confident) and self-motivated, proper implementation of policies, programs, strategies and legislations formulated in relation to gender issues, proper implementation of females affirmative action's and vacant positions in schools are not properly advertised. These factors lead to low participation of female teachers in secondary school positions.

5.3. Recommendations

Keeping in view the major findings and conclusions, the following recommendations are forwarded.

1. It is recommended that administrators should establish and strengthen mentorship system for the young female teachers aspiring to leadership positions in the future.
2. Even though there are various factors which could influence female teachers' participation, government should oversee and revise the policy, strategy and selection criteria used to appoint secondary school principals, giving priority to female teachers.
3. The family, school community, and PTA must take over their responsibility to encourage the participation of women equally with their counterparts as well as the society and female teachers themselves should get awareness through different trainings, workshops, mass media and social affair associations about equality of females and male in their ability of leadership bringing females to the educational leadership positions.
4. The proportionality of female teaching staff in secondary schools should be increased because the more the number of female teachers, the more women becomes competent for educational leadership positions.
5. Besides, the schools should involve female teachers in school committees, school clubs, students' par lama, unit leaders, and department heads positions. This might help female teachers to practice leadership roles and decision making processes as well as they can develop self-confidence in them and interest towards secondary school leadership positions.
6. The families and husbands should also accept positively females' leadership roles and provide any necessary support, initiation and motivation towards their success and resolve any obstacles that challenge their progress.
7. Deliberate efforts need to be made by the concerned bodies to increase social awareness on the importance of females' participation in every leadership positions particularly in school. This in turn could increase participation of females in educational leadership positions.
8. Review appointment and promotion procedures point out that lack of transparency and accountability in hiring and promotions procedures allow male leaders freedom to recreate

the institution in their own image. Schools need to come up with policies that ensure equal opportunity for both men and women. Information on all aspects of promotion criteria should be known to all members of staff.

9. Finally, many more gender related issues remain to be investigated; this study consolidates much of the previous work into a base from which additional studies can spring. It represents a beginning rather than an end. More research will be needed in this area.

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APPENDICES

HARAMAYA UNIVERSITY

SCHOOL OF POST GRADUTE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Appendix-I

Questionnaire for teachers and school leaders

The purpose of this questionnaire is to gather information on Factors Affecting Women's Participation in educational leadership position and School Based supervision of secondary schools of Bale zone, Oromia regional State. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire is highly appreciated.

Dear respondents, your honest response and professional opinion would be vital for the effectiveness of this study. All the information you provide for this academic issue would be treated confidentially. Since the reliability of this survey depends on the objectivity of your response, you are kindly requested to fill in the questionnaire according to the instruction given for each item.

Direction: Please note that:

- No need to write your name on the questionnaire.
- Each question has its own intervention to follow.
- Please return the questionnaire to the person from whom you received, as soon as you complete it.

Thank you in advance for your co-operation!

Part- I: Background information

1. Name of the school

2. Sex. Male Female

3. Age. 20-30 31-40 41-50 51 and above

4. Your current position: -

A. Principal C. Teacher E. Uader

B. Vice Principal

D. Department Head

5. Qualification.

A. PhD

C. Bachelor Degree

E. Certificate

B. Master's degree

D. Diploma

6. Work experience:

A. 1-10 years

C. 21-30 years

B. 11-20 years

31 and above

Part- II:

Direction I: Based on the provided likert-scale with five ranks (strongly agree, agree, undecided, disagree, strongly disagree). Put thick mark () in the box and write word or phrases in the blank space provided.

Strongly disagree (Very low) (1)	Disagree (Low) (2)	Undecided (Medium) (3)	Agree (High) (4)	Strongly agree (Very high) (5)
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Part.III. Socio Cultural Factors

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

No	Respondent`s views on problems related to socio-cultural roles. In Bureaus, offices and school leadership systems.	Alternatives				
		VL	L	M	H	VH
		1	2	3	4	5
1	Girls and boys are socialized differently to assume different roles					
2	The patriarchal ideology that dominate the culture affects women`s participation in educational leadership					
3	Men are seen as decision maker					
4	Discourage women to hold leadership position					
5	Societal attitude towards female teacher leadership positions.					

Key: 1. Very low= VL 2. Low=L 3. Medium = M 4. High= H and 5. Very high= VH

Part. IV. Organizational factors that affect women`s participation in secondary school principal ship.

The following are some of the expected institutional factors affecting women`s participation in educational leadership. By show putting a tick mark (√) in one of the boxes provided for each possible factor using the scales given above.

No	Respondent view on problems related to organizational factors that affect women's participation in position of school based supervision Among the barriers that hinder women from being in the position of leadership are	Alternatives				
		1	2	3	4	5
1	Educational institutions do not have transparent selection and promotion policies and practices to enhance women's participation in positions of school based supervision					
2	Women have no official role to make females participate in positions of school based supervision					
3	Lack of support to form professional networks in leadership					
4	Women have lack of mentors and support system					
5	Lack of role models and mentors					

7. Do you observe or face any other barriers or problems that hinder women from being empowered as a leader? If yes, please state the factors.

8. Please suggest the possible solution for the problem (challenges)

Part.V. Attitude of women towards themselves

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

No	Problem related to attitude of women towards themselves.	Alternatives				
		1	2	3	4	5
1	Female teachers lack confidences in decision making process.					
2	Women underestimate their abilities and perceive themselves as less skillful and passive in positions of school based supervision					
3	Female teachers are interested to be followers than the school based supervision					
4	Women`s lack of confidence in their capabilities, qualification and experience affect their participation					
5	Females internalize the traditional gender stereotypes					
6	Women consider themselves to have lower level of acceptance than men					

Do you have any additional suggestions and comments on government policy, strategies, principles, rules and regulation? If yes, please state them.

Part. VI. Family and Home Responsibility

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

No	Respondents views on problems related to family and home responsibility	Alternatives				
		1	2	3	4	5
1	Women`s lack of support family (parent) affects their participation in positions of school based supervision					
2	Women are more responsible to home or family related issues than their male counterparts					
3	Women exhibit poor risk taking of initiatives					
4	Women have minimal authority in controlling commanding and managing household					

5. How do you practice and understand the current leadership practices of women empowerment in your school (office) bureau? If any, please state them

Part. VII. Government policies, strategies, rules and regulations

The following statements relate to government police, rules and regulations that are thought to affect women`s participation in educational leadership please indicate extent of your agreement by indicating whether you are strongly agree, agree, undecided, disagree and strongly disagree, put tickmark (✓) in one of the boxes provided against each statement using the scales given below.

No	Statement related to government policy, strategies, rules and regulations In Bureaus, offices and schools:-	Alternatives				
		1	2	3	3	4
1	Lack of enough attention for women's affairs					

Appendix- II: Interview Guides

TETLE - Factors Affecting Women's Participation in Educational Leadership Positions of School Based Supervision in General Secondary Schools of Bale Zone, Oromia Regional State

Interview guidance for school leaders/ Administrators

Interviewees

Name of the school _____ Sex _____

Positions _____ Qualification _____

I. General information

Interview questions for WEO heads and WEOWA

1. How do you describe the day to day role and activities of female teachers as a leader?
2. What do say about the current status of female teachers' participation in positions of school based supervision of your respective woreda?
3. Do you think organizational structure hinder female teachers' participation in positions of school based supervision?
4. Does government policy encourage female teachers' participation in positions of school based supervision?
5. Could you tell me about the major factors that might contribute to the underrepresentation of women in positions of school based supervision in secondary school?
6. Who is blame for under participation of female teachers' in positions of school based supervision?
7. What is your contribution to enhance female teachers' participation in positions of school based supervision?
8. What is the remedial measure to be taken to improve female teachers' participation in positions of school based supervision?

Thank you