

**FEMALE TEACHERS' PERCEPTION TOWARDS LEADERSHIP
POSITIONS IN SECONDARY SCHOOL OF BORENA ZONE, OROMIA
REGIONAL STATE**

MA THESIS RESEARCH

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**FEMALE TEACHERS' PERCEPTION TOWARDS LEADERSHIP POSITIONS IN
SECONDARY SCHOOLS OF BORENA ZONE, OROMIA REGIONAL STATE**

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BY

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DEDICATION

I dedicate this piece of work to my beloved wife Lelo Bariso, my son Ebisa Girja.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. This Thesis is submitted in partial fulfillment of the requirements for an MA Degree at Haramaya University. The Thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. I solemnly declared that this Thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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ABBREVIATIONS AND ACRONYMS

BZWRO	Borana Zone Water Resources Office
CSA	Central Statics Authority
FDRE	Federal Democratic Republic of Ethiopia
ICBHR	International Convention on Basic Human Rights
MoH	Ministry of Health
NCTPE	National committee for Traditional Practices Eradication
NEP	National Educational Polices
ORS	Oromia Regional States
OWCAO	Oromia Women and Children Affairs Offices
OWCDP	Oromia Women Change and Development Package
TTC	Teacher Training College

TABLE OF CONTENTS

STATEMENT OF THE AUTHOR	V
BIOGRAPHICAL SKETCH OF THE AUTHOR	VI
ACKNOWLEDGEMENTS	VII
ABBREVIATIONS AND ACRONYMS	VIII
LIST OF TABLES	XII
ABSTRACT	XIII
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Basic Research Questions	5
1.4. Objectives of Study	6
1.4.1. General Objective	6
1.4.2. Specific Objectives	6
1.5. Significance of the Study	6
1.6. Delimitations of the Study	7
1.7. Limitation of the Study	7
1.8. Definition of Key Terms	7
1.9. Organization of the Study	8
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	9
2.1. The Concept of Educational Leadership	9
2.2. Women in Educational Leadership	10
2.2.1. Leadership and Power	12
2.2.2. Roles of the female leader	13
2.3. Perception of Females in Educational Leadership positions	14
2.3.1. Perceptions of female teachers in the work-place	14
2.3.2. Perceptions of the female Leaders	15
2.4. Contributing Factors that affect Females' perception in School Leadership	15
2.4.1. Poor Self-Image or Lack of Confidence	17
2.4.2. Family and Home Responsibilities	19
2.4.3. Factors Related to Working Conditions and Sex Discrimination	19
2.4.4. Socio-cultural Barriers / Stereotyping/	20

TABLE OF CONTENTS (Continued)

2. 5. Leadership of Females in Secondary School	21
2.6. Styles of Females' Leadership in Secondary School	21
2.6.1 Transformational and Transactional Leadership	23
2.6.2. Consultative, democratic and participative leadership	23
2.7. Female Leadership evidence on Effectiveness in School leadership position	25
2.8. Cultural Conditions that affect Females in School Leadership position	27
2.9. Ability of Females' Decision making in leadership position	30
2.10. Coordination Ability of Female Teachers in Leadership position	31
2.11. General Situation of Women in Ethiopia	32
2.11.1 Woman and Educational Leadership in Ethiopia	33
2.11.2. Participation level of women leaders	34
CHAPTER THREE	36
3. RESEARCH DESIGN AND METHODOLOGY	36
3.1. Description of the Researcher Site	36
3.2 Research Design	37
3.3. Sources of Data	37
3.3.1. Primary Sources	37
3.3.2. Secondary sources	37
3. 4. Population, Sample Size and Sampling Techniques	38
3.5. Data Collection Instruments	39
3.5.1 Questionnaire	39
3.5.2. Interview guide	39
3.5.3. Document Analysis	39
3.6. Pilot Test of the Questionnaire	40
3.7. Procedures of data Collection	40
3.8. Methods of Data Analysis	41
3.9. Ethical Consideration	41
CHAPTER FOUR	42
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	42
4.1 Demographic Characteristics of Respondents	43
4.2.Perceptions of Females teachers towards their Involvement in Secondary Leadership Position.	45

TABLE OF CONTENTS (Continued)

4.3. Status of empowering female teachers in secondary schools leadership position	51
4.4. Factors that affect female teacher perception in secondary school leadership position	58
4.5. Personal factors that affected female teachers in school leadership position	62
4.6. Strategies to bring female teachers to leadership position	64
CHAPTER FIVE	70
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	70
5.1 Summary	70
5.2 Conclusions	72
5.3 Recommendations	73
6. REFERENCES	76
7. APPENDICES	84
7.1 Appendix A	85
7.2 Appendix B	91

LIST OF TABLES

Table 1 Description of sample population and sample techniques	40
Table 2. Reliability of consistence coefficients	42
Table 3 Number and percentage of Returnees on Questionnaires	45
Table.4 Characteristics of Respondents	47
Table.5. Perceptionsof female teachers towards their involvement in Secondary school	50
Table.6. Status of empowering female teachers in secondary school Leadership position	58
Table .7. Organizational Factor that affect female perception in secondary School leadership position	66
Table .8 personal factors that affect female teachers perception	70
Table. 9. Strategies to promote female teachers participation in secondary School leadership position	74

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GIRJA GALOYE

ABSTRACT

The purpose of this study was to find out the perception of secondary school female teachers towards representation in educational leadership position and to find the causes of this perception and there to determine the possible solutions for these problems. To carry out this study, descriptive survey design was employed. Participants of the study were 100 female teachers, selected by using available sampling technique. The eight school principals, four supervisor, eight bureau officials and eight PTA members were selected by available sampling technique. The data were collected by using questionnaire and interview. Both qualitative and quantitative data analysis methods were employed in order to turn up at the results. The findings of the study revealed that the ability of secondary school female teachers have changing to manage school more orderly than men due to capability, collaboration, creative and intuitive , but not as expected. Still they believe that women are reluctant to accept responsibilities of school leadership; men are better leaders in leading secondary school; the school manager should be masculine, self-reliant, ambitious and strong leader; women have no necessary skill to discipline students, supervise other adults and criticize constructively in secondary schools; men consider women as his equal counterpart and women lack confidence in their capabilities, qualifications and experiences. Some of the challenges which could hinder women representation in educational leadership were pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in religion and organization, etc. Based on the above finding, it was recommended that put role models female teachers in the educational leadership positions and male dominance should be minimized. In line with this, different education administrative bodies need to play their own roles in enhancing females 'participation in educational leadership. For example, schools need to encourage female teachers to come to educational leadership areas; schools have to give chances to female teachers to participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors, etc. In addition, schools have to design women empowering strategies like short and long term trainings, giving recognition and encouragement to better performing female teachers and female students at school level. More, schools need to do much work on awareness creation about sex equality among the school communities and the woredas Education Office should have to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women.

1. INTRODUCTION

The introduction part contains background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study and operational definition of terms.

1.1. Background of the Study

Education is basic means of economic, social and political development for all society. It is widely recognized as one indicator of development. The education of females and positive changes in the position of women in society make direct contribution to house hold food security. One of the basic purposes of education is to produce trained human resources which can overcome development impediments of a given country. Women are still under represented in educational leadership position (Lunen berg, 1991). The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (MoE, 2010). The presence of women in leadership position in education worldwide provides a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels. The presence of female in leadership roles at secondary school level and above contributes to sensitivity with in schools for the well-being of adolescent girls and provides insight that girls are beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006). Historically, men had been running the leadership career in any of organization. Holtkamp (2002) notes that leadership roles have been held by men.

Literatures also have recognized men as leader and their leadership roles and behaviors in war, hunting, business and government (Craig et al., 1996).In patriarchal societies, now and then, women playing traditional role of home makers while men remaining leader in every sphere of life (Craig et al., 1996). Because of this social attitude women have been reluctant to pursue educational and administrative positions (Holtkamp, 2002). However, some research findings and surveys in the global context suggest that the proportion of women in professional and managerial position is slowly increasing than before (Giddens, 2005). In African societies, it is

believed that men lead and women follow (Ngcongong, 1993). Men dominate the school leadership because of the patriarchal traditional thinking of public leadership. Feminist critiques have defined educational administration as the gender blind and masculinity enterprise which consistently marginalizes women. Women career choices and reluctance to apply for leadership positions frequently claim that they are restricted to roles in school which are compatible with other life-roles as wives and nurturing (Holtamp, 2000).

Women are dropping out of leadership position more frequently than men due to dissatisfaction with institutional decision limited upward mobility, lack of monitoring or sponsorship, sexual harassment and feeling of isolation. One of the most frequently cited explanation for female under representation in school leadership is sex-role stereotyping (Nona, 1994). However, when it come acquiring positions in educational leadership, women have significant effect towards school leadership positions.

The discrimination may assume that men conspire to keep women out of management position. Women have always had to face sex-role stereotyping that defined by the dominated culture of society. Mark (1996), also indicated that the basic discrimination factor is that men make the appointment decision and men tend devolve management skills of women. Women remain systematically excluded from leadership and other top corporate (John, 2007).This happen through combination of outright discrimination as well as educational and occupational segregation. Gender based harassment at work place both persist and has recently shown to be broader in organizations. Still the feeling of the god created women for the discharge of duties inside the home, and men for all the others continued, (Rao 2002).Women considered as limited to inside of the family home.

In Ethiopia women's participation at various levels of executive councils and administrative bodies has been increasing. The same is true for an increment of women number in federal and regional House of Representatives. On the other hand in the educational sector of Ethiopia, particularly in school context (primary and secondary school), more males hold principal position than do women (MOE, 2004). This means there are differences in career between male and female in school administration position. Historically, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today

(Kiamba, 2006). In secondary school leadership women were strong commitment to team work and professional consultation and ambivalence about power issues (Gerald, 1995)

According to Beruk (2004), in many part of the world, women are either excluded or marginalized from higher-level political, social, economic and cultural arrangements. The proportion of men elected and appointed as leaders or decision makers compared to women in the same position is highly twisted with men over dominating the political field across the board. Prior researches suggest that the situation in Ethiopia is not different. Women are unquestionably under represented with in different organizations and institutions. There are a number of female teachers in secondary school in the Borena Zone; however, assessing their perception towards secondary school leadership positions and exploring the perceptions of women leaders on performance of educational leadership areas seem necessary and that is why the researcher initiated to investigate the female teachers perception to come to school principal ship positions.

1.2. Statement of the Problem

In educational setting women hold the teaching staff position, men dominate the highest position of educational leadership (MoE, 2008). It is believed that women hold half of the world population statistically. This logic should have let them possess high proportion in different administration level /rank/ in an organization, so that they could play significant role in economic, social, cultural and political development of a country. Therefore, it was to be high lightened that due to low educational attainment and societal stereotypes which institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making positions. Men are naturally bureaucratic and instrumental and women are collaborative and nurturing (Paul and Aloh, 2003).

According to Tony (1992), most of the parents had grown up in a world where full domestic responsibility developed on women, when men tended to be free to come and go as they pleased and where they dominated by tradition. It was very definitely a perpetuation of macro culture (hyper masculinity, dominance, preoccupation) with something of reputation from male violence. This was the culture in which the children are growing up. We tend to expect men to be aggressiveness, ambition, assertiveness, competitiveness, domination, force fullness, being

good at sport, self-confidence, ability at making decision and independence. On the other hand, we tend to expect women to be affectionate, emotional, gentle, fond of children, tender, and warmer. Colin and Colin, (1999), said we, accept women as secretaries and men as bosses.

According to Aggarwal (2004), the perception of the women in secondary school leadership position is a true index of its cultural and spiritual level. In Ethiopia, girls and women make up large illiterate population, this show, the inequitable distribution of education. However, the Federal Democratic Republic of Ethiopia (FDRE) has strongly emphasized importance of a mother is educating a whole family". Therefore, the education of women and their involvement in all aspect of development is essential.

Yalew (1997) conducted the study role stereotype attitude of society as major contribution factors that could make the number of female leaders minimal. Findings indicate that attitude of society towards female as leaders are traditional. Society viewed female as capable to lead, intolerant, fearful, suspicious and ineffective leader and irrespective of differences in age, education level, sex and religion, the society had traditional stereotype attitude to women leading and their decision making abilities. Nagesa (2012) conducted the study on improving female participation in primary school leadership principal position in Borena Zone Oromia Regional States. The finding indicated that the participation of female in primary school leadership position is only 5%. This shows as the number of female underrepresented in school leadership position is low. In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MoE, 2008).

The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-IV, 2010). This deprives female students the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers this let them to be less competitive to decision making positions. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of

educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

According to Borena Zone Education Office (BZEO, 2012), report in among 39 secondary schools with 39 principals, 15 vice principals and 15 cluster supervisors, only 3 (4.6%) were female principals in school leadership position. That is, the proportion of women in educational leadership position in Borena Zone at secondary school was less. This indicates that there is under-representation of women (less inclusion) in leadership. In addition to these, When principals of secondary schools call numerous time for work shop at Zone education department, there was a dominant number of male principals that of female principals, but there is no research conducted on the perception of female teacher's towards leadership position in secondary school of Borena Zone, Oromia Regional State. This research is different from yalew (1997) and Nagesa (2012) in that it aimed at exploring the perception of women leaders on performance of educational leadership as well as to find out major factors that have been affecting women in educational leadership position. Therefore, this study aimed to fill the gap of female leaders in education leadership position and to answer the following basic research questions;

1.3. Basic Research Questions

From the above problem, the researcher proposed the following basic research questions:-

1. What are the perceptions of female teachers towards their involvement in secondary school leadership position?
2. To what extent are female teachers empowered to come to leadership position in secondary schools leadership?
3. What are the factors that affect female teacher's' to be leaders in secondary schools leader ships?
4. What are the strategies to bring female teachers to head position in secondary school leadership position?

1.4. Objectives of Study

1.4.1. General Objective

The general objective of this study was to assess the perception of female teachers towards secondary school leadership position in Borena Zone, Oromia Regional states.

1.4.2. Specific Objectives

1. To identify the perceptions of female teachers towards their involvement in secondary school leadership position
2. To examine the status of empowerment of female teachers in secondary school leadership position.
3. To minimizing the factors that affect female teachers' perception in secondary school leadership position
4. To identify the strategies to promote female teachers participation in secondary school leadership position.

1.5. Significance of the Study

The findings of the study would have the following significances.

- ❖ It would help the school teachers, School leaders, National council of women and the education authorities of the various level of Borena Zone, their involvement of female teacher's perception in secondary school leadership position.
- ❖ It may help to improve the perception of female teachers in secondary school leadership position and gives awareness to female teachers in educational leadership.
- ❖ It would help the stakeholders to make a rational decision on managerial skills and gender issues and helps in their future planning.
- ❖ Furthermore, the study may throw light on the nature of the problem and initiate others to undertake future study.
- ❖ At last, the study would serve to recommend possible solutions for the main problems that affect female perception in secondary school leadership position.

1.6. Delimitations of the Study

In order to make the study more manageable and feasible, the study was delimited to four woredas and eight secondary schools' female teachers perception in school leadership position and the major factors that affect their perception in selected secondary school of Borena Zone. To minimize the scope of the study, the researcher restricted to factors that affect female teachers in secondary school leadership position in Oromia Regional state in Borena Zone. Borena Zone has 13 woredas and 2 town administration and 39 Secondary School. Among those woredas the researcher selected 4 woredas (namely Bule Hora, Melka Soda, Gelana, Dugda Dawa) and 8 secondary school namely (Bule Hora, Gerba, Melka Soda, Kilenso Mekkonsa, Duda Dawa, Gelana, Gubeta Bicho and Dawa Dimtu). The target population of this study was secondary school 100 female, 8 directors, 4 supervisors, 8 educational bureau officer and 8 PTA numbers. In this study descriptive survey method was employed. Because it was appropriate for this study and it was helpful to show as currently existed situation and used data collection method as questionnaire and interview appropriate for this study.

1.7 Limitation of the Study

The researcher encountered a number of limitations in his study. Among other things some school principal, did not show willingness to give information and become halfhearted to deliver right information. Although this resulted in wastage of time to organize fragmented information as the research demands quality work, the researcher solved the problem in designing several strategies. The researcher reacted with officials wherever the environment was conducive for the respondents. As far as the organization of the fragmented information was concerned, the researcher took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research.

1.8. Definition of Key Terms

Borena Zone:- One of Zone in Oromia Regional state and located in south part of Ethiopia

Leadership positions:- leadership position represent individuals who are in leadership positions of school principals and vice principals in the organizational structure of a school.

Perception: - The definition of perception is the process of interpretation and the researcher focused on the perception of principals' and teachers' towards educational leadership

Principal-; Principal is a school administrator who assists teachers and students in providing leadership for the school.

School Leadership: School leadership is defined as an activity that can be performed by the principal and other staffs of the school directed to achieve the schools objective

Secondary School; Secondary school in the context of Ethiopia (from 9 -10 grades levels)

Sex role: - sex roles are a set of behaviors' or characteristics that are standard for each gender in a society. Sex role stereotypes are widely held beliefs about those behaviors' and characteristics.

Under- representation: Is describe the disproportionate (that is, too small or none) representation of women in secondary school leadership and in this study the researchers focused on the representation of female teachers in school leadership position.

1.9 Organization of the Study

This study was organized in to five chapters based on the study objectives. The first chapter deals with presenting the purpose of study, statement of problem, basic research questions, objective of study, significance, delimitation of the study, limitation of study and operational definition of key terms. Chapter two reviews the available literature. The methodological approach and design of the study is discussed in chapter three. Chapter four provides the results and discussions of the study. Findings, Conclusions and recommendations make up the fifth chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter of the study gives emphasis on relevant literature related to the factors that affect female teachers' perception towards in secondary school leadership position'' and an attempt were also made to define educational leadership.

2 .1.The Concept of Educational Leadership

Educational leadership and administration are interchangeable terms in over day conversation of school organization. However, defining their differences helps in understanding where each sits. People in leadership require skills to become effective leaders. Developing leadership skills can enable principal to function comfortably and effectively. Leadership should be based on personal and professional values, and leadership. With a vision is an essential component of effective leadership. Cadwell (2006), defines educational leadership, leadership is a process for establishing direction, weighing people, motivating and inspiring and achieving change. This process influence s other team members inside the organization towards aims and objectives of the school organization itself (Luneburg, 2008). Another author suggests that leadership century a person and the ability that he has to be able to lead as a leader just as much as what he does (Johnson, 2008). The reason for different definitions is because of one's perception of leader and its characteristics (Hony, 1997).

The conflict between leadership and efficient management of school is currently over shadowed by myriad definition of leadership. Most theories of leadership view leadership as an influential process. Leadership broadly defined the organization of people and process to accomplish a goal (Park, 1980), Many scholars describe these terms as indispensable (Wilson, 2004). In the book theories of educational leadership and management, Bush (2005), argues that leadership overlaps with the similar terms of leadership and administration. He state that the term leadership is used to interchangeable as administration and one that can be a leader without being a managers, and one can be manage without leading. These two terms mostly confused some principles.

According to Weindling 2004, state that Leadership tends to be more formative, proactive and problem solving. Dealing with such things as values, vision and mission, where as the concerns of management are more to do with the exclusion, planning, organizing, and developing of resources of making things, happen. Management is focused more on providing order and consistency to organization. Other authors (Robertsan, 1995), perceive management differently. They see that managing is not leading, but implementing, rather than deciding one decision. Some writers describe the term administration as being like an umbrella that encompasses the term leadership and management (Robesrstan, 1995), administration can be defined as a process of working with and through others to accomplish school goals Efficiently. According to Kedian, (2006) as cited there is a similarity between leadership and Management he mentions that the three concepts are continuum where management ends administration ends leadership beings.

Most important to our study is the concept of educational leadership and where it stands with gender. Leadership at the present time is very challenging as new refers of education are being implemented. According to Cannon, (2008), the demands on leadership are increasing in- social Change, standard sedation and accountability, parental expectations, constant pressure for student achievement and the ever changing knowledge base on which learning is built have an influence on school and leadership practices within. Education leadership tends andocentric where male domination is considered the norm of the day. Defining the term of leadership, management and administration can be help in understanding educational leadership with gender leadership encompasses gender, education, cultures and Collaborative ventures when one tries to understand the concept behind it.

2.2 Women in Educational Leadership

Current literature on women principals has indicated that whilst the number of women in managerial positions in the business world is increasing, this cannot be said in educational leadership (Ceilkten, 2005), the number of women who held administrative position in schools in the past is unchanged in the present time. Comparison between women in the teaching filed and administrators evidently sees an increase of women in the teaching filed yet this is not reflected in administration position (Celiketn, 2005). Evidence can be sees in Borena Zone in

secondary school 2.1% hold administrative position. Society and its stereotype of thinking pronounce that men lead better than women. Even though this may be the reality in some way, women are just as important to leadership as men. Studies have shown that women differently to men, yet barriers exist that hinder them in excelling into higher positions.

The knowledge base in educational leadership has developed mainly in Anglo American countries, so they lack context, specificity and relevance because educational systems in developing countries may not be similar (Walker & Dimmock, 2002). This can also be said about research on women in developing countries and their leadership experiences. We know very little about the levels and careers of women in educational leadership within developing countries (Oplatka, 2006). In developing countries, women are leaders and some times, women are among the most oppressed (Drake & Owen, 1998).

Females' Participation in educational Leadership as identified by Drake & Owen (1998), in developing countries, women are cast as both bringers of change and guarding of the old culture. For some developing countries like Ethiopia, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through women that family values and traditions are transmitted and maintained. Advancements in the condition of women have been made in some developing countries (Brown and Ralph, 1996). This involved a strategy that abandoned an old principle of seniority. Promotion was automatically considered for those with most experience at the previous rung of the promotion ladder this strategy enabled women to rise through the ranks (Drake & Owen, 1998). One such strategy was the sensitization program which aimed to increase the number of girls and women in education.

This program runs at local level and is aimed at demonstrating to parents the benefits of educating their girl children as well as boys. In principle, most countries in the developing world are committed to eliminating gender inequalities in education (Brown and Ralph, 1996), but in reality progress is slow. Some of the reasons outlined for this slow progress is a lack of financial and human resources, planning, policy development and difficulties in data collection. According to Strachan (2007), women in developing countries face barriers to accessing leadership not experienced to the same extent or in the same way by women in developed

countries. This is also true especially when looking at the different contexts that women are in and the cultures that are embedded in those societies.

2.2.1. Leadership and Power

Power refers to ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. According to M. Weber, power is the ability to impose one's will in social relations despite any resistance and without reference to basis of this opportunity. Political power is a definite aspect in relations between large social groups (subjection, cooperation and social partnership). The exercise of political power is related to needs, interests which are complied with and implemented in social groups. The term "politics" refers to the exercise of power. It is used to describe the key interests of social groups, citizen participation in state duties and also to characterize the main directions in the operation (economic, national, social, cultural etc.) of the State and parties (Murnieks 2003).

In any society individuals play some roles, and one of such is the role of a leader. Usually a leader is the one who bears the biggest responsibility; it is the most powerful role in an organization (Byers 1997). The most common opinions about leaders are that they deal with everything and give directions: leaders have power, all the gains and pursuing an objective is only an object of interest of a leader (Gardener 1990). Other employees are called followers, even if they are leaders of a lower group or fulfill some duties of a leader. The concept of leadership involves relationships deeply rooted in social settings (Bryman, 1996) requiring leadership theory and research to integrate leader attributes and behaviors within contextual aspects of leader emergence and effectiveness (G. Yukl, 1998; G. Yukl & Howell, 1999). According to Khabele and Victor (2008) Leadership can be defined organizationally and narrowly as „the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members“. Organizationally, leadership has a direct impact on the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement and sustainability.

Leadership is even used as a universal means for any social problem. Leadership exists only in relationships and perception of employees involved (Yukl 1994). In order to define leadership it is of major importance to understand relationship (Kouzes and Posner 1995). 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).

2.2.2. Roles of the leaders'

The school principal represents a crucial function in a school's success (Murphy, 2006). The success of schools involves formulating and implementing educational goals (Inbar, 2000). Since the mid-twentieth century, and particularly over the past three decades, the goal of the school has focused on the education, learning and achievements of all pupils who attend it (Elmore, 2004). Accordingly, the principal bears the ultimate responsibility for the success of all of the pupils and it is important to nurture his or her commitment to this goal. Some researches show that principals play an important role in improving teaching and enhancing pupil achievement (for example, Wallace Foundation, 2007). The principal's role is an intense and complex one and includes different types of tasks.

A key reason for this is that schools and principals operate in a changing, uncertain, and unstable reality (Riehl, 2003). By way of example, the functions of the principal may include: The school's organizational development, managing decision-making processes, systemic and systematic planning, designing a safe atmosphere and environment, managing the curricula, preparing the school schedule, professional development of the teaching staff, budgeting and financing school activities, formulating and implementing an educational vision, recruiting staff and managing human resources, managing relations with the school community, developing learning communities, evaluating teacher performance and, lastly, improving pupil achievements. The principal's functions combine both administrative and leadership aspects. In conceptual terms these constitute two distinct dimensions (Inbar, 2000): The administrative dimension includes a prominent element of preservation, arrangement, and the day-to-day running of the school, whereas the leadership component emphasizes such aspects as values, morality, inspiration, shaping goals, renewal and above all motivating individuals towards a common and accepted purpose (Murphy et al., 2006)

2.3. Perception of Females in Educational Leadership positions

The components of administrative works, as well as the perceived and real male-defend environments in which many women administrator's works, shape women's perception of the desirability of administration

According to shakespeare (2003), supportive work environments were essential in choosing to become principals. Women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principals and women identified students discipline as one of the negative dimensions of the principal ship (Lydia, 2004). The lack of aspiration may also result when teachers fail to apply for leadership positions because their personal values are not aligned with those of organization (Laydia, 2004). Similarly, shakespeare (2003) determined that women's failure to aspire to the principals might be a result of their experiences working with male preferred ways of leading. The perceptions that women hold of what leaders do are largely based upon what they see administrators doing, rather than on imagining different role

2.3.1. Perception of female teachers in their work-place

A female employee's perceptions, for example, may be influenced by the extent to which she identifies with a female social identity, and ultimately her perceptions of other women. Her established identity may in turn influence her perceptions about a female leader, such as perceived competency, inter-personality, hostility and communality and her level of satisfaction working under a female leader. These perceptive behaviors may potentially affect the future success of female subordinates in an organization. Where there is gender rarity, a female is more likely to identify less with the female identity because of her male dominated surroundings. Such distancing may cause the few females more likely to perceive female leader negatively. However, women in situations of gender equality would largely self-identify with the female identity, thereby reducing negative perceptions towards a woman leader (Heilman, 2001).

2.3.2. Perceptions of the Leaders

Many believe a person's perceptions influence the manner in which he or she accepts his or her power, Hsieh and Shen (1998) discuss power from the political perspective which views leadership as influences bargaining, compromising, negotiation and exerting influences on the basis of the power. The beliefs, attitudes and experiences encounter often shape. The power of the leaders comes in various that are enacted in a continuous relationship within the human experience. Leaders have the power to coordinate, delegate and even manipulate situations and the programs within their school and sometimes within the community in which they serve. The power of the leaders in today's classrooms transcends those of the past in some ways. They have the responsibility to their faculty, staff, student and parents to provide quality leadership and incorporate an appropriate learning environment conducive to all students that their school, they must ensure curricula are appropriate for all learners. The accountability age pressures many leaders to motivate and provide remediation to many students who lack the tools essential to school success. Technology, demographic shifts, redefinition family, testing and accountability, decentralization and site-based management, violence, change in the economy and expectation for school leaders.

2.4. Contributing Factors that affect Females' perception in School Leadership

The low participation of women in the school leadership position reflect traditional gender roles sanctioning teaching as an appropriate sphere for the emotional labor of women, but pre-excluding them from school leadership position (Paul and Aloh, 2003). Men dominate the leadership position because of patriarchal tradition of public leadership feminist critiques have defined educational administration as gender blind and masculinity enterprise which consistently marginalizes women, women's career choices and reluctance to apply for leadership position frequency claims that are restricted to roles in schools which are compatible with other life roles as wives and nurturing. The women and men tended to live different and separate live (Tony, 1992), we know that girls and boys do not make equal use of the facilities on offer positive action directed to boys as well girls in need to break down gender stereotypes.

Not all teachers, started from the same point of awareness about the role of gender in structuring education more girls than boys remain silent.

Male teachers appear to be more dominated and out thorium than female teachers (Donald, Deborah, and et al, 1999). Another factors affect female psychological mentioned her under: early marriage, it is the type of marriage which based on the unwillingness of female (EMOH, 2007).It is the type of harmful practices which mostly seen in the developing country like Ethiopia. These harmful practices limit female in school leadership position as well as socio-economic and political aspects. This early marriage practiced on the children below 18 ages. But this kind of marriage sited as the illegal in the Ethiopia federal democratic republic constitution article 34. The female marriage during their child age simple can fail in the psychological depression. This child hood/early marriage not affect only female, but it also affects all side of change and development of country. This means the number of women's who held administrative positions in school in the past are unchanged in the present time. Comparison between women in the teaching field yet this is not reflected in administration position (Celikten, 2005). Evidence can be seen in Borena Zone secondary school, all schools hold by the men administrative position.

This indicated that society and stereotype of thinking pronounce that men lead better than women can out change. Children practice what done by their family and community around them Oromia women and children affairs office. This idea justified that the home norm in which the child is grow directly impinged to the school (OWACAO, 2011). It is the same to that family leadership are men and as the women's are Subordinate. As the any women in African Countries the women of our country affected by the traditional discrimination and sex- based Stereotype.(Oromia women and Children affairs office 2010).The condition also similar for women in Oromia regional state.

The Great contributions of female do not get recognition from their men counter parts. Even though women are participated in all aspects of activates in the communities more than men, still they to get equal right of property educational, right position etc (ORSWACAO, 2008). Due to these problems women were failing under the macho power of men and become exposed to social, economic and political crisis (ORSWACAO, 2008). Women are considering as

inferior and men as superior. Women disproportionately bear the burden of poverty in Ethiopia this is mainly due to the gender division of labor. Women are responsible for all houses hold chores, in addition their support for agricultural livestock, yet, because of cultural domination, women are not accessible for different development concerns and opportunities. School curricula also played their part on gender business. Because of cultural dominations, women are not benefiting from their rights granted by the constitution.

Low participation rate in leadership, education, in decision making and socio-economic spheres and lack of property in heritance right are the main problem that women face on the other hand harmful traditional practices such as abduction, rape, early marriage, circumcision, widow in heritance, subordinate sayings and the like major problems which deteriorate the entire life of women in the Oromia regional state (ORSWACAO, 2008). The traditionally considering the subordination of women as natural gift was deep rooted for long period of time. Because of this women almost lost their confidence, become submissive and develop inferiority complex and men's superior.

2.4.1 Poor Self-Image or Lack of Confidence

Low self-esteem, lack of confidence, motivation or aspiration is often reasons given for women's low representation in positions of educational leadership. There is some evidence to indicate that women lack confidence in applying for promotion and that, in contrast to their male colleagues, they only apply for jobs for which they are fully qualified. Research reported by Shakeshaft (1993) supports the perception that females tend to receive less constructive criticism than males in carrying out their work. As a result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and allowing their confidence to be unnecessarily damaged. Some would suggest that these psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the woman's psyche at fault, but the social structure of society that is the root cause of the inequities (Shakeshaft, 1989).

Women may be aspiring to leadership Positions, but systemic barriers can prevent them from acting upon these aspirations. Women being deficient in credentials and experience have often been cited as an influencing factor in women's underrepresentation in educational leadership,

even though, time and again, research illustrates what a fallacy this is. In the past, women lack of credentials may have been factor. However, the number of women in graduate school implies an increase in confidence, motivation and credentials. More and more women are becoming better qualified for the job but, unfortunately, this is not necessarily securing them positions in the administrative field. Grady's (1992) article "Women and Educational Administration: Certified, But Not Employed", cites studies that indicate the number of women in graduate programs in educational administration approaches or exceeds the number of male graduate students. However, other data reveal that corresponding number of women do not hold administrative positions.

In investigating why women with administration certification were not employed in an administrative position, Grady discovered in her study that a major impediment was women's unwillingness to apply for administrative positions. Further reasons cited were that they preferred their current positions and were not interested in administrative work. It appears that some well-qualified women have psychologically accepted a secondary role in their profession because they are concerned about their family or because of lack of confidence (Lange, as cited by Grady, 1992). Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (1995) found a marked lack of self-confidence. On the other hand, female Secondary school teachers who had been tapped for the principal ship but who didn't want to become administrators exhibited no signs of low self-esteem or lack of confidence according to Hewitt (1989). Although, Walker (1995) and Gupton (1998) both noted that female administrators rarely see themselves as experts, often expressing a lack of confidence about seeing themselves at the top, women superintendents studied by Lutz (1990) reported no internal barrier of poor self-image or lack of confidence.

Rogan (1996) found the superintendent aspirants in her study to be very confident of their abilities and qualifications to lead School districts. Similarly, Grogan and Brunner (2005a, b) report that 40% of women in senior central office positions feel competent to take on district leadership positions. Low self-esteem and lack of self-confidence may be different than leadership identify, which is the feeling of belonging to group of leaders or to a specific level of leadership and of feeling significant within that circle (Brown & Irby, 1996). Lack of leadership

identity can lead to a feeling of isolation and the feeling of being an outsider (Chrisman, 2003). In their findings related to superintendents and aspiring superintendents, Walker (1995) and Scherr (1995) indicated that women lack a sense of themselves as leaders and perceive that they have further to go in developing this leadership identity than do men. Perhaps it is this lack of leadership identity, rather than low self-esteem that also perpetuates the perception of women that they must get more information, more education, and more experience in the classroom prior to seeking an administrative position (Grogan & Brunner, 2005). Or perhaps it is the reality that for a woman to be considered equal, she must be better prepared than the man with whom she is competing for a job.

2.4.2. Family and Home Responsibilities

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shakeshaft (1999), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility (Kamler and Shakeshaft, 1999) and the study documented family responsibilities as one reason why women teachers were not choosing to enter administration.

2.4.3. Factors Related to Working Conditions and Sex Discrimination

The components of administrative work, as well as the perceived and real male defined environments in which many females administrators must work, shape females perceptions of the desirability of administration. The perceptions that females hold of what leaders Gardiner and Tiggemann (1999) found that the job stress of females was higher than that of males when working in a predominantly or traditionally male environment. Skrla, Reyes, and Scheurich (2000) described organizational contexts in which males used intimidation and silence to discourage females. Intimidating tactics and behaviors of board and community members included name-calling, rumors, and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Logan (1999) also supported this finding in a study of educational leadership. Lange (1995) in his

study revealed that females had been sexually harassed by a higher status male was represented in personal silence about gender issues while in the superintendence and the feelings for administrative positions because of their understanding of the definition of the job of the principal. They did not perceive this definition as flexible or open for social construction. Principals studied by Govern Robinett (2002) noted that supportive work environments were essential in choosing to become principals. Wynn's (2003) study of teachers with leadership skills determined that women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principal. They identified student discipline as one of the negative dimensions of the principal ship.

2.4.4. Socio-cultural Barriers / Stereotyping/

The socialization of males and females starts from the early developmental stage of children and in most cases, pre-school girls are expected to become passive, dependent, polite, and powerless. On the other hand, boys are expected to become independent, active, dominant, and confident and this gender stereotyping and cultural attitudes towards males and females has an impact on their future Career (Talsera, 2007). For example, Phillips (2010), stated that women who accept this stereotyping /cultural influences/ show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions. On the other side, women that do not accept these influences become psychologically strong and participate actively in intellectual tasks but these women enter in state of conflict and anxiety that resulted from fear of societal rejection or loss of femininity.

Specially women in managerial position, as indicated in Ghanekar (1993), develop a feeling of isolation from their group /absence of female support/,develop negative attitudes towards the society that resulted from stereotyping, and moreover, these women, because of the absence of less number of women leaders/lack of role model/, develop sense of loneliness . The suffer of these women continue in connection with home and children care; if they are more committed to the home and children care, there is a possibility to be considered they are not committed to their job and if they fully committed to their job, there is a probability to be considered as male or unfeminine. However, men are expected to be aggressive, independent, job oriented,

dominant, more active, and sociable than women (Hale et al, 1989). Therefore, this stereotyping gives male advantage over female in managerial positions.

2.5. Leadership of Females in Secondary School

Female ability to lead the school was instructional ability. According to Paul and Olaf (2003), what to say that women lacked strong leadership vision, in fact, they were more confident that they held an appropriate vision for the school community than the men. The difference lay more in the way the vision was determined. Gerald (1995), indicated that, women educational leaders this was how things are and their energies had to be devoted not to a critical male dominance, but to finding ways in which they could achieve success for their schools despite this male dominance. The most effective educational management systems combine central capabilities with decentralized responsibility (Mary, 1992). Mary also indicated that, because of the importance of community involvement and teachers support management systems for school must be able to promote local ideas.

According to Paul (1999), leadership must address area of value, equality and fair distribution of materials and cultural resources and capacity. In addition to this, transformation leadership is the style of leadership which can influence teachers directly and indirectly. Transformation and transitional leadership were two styles that were proposed by Burns (1998). Transformational leadership is defined as raising follower awareness too important to achieving group goals, transcending self-interests for the sake of team, and developing followers' needs to high levels in areas such as achievements (Barnnet, 2004). Transformational is a leadership style that is strongly advocated for school, since it is one style by which leaders are able to cope with the new reform changes happening in educational realm of organizational outcome such as motivation, commitment and developing new learning for teachers.

2.6. Styles of Females' Leadership in Secondary School

Women gain access to leadership positions, it is important to look in to the leadership styles of which each gender portrays, since women's leadership style is different to male leadership styles. That difference between male and female leadership style, it is gender behaviors that make the difference male teachers appear to be more dominant and authoritarian than female

teachers (Deborah et al., 1999). According to them female teachers more often appears to maintain warmer classrooms and they seem to be more tolerant of misbehavior. In class room with female teachers, students are more likely to initiate a question or statements, given more incorrect answers and take risks by guessing answers. Female teachers more than males also seem to use praise more frequently and more likely to provide correct answer when students can't or don't female teachers class room more often are warmer and more nurturing, while male teacher class room are better organized and more task –oriented.

Women like profession that more personal basis than men, whose career selection was limited to greater extent by the stereotype features of masculine gender roles (Gunilla and Inga, 1994). According to Gunilla and Inga (1994), women stressed values associated with creativity and relatively more important. Women are more aware of individual differences than men (Paul and Olaf, 2003). They are more sensitive to the difficulties of individuals and groups and also hand higher expectations of student abilities. Paul and Olaf, (2003) also indicated that there was consistent support for the organizational control. They leaned more towards strong, directive approaches than women and believed teachers and parents expect such leadership and comply with decision made in this mode. Such tendencies were consistent with their stronger tendency to identify with the image of line manager some would view these findings as evidence of a bureaucratic mind set and the polar opposites of the alleged modes of women. The female style of management does exists but it is more complex than that of the male - female style is democratic participatory, rounded, complex, caring, developing, allowing for growth in other, sharing but leading, central in staff teams, a hands all approaches but not in hierarchical sense acting as catalyst-openness in recognizing other points of view (Gerald, 1995).Gerald also indicated that, female leadership regarding accounts were echoed and reproduced in other words.

Transformational leadership is the style of leadership which can influence teachers directly and indirectly. Transformational and transactional leadership were two styles that were proposed by Burns (2005). Transformational leadership is defined as raising follower's awareness to the importance of achieving group goals, transcending self interests for the sake of the team, and developing followers' needs to high levels in areas such as achievements. Transformation is a leadership style that is strongly advocated for schools, since it is one style by which leaders are

able to cope with the new reform changes happening in the educational realm of organizations (Barnnet. 2004). Researchers who have advocated for this have empirical evidence to support that transformational leadership has led to organizational outcomes such as motivation, commitment and developing new learning for teachers (Leithwood, 1999) and Avolio (1997) argue that leaders that are transformational in leadership style have increased commitment towards achieving the organizational goals.

2.6.1 Transformational and Transactional Leadership

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation (Burns, 1998).

Transactional leaders motivate followers by exchanging services or rewards for certain acts of behavior. These theories base leadership on a system of rewards and punishments. Transactional theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Transformation is a leadership style that is strongly advocated for schools, since it is one style by which leaders are able to cope with the new reform changes happening in the educational realm of organizations (Barnnet & McCormick, 2004). Researchers who have advocated for this have empirical evidence to support that transformational leadership has led to organizational outcomes such as motivation, commitment and developing new learning for teachers (Leithwood, Janti, & Steinbach, 1999; Leithwood). Bass and Avolio (1997) argue that leaders that are transformational in leadership style have increased commitment towards achieving the organizational goals.

2.6.2. Consultative, democratic and participative leadership

Consultative, democratic or participative leadership has been evolving since the 30s and 40s. Democratic leadership does not mean that every decision is made only after discussion and a

vote. It means rather that management welcomes employees' ideas and input. Employees are encouraged to be innovative. Management development of a strong sense of individual achievement and responsibility is a necessary ingredient of participative or consultative leadership. Democratic or participative managers are interested in their subordinates and their problems and welfare. Management still makes the final decisions but takes into account the input from employees (Witham, 2004). Johnson (2002) states this type of leadership is a good fit with the organic model of management: This model of policing represents a flexible, participatory, science-based structure that will accommodate change. It is designed for effectiveness in serving the needs of citizens rather than the autocratic rationality of operation. It is democratic in that it requires and facilitates the involvement of citizens and employees in the process. Johnson concludes: "While the mechanistic model seeks to maximize efficiency and productivity, the organic model seeks to maximize workers satisfaction, flexibility and personal development" (2002).

Thus, democratic leadership is characterized by participation of the group and utilization of its opinions. Initiative by those being led is encouraged. The leader suggests possible actions with his or her recommendations but awaits approval of the group before putting them into effect. It emphasizes the group's interests and strives to satisfy them. For best results, members of the group should be competent and informed on the subjects discussed (Aster, 2004). Hence, if the researcher summarizes the democratic style of leadership, it has the following features: Permits subordinates to participate in decision-making; Permits subordinates to take the initiative and exercise judgment; Emphasizes group effort; Applies general or broad supervision; Uses two-way communication; encourages employee-centered, consultative, permissive action; and Develops high morale and positive attitudes. With this style of leadership, certain employees may perform at a slower pace unless a vigorous leader succeeds in winning agreement on a programmed without unnecessary delay. The focus of power is with the group. Subordinates participate in decision-making. There is two-way communication and it is people-centered. Leaders must often be autocratic in one situation and democratic or participatory in another. They must know when to make an immediate decision and when to make a decision only after input, discussion and consideration. Leaders know what to do, how to do it, when to do it and with what type of employee, according to the demands of the individual situation (Aster, 2004).

2.7. Female Leadership evidence on Effectiveness in School leadership position

Effective leadership within schools is a great need in this century. A principal is a highly respected man amongst the students and administration in the school. He needs to be more prepared, more informed, more accountable and be flexible to adapt to the changes in education (Bandiho, 2009). For schools to become successful and attain high achievement they need effective leaders. These leaders are the head of the school who are principals; it is the principal's role to set the direction of the school in creating a positive work place for teachers and a positive learning environment for the children.

According to Blasé's study on teacher's perceptions, there were two factors to consider that teachers highlighted as effective leaderships. These were the task and consideration factors. Task factors include accessibility of the principal in the school, consistency, Knowledge, goal directions, ability to manage time and being a problem solver. These personal traits related to principals being authentic, friendly, compassionate and open-minded (Blasé, 1997). Teachers also took into consideration the factors of the leader being supportive, fair recognition of teachers' work and willingness to delegate authority as well as sharing of responsibility but the confidence of teachers which supported work. Leader's ability to show recognition towards teachers' work and commending teachers was also highlighted as an effective leader's practice (Avolion & Base, 2002).

William (2000) indicated that principals can help teachers tap the full potential of assessment in the services of maximum student achievement. In order for a school to improve, both standardized tests and classroom assessments must be of high quality and be effectively used. The principal's role in this scenario is to advocate on behalf of balanced development and use of assessment. Singh (1995) indicated that the act of leadership was defined as a high personal role in which leaders carried full responsibilities for the direction they gave to their followers, but it is based on the charismatic personality. In contrast to this, the present day, leadership is the matter of function. It is the matter of influencing individuals towards willingness. In the 21st century, as society becomes even more demographically diverse, educational administrators will, more than ever, need to be able to develop, foster and lead tolerant and democratic schools (Joan, 2001).

Through the study of ethics, educational leaders of tomorrow will be better prepared to recognize, reflect on and appreciate differences.

Segun (1990), indicated about appoint of leader ship as follow, in certain situations, usually political situation, the leader is either appointed or elected. In other situation the leader emerges, still in other situations the leader may impose or may imposed himself. Some consider as the person contributing the best ideas in the group, or possessing maximum knowledge of the situation or offering best guidance. Others would think the leaders is the best or hated least in the group or someone who influences other members of the group more than he is influenced by them. The effective leader is the person who is not only able to make his subordinates want to do what they have to do, but also recognizes that they must be motivated to ensure that the goals and objectives of the institution, organization or system.

Richard (2006), defined power as the reader and follower function power has been as the capacity to produce effects on others or the potential influence others. While we usually think of power belonging to the leader, it is actually a function of the leader, the followers, and the situation. Leaders have the potential to influence their follower's behaviors and attitudes. However, followers also can affect the leader's behaviors and attitudes. Singh (1995) also indicated as communication is the key to effective management. It is as necessary to an institution or organization as the blood stream is to person. No organization can exist without communication. If there is no communication, employees cannot know what their association/institution is doing; management cannot receive information inputs and give institutions. Coordination of work becomes impossible and the organization will collapse for lack of it.

James (2006), also listed knowledge and skills that school principals have the following skill, Principal should be able to determine what diagnostic information is needed about, student, staff and school environment, principal should be able to examine the extent to which outcomes meet or exceed standards, goals, and priorities for individual and groups, principals should be able to interpret measurements and evaluates for other (students, teachers, parent, staff etc), principals should be able to develop equivalent measurements of competence, Principals should be able to draw inferences for program revisions, principals should be able to relate programs to desire out comes, Principals should be able to design accountability mechanisms.

In generally in most society of the world female and male expected to act in quietly two different ways community expected female to act as sex-role stereotypes such as home wives, silent nurturing, passive, modest, being attractive, pleasant, good wife, disciplined, affectionate, emotional, gentle, fond of children, tender, warmer, understanding, etc. But men tend to expected to be aggressive, ambition, assertive, competitive ,domination, force full, being good at sport, self-confidence, ability at making decisions, independent etc. These exceptions developed due to sex based discrimination and low exception of male towards female ability and skills. But females are caring, creative, intuitive, aware of individual differences, non-competitive, cooperative, emphatic, being sensitive, compromising, tolerant, and subjective.

According to Abebayehu (1995) the effect of women's family commitments were not evidenced as so severe as had been conceived in blocking their initial entry to educational management. However, family related factors were still influential variables in limiting the up-ward mobility of women who ones secured entry level administrative positions. This research outcome may give some insight about the factors for low participation of women in educational administration in Ethiopia. However, the generalized ability of the results is questionable. This is mainly because the research was carried out in Addis Ababa, Hawassa ,Bahir Dar and Harar. In addition it evaluates the effectiveness of female versus male principals in their administrative roles, only leadership styles. But my research focuses on investigating the major factors for the under representation of female teachers participation in educational leadership.

2.8. Cultural Conditions that affect Females in School Leadership position

The cultural and social values of a society influence how male or females acquire leadership position. There are certain norms tasks and responsibilities given out to each gender thus one most behave to the expectations of society. According to (celikten, 2007), the common norm of these societies is that males are in leadership positions and females are prohibited from attaining such positions. An illustration of such norm can be found in traditional Chinese society where women retain their role of being submissive in the home and society. Traditional society believed women's rights and equality end sexual or gender discrimination. They engaged in community services as communal kitchens, dining rooms, laundries, childcare, cooking and housekeeping.

One of the most frequently cited exploration for women's under representation in school administration is sex-role stereotypes and gender stereotypes. Many studies have cited traditional sex-role stereotyping as one of the most common reason for women is under representation in school administration. That is because the traditional stereotypes of school administrators are not consistent with traditional female stereotypes. Women are less likely to be selected for school administrative positions. In other words, for both male and female responded, to think manager meant to think male. Women are not perceived as potential leaders because of low confidence and self-esteem, Thus women's low confidence and self-esteem regarding their leadership capabilities has led to few women advancing to leadership positions. Most women lack confidence because they are unfamiliar with their environment. According to (Brown & Ralph, 1996), Women having the same qualifications as their male counterparts, have negative self-perceptions and low esteem to advance further up the ladder.

When it comes to acquiring positions in educational management women have the deck stacked against them (Mark, 1996), the women's placed model assumes that women belong in the kitchen and not the board too. The discrimination model assumes that men conspire to keep women out of management positions. Women have always had to face sex – role stereotyping that is defined by the male dominated culture of our society. Women's role as conforming to a female identity of being attractive passive, modest, and pleasant, as well as wife, mother and women of the community, the basic discrimination factors is that the males in administrative positions do not want to share their responsibilities with women. An area source for this mentality is that men try to find masculine characteristics that are only found in their male colleagues. Thus women have to develop masculine characteristic to be able to acquire leadership positions. But all are equal before the law and are entitled without only discrimination to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

Women are less likely to hold position of responsibility in any area of paid employment (Tany and John, 1994). Despite the large number of female teachers particularly in the primary school few number of women acquiring the skills and training necessary for professional or managerial position in education. Men hold more position of responsibility than women and tend to set the standards of what is expected from a manager, it is claimed that men are gate keepers to the

profession. The exclusion of women is self-perpetuating despite active efforts to change institutional practice. Men and women divided the labor on the basis of sex and male tasks are more valued than female ones (Tany and John, 1994). This Theory male domination of society and culture is applied to all areas of life including the world of education. Not Only in educational leadership can less female administration be seen.

In 2008-2009 there were no female in the decision- making world of government (seats in parliament and ministerial position) or the private sector (managers and professional and technical workers) (Japan International cooperation Agency, 2010), Even though there are changes in the attitudes of women towards the changing roles of women, there are still some that hold on to the traditional roles of women. The factors that instigated changes to women's roles were education, employment and the availability of cash. Pollard (2000) education and employment have not only taken women away from the home, but they have also exposed them to the new values and ideas of modern society, in which women expect equality in all aspects of social life, from domestic to national. The national education policy (NEP) recognizes that the empowerment of women is possible the most critical pre condition for the educational leadership and administration position.

The consequent program of action which includes education for women's equity looks at the role of education as an instrument to bring about change in the status of women. According to Bahru, and Siegfried, (2002), the Ethiopian women are poor. Not all Ethiopian women may be poor, but among the poorest the women are worst off. Many women are considered and treated as inferior in the family and mistreated by their husbands and male partners. Ethiopian constitution accords equal rights to women and men. E.g. they have equal rights to land from which women in most ethnic groups have traditionally been excluded.

This reflects a mentality deeply rooted in Ethiopia society that subordinates women to men. The lack of female political participation is first and foremost explained as a consequence of traditional gender roles, in which women are subordinate to men. Traditional school leadership dominated by male or women head teachers had encountered for headship maleness (Gerald, 1995). It has already been suggested that one of the possible reasons for the silence of the women head teachers in the face of this massive gender imbalance in the region was that they had come to normalize the situations (Rao, 2003). In general not only men consider women as inferior, but also they

accepted and reflected it according to Oromia women change and development school package. It indicated that, still community give law consideration for women leadership position.

2.9. Ability of Females' Decision making in leadership position

Educational institutions are complex organization in the sense that they deal with human beings at every level (Singh, 1995). The input (students), the process (pupil-teachers interaction, as well as the output, (education student all are human beings. Therefore the managers who manage the educational organization should have a deep and expert knowledge of decision-making. Decision making is the most crucial aspects of educational management. The concept of decision making consists of decision taking and decision making process. Decision is judgment; it is a choice between two or more alternatives. Decision is not made in vacuum (Singh, 1995), communication performs us important role in facilitating decision making. It provides the information that individuals and groups need to make decision by transmitting the data to identify and evaluate alternative choice.

Principals must fulfill their leadership responsibilities by play a key role in finding a solution to the problem (Beter et al., 2000). Mass of women are absent from the efforts made of involving women in the process informal development both at the grass roots as well as at the decision making levels Each administrative decision carries with it a restructuring of human life that is why administration at its heart is the resolution of moral dilemmas (Joan and Jacqueline, 2001). In this paradoxical and ethically polarized eat, we began to think that there was a need to offer differing perspectives to help educational administrators solve real-life dilemmas that they frequently face in their school and in their communities. Women still larger behind men on many fronts, glaringly at decision-making level (Bahrul , 2003).

Male politicians have continuous to dominate a women need to be involved in her own care employed to make decision, supported in her choice at all time, and to be made to feel important and competent (Andrea, 1994). Making a decision does not apply that the correct or best decision will they had chosen better options. Women are traditionally not actors in the public sphere and neither men nor women expect women to sit on decision-making organs (Kjetil et al., 2002). Women are subjected to undermining physical and psychological influences in practice and verbal abuse. As result they are not in position to play observable rules in decision

making process (ORS, 2004). It indicates, still there is low level participation of women in decision making position.

According to Endale (2014) Study revealed that, in public institutions existed in Bedele Town, the majority of women were having an educational status of diploma and lower, holding lower non decision making and leadership positions, and observed major barriers hindering women from public leadership and decision-making positions include: Socio-cultural attitudes and lack of acquisition of the necessary experience for taking part in public decision-making, Overburden of domestic responsibilities continuation of the negative attitudes regarding women's ability to lead and govern, Lack of role models of women leaders for young women and girls, and the like can be stated.

2.10. Coordination Ability of Female Teachers in Leadership position

A man operates from values base of abstract principle and women from a relational focus (Paul and Olaf, 2003), also initiated that women wish to work in more relational ways than men. The women are much more communicated to collegiality and team work. They are more willing to faster a consultative climate within the school and allow to staff to participate in decision making. They are more receptive to advice and demonstrated greater tolerance for debate about goals and policies.

According to Paul and Olaf, female believed teachers want collaborative leadership and favored collective responsibility, rather than frame work for accountability. They women also held more active conception of teachers as continuing learners placed greater value up on teacher autonomy and were more prepared to grant space for innovation and adaption of sectarian policies to local realities. Positive team spirit could help increase production (Gana, 2003). To establish a positive team spirit, it is important to provide an conducive school environment that is free of fear in which all employs can take pride in their work, feel respected and accepted, feel as if they are part of team and in which they constructive not only of their own interest, but the interest of the whole organization. Proper working conditions, adequate education and training, good communication and cooperation, a modern leadership, good materials and equipment, appropriate quality tools and job satisfaction lie at basis eliminating fear and building a good team environments.

In secondary school leadership position, women were strong commitment to teamwork, collaborative with collegial professional consultations and ambivalence about power issues. One reason so few women are hired for educational administrative positions is due to the gender gap. The gender gap may represent an impediment to potential institutional improvements (Chliwniak, 1997). Even though effective leadership is more behaviorally derived than gender based, gender remains an obstacle to women seeking and obtaining leadership positions. There are many challenges that affect female under representation in educational leadership positions. Thus, are personal traits, characteristics, abilities, or qualities, individual attitudes such as self-image and confidence, motivation, and aspirations also challenges that affect female in leadership position (Getskow, 1996).

2.11. General Situation of Women in Ethiopia

Women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2007). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas (ibid.). 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 participated indecision making processes (Sosena & Tsehai, 2008).

In general, Women in Ethiopia occupy low status in the society. In spite of their contributions to the well-being of their family and community affairs in general, women experience lower socio-economic status as a whole and hence is marginalized from making decisions at all levels. Women are facing multiple forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment are widespread (National Committee for Traditional Practices Eradication (NCTPE), 2003).Ethiopian women suffer from work stereotype and gender distribution of labor, more are occupy in economically invisible work. Women experience lower socioeconomic status in general and hence is marginalized from making decisions at all levels. Nonetheless, women are poor in terms of access to resources, services and employment. Women are underrepresented in the formal sector of employment. The survey conducted by the Central Statistical Authority (CSA, 2004) showed that women

account for less than half (43%) of the total employees in the country. Considering the percentage of female employees from the total number of employees by employment type, the highest was in domestic activities (78%) and followed by unpaid activities (59.3%).

2.11.1 Woman and Educational Leadership in Ethiopia

Ethiopia is a Patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003). There is a belief that women are docile, submissive, patient, and tolerant of Monotonous work and violence, for which culture is used as a justification (Hirut, 2004). Like many African Countries, the majority of Ethiopian women hold low status in the society. Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Mukuria et al., 2005). They have been denied equal access to education, training, and gainful employment opportunities, and their involvement in policy formulation and decision making processes has been minimal. Obviously, women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, societal, and cultural marginalization. According to Meaza (2009), although there are many women who have played important political and leadership roles in the history of Ethiopia, only few are visible in the existent literatures (Meaza, 2009). The same source has indicated that women have played important political roles mostly by wielding proxy power through birth or marriage. In support to this idea, as Teshome (1989) stated, in Ethiopian history, women did great contributions in both out and in door activities especially in battles and other activities.

They have been actively participating in rural area in agriculture, commercial, undertaking reproduction and social responsibilities. However, their misfortunes of living in the shadow of men have hidden from view such highly notable performances. They have been forced to lose confidence in themselves and so have been unable to act on their own action directly concerning themselves. Literatures describe that even if women's formal participation in the highest leadership position was formally closed, it is documented that throughout the world, women had played critical roles in times of wars and peace as community organizers and activists. Above all, for instance, an Ethiopian Women history, contributions and brilliant leadership role which have Emperor Minilik's first formal wife, Bafena and second legal wife Empress Taitu had

played unforgettable history and comes first when one talk about Ethiopian women contributions. For instance, Taitu was acted as the chief advisor of Emperor with particular influence in the area of foreign relations. She holds high profile in the history for patriotism and uncompromisingly pursuing Ethiopia “independence (Meaza, 2009).

These historical facts make it clear that despite their strengths, contributions and demonstrated leadership abilities, it has never been easy for Ethiopian women to ascend to formal political power (ibid.). Now a day the FDRE government has adopted various enhancing instruments to promote equal participation of women in every subject of the nation’s decision making positions among which the FDRE constitution is the most promising and binding one which had ever been existed in the history of the country. However some efforts have been made still the participation of women in leadership and decision making position is minimal as petro their counterparts. The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-IV, 2010).

This deprives female students the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers this let them to be less competitive to decision making positions. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

2.11.2. Participation level of women leaders

Even if women share half of the world population, their participation in leaderships low in different organizations than men. The employed women are concentrated in very specific jobs like teaching, nursing, and technical professions but professions like architects, engineering, managerial positions, and government administration positions are dominated by men (Anker, 1998). In relation to this, Alder et al (1992), argue that women represent 40 percent of the world force but they share only 20 percent of the managerial positions. Ouston (1993), the

participation of women in educational leadership was low as compared to men. Similar with that of other developing countries, the problem of gender inequality is a common phenomenon in the rural and urban part of Ethiopia. In our society, women involve mainly in domestic activities where as men involve in outdoor activities like education and community services. In relation to this, the FDRE gender perspective guide line (2001) shows that, women in the rural part of Ethiopia spend more than 15 hours per day for activities like fire wood collection, water fetching, childcare, petty trade, spinning vegetable, and gardening. Similar with the rural women, urban women of Ethiopia also involve in selling of foods and drinks, petty trades, and spinning and in both cases, the majority of women participate in informal economic activities. As a result, they have little or no time for education.

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

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter, the researcher presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling technique, data collecting instruments, and also ethical considerations.

3.1. Description of the Research Site

Basically this study was intended to demonstrate the way of the solution to the problem of female teacher's perception in secondary school leadership position in Borena Zone. Borena Zone was one of 18 administrative Zones with Oromia regional state. It was located in the Southern part of the state (between 3°36' -6°38' North latitude and 3°43'-39°30' East longitude) and borders Kenya. Yabello is the capital town of the zone and lies 567km south of Adis Ababa. The zone covers 48,360 km² of which 75% consists of lowland sea level at kola and Bereha. The zone consists of thirteen districts. The region has a semi-arid savannah landscape, marked by gently sloping lowlands and flood plains vegetated predominantly with grass and bush land. The geology was composed of a crystalline basement with overlying sedimentary and volcanic deposits. People are predominantly involved in small –scale subsistence agriculture production and mainly on livestock husbandry.

There are no perennial rivers and rainfall varies highly, both spatially and temporally. Rural communities in Borena have insufficient access to clean drinking water .They were largely dependent on open water sources of unreliable quality due to contamination from human or animal excremental and in some places from agriculture. Furthermore, the water sources experience's high evaporation rates, frequently drying up early in the dry season. The total population of the Borena was approximately 1.1 million (BZWRO, 2003), 84 percent living in rural areas and 16 percent living in the urban areas. The major ethnic groups are Borena Oromos and Guji Oromos, the former are living in the lowland areas and the latter in the highlands. Most of the Borena oromo cultural, socio-political structure, customary laws, norms, belief system institutions etc, have been retained and are still being practiced by Borena oromo.

3.2 Research Design

For purpose of this study descriptive survey research design was employed to identify the major factors that affected the perception of female teachers in educational leadership at secondary schools of Borena Zone. Hence, descriptive survey design was preferred over other design as it enables to make investigations with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population size (Aron et al. 2008). Descriptive survey research was important to collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process. For this purpose, the researcher used mixed research method.

3.3. Sources of Data

The researcher used both primary and secondary data to get adequate information about the perception of female teacher in secondary school leadership position in Borena Zone Oromia Regional state.

3.3.1. Primary Sources

In order to get adequate information about the perception of female teachers in secondary school leadership position, the researcher used primary data sources. The primary source involves female teachers, Women and children affairs and Educational Bureau officers through questionnaire and interviews.

3.3.2. Secondary sources

In order to have the background about the perception of female teacher towards secondary school leadership position, the researcher has also used secondary data sources. The secondary sources of data included critical analysis of different documents such as different scholars' book, research papers, relevant articles, proclamations at national level and different international research done in this areas and statically records at Zone and woreds education Bureau.

3. 4. Population, Sample Size and Sampling Techniques

Geographically, Borena Zone is divided in two clusters, based on climatic condition and socio-economic condition, which is pastoralist and semi-pastoralist woreda. Pastoralist woreda are 8 and out of this, 3 woredas were selected as sample and semi-pastoralist woreda were 5 in number, out of this 2 woredas were selected as sample. Hence, this study was conducted on five woredas and (12) twelve secondary schools which were selected by using stratified random sampling technique because the researcher attempted to provide equal chance for each woredas and secondary schools. The target population of this study was 100 secondary school teachers. Form the total population of female teacher 100% were selected by using available sampling technique because the number of female teachers in the school is very low.

Table 1 specific Description, sample schools and its teacher population

No	school selected	Total No of female teachers in school	Sample of female teachers	Percent %	Sampling Techniques
		F	F		
1	Yabelow	10	10	100%	Available sampling techniques
2	Bule hora	8	8	100%	
3	Malka Soda	6	6	100%	
4	D/ Dimtu	10	10	100%	
5	Dugda dawa	7	7	100%	
6	Garba	8	8	100%	
7	Galana	11	11	100%	
8	Kilenso	9	9	100%	
9	Gubata	8	8	100%	
10	Kilenso Rasa	10	10	100%	
11	Karca	6	6	100%	
12	Arbicwo	7	7	100%	
Total		100	100		

3.5. Data Collection Instruments

Questionnaire and semi –structure interviewed were used to ask cross checking questions. The researchers prepared questionnaire for female teachers, principal and unit leader to gathering necessary information about perception of female teachers towards secondary school leadership position. Besides this, the researcher was used interview for women and children offices affairs to obtain additional data and to check the reliability information to be collected by the interviews. However, the researcher carefully followed up the questionnaires to be distributed for respondents and collecting himself.

3.5.1 Questionnaire

The researcher decided to use questionnaires because it was appropriate to obtain quantitative data related to the problem and it was favorable for the researcher to construct the question to collect information from the respondents. In this study questionnaire include close ended item that developed based on the research objectives. The questionnaire has two parts in it. The first part was about personal profile of respondents and the second part of the questionnaires has five sections containing 46 items which were prepared in the five rating scale from strongly agree to strongly disagree.

3.5.2. Interview guide

Interview was one of the data collection instruments, so the researcher used interview as a data collection tool. The researcher employed semi-structured interview for Women and children office affairs by local language (Afan Oromo). This was done to have common understanding and to avoid misunderstanding between the participants and the interviewer. The researcher designed interview to get supplementary information from the respondent to support for data analysis and drawing conclusion and recommendation based on basic researcher questions.

3.5.3. Document Analysis

Data concerning the current level of women’s involvement in educational leadership position and the trend of women leadership for secondary school of Malka Soda woreda education offices and secondary schools through direct access to records.

3.6. Pilot Test of the Questionnaire

Before actual data collection, the pilot test was conducted to see the quality of the instruments at one secondary school named Baya Gund. This school was not included in the sample and the researcher selected 20 respondents to distributing questionnaires. The main purpose of the pilot test was to see the reliability and validity of consistency and contents of the items. Therefore, based on the comment, four complex words replaced by simple words that could be understood easily by the respondents and items concerning policies and organizational set up were arranged to the first part of the questionnaire. Based on the comments given by the above respondents of the piloted school, some modification were made on the each section of the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information. Four general items were improved to be specific, the reliability of the questionnaire was measured statistically Package for Social Science (SPSS) version 20. According to Gegore and Mallery (2003) the Cronbach's alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, < 0.6 questionable and < 0.5 poor. However, based on the above information the instrument was found to be **(0.835)** it was reliable.

3.7. Procedures of data Collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Harmaya University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Bay Gundi secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has contacted to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

3.8. Methods of Data Analysis

In order to answer the basic research questions and to achieve the objectives of the study, the researcher used both quantitative and qualitative data analysis method. In the case of quantitative data analysis, the data from the questionnaire was entered into computer using statistical package for social science (SPSS) version 20 computer programs for data analysis and quantitatively analyzed by using descriptive statistics such as standard deviation and mean. The independent sample T-test was also applied to test whether there is any significant difference happened in the response of leaders and female teachers. Thus, the frequency and percentage was derived from the data as it well serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). Qualitative data was analyzed by transcribing respondent's idea and views through narrations, descriptions, and discussions to help capture aspects of the study that could not be done through the quantitative method and to triangulate research findings derived from the literature review and primary sources. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for solutions.

3.9. Ethical Consideration

There are a number of ethical considerations which were considered during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that was not offensive and disturb their personality. They were assured that the information they provide would be kept. To ensure this, the researcher removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information. The responses were used for research purpose only.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

Table 3. Number and percentage of Returns on Questionnaires

Respondents	Distributed	Returned	Usable returned	Percentage
Female Leaders	35	35	35	100%
Female Teachers	65	60	60	92.3%
Total	100	95	95	96.15%

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview were used to collect the relevant information for this study. Thus a total of 100 questionnaires were distributed to the selected secondary school teachers. Unfortunately, only 95 (96.15%) of them were properly filled and returned to the researcher. Some questionnaires were lost and some were incomplete because of the reluctance of the respondents. Among 28 interview respondents eight WEO officer, eight PTA, eight principals and four supervisor 27 (96.42%) have properly participated and gave the required information on the issue under investigation. In general, 94.38% of respondents have participated as respondents to the issue rose through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data. Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5, Agree =4, Undecided =3, Disagree =2 and strongly disagree=1. The researcher had scaled the mean score interpreted as follows: a) 1-1.49 strongly disagree, b) 1.5-2.49 disagree c) 2.5-3.49 Undecided, d) 3.5-4.49 agree and 4.5-5:00 strongly agree.

Accordingly, the Agreement of respondent on score mean > 3 good agreement and below 3 < low agreement, the overall results of the issue investigated as well as respondent's personal

Background or profiles were clearly presented below. The t-test was also computed to test the significant different between mean of male and female teachers. Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the finding of the study

4.1 Demographic Characteristics of Respondents

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

Table 4. Characteristics of Respondents

N/L	Female	Category	Number of respondent	Percentage %
1	Age	21-25	32	33.68%
		26-30	46	48.42%
		31-35	22	23.15%
2	Marital Status	Married	52	54.73
		Unmarried	48	50.52
3	Qualification	Diploma	25	26.3
		BA/BSc/Bed	70	73.68
4	Work Experiences	1-5	38	40
		6-10	42	44.2
		11-15	15	15.78
5	Position	Female Teacher	65	100
		Female leaders	35	100
	Total respondents		100	100

Table 4 above shows that, from the total participants 32(33.68%) of respondents were between 21-25 age and 46 (48.42%) of respondents were between 26-30 age and 22(23.15%) of respondents were between 31-35 age. This indicated that most of the respondents were young and good stages to respond to the questionnaire. This also avoided the variation of response may happened due to the age difference. Therefore, respondents were at appropriate age to respond their perception of female teacher towards leadership position in secondary school. The respondent was also at good stage to know about socio-cultural condition which contributed to the perception of female in secondary school leadership position.

About marital status, from the total respondents 52 (54.73%) of female teachers were married and 48 (50.52%) of females respondent were unmarried. This also shows that still most of female teachers were engaged in to dual responsibility of respondents were at the some status in unmarried. Therefore their marriage status has no more impact at the responses of the respondents on female perception in secondary school leadership position.

Regarding to the respondent educational background from the total participants 25 (26.3%) of female were diploma holders and 70 (73.68%) were dirge holders. This shows that most of respondents were at high level of education and no matter of qualification to participants between them and also the participant educational level was definitely at good standards for this study.

Regarding to the experience from the total respondents 38 (40%) of respondents had 1-5 year service and 42 (44.21%) of respondents has 6-10 year services and 15 (15.78%) respondents were experienced between 11-15 year service. From these one can indicate that, female has appropriate work experiences as the male participated in to secondary school leadership position.

Table 4 also shows that the position of respondents in their school. Accordingly, from the total respondents 65 (68.42%) of female teachers and 35(36.84%) of female were as leaders. From this one can say that from all position in the school, female shared 36.84% of it and the remains were dominated by male teachers. Even though there was no difference between them regarding to their educational level, work experiences, etc.

4.2. Perceptions of Females' teachers towards their Involvement in Secondary School Leadership Position.

To find out the perceptions of teachers towards females' involvement in secondary school leadership position and identifying the presences of a significance differences between male teachers and female teachers in leadership position, the following items were asked.

Table 5. Perceptions of teachers towards females 'involvement in secondary school leadership position

	Females if they hold leadership position	Respondent	X	SD	Av.meann	t-value	P-Value
1	Feel in leadership positions.	Teachers	3.51	0.970	3.4	0.649	0.518
		Leaders	3.37	1.060			
2	Female teachers manage school more orderly than men.	Teachers	3.85	0.956	3.7	0.986	0.327
		Leaders	3.63	1.215			
3	Use democratic leadership style.	Teachers	3.89	0.812	3.9	0.277	0.782
		Leaders	3.94	0.968			
4	Women have an interest to apply for school leadership.	Teachers	3.63	0.876	3.7	0.624	0.534
		Leaders	3.74	0.817			
5	Treat teachers with dignity and respected fairly.	Teachers	3.78	0.820	3.7	1.143	0.256
		Leaders	3.57	1.008			
6	Female leaders get adequate mentoring service in their staff.	Teachers	3.60	0.884	3.6	0.153	0.879
		Leaders	3.57	0.898			
7	Female are dependent on male leaders.	Teachers	3.51	0.914	3.5	0.559	0.577
		Leaders	3.40	0.921			
8	Employ inclusive structure of leadership style.	Teachers	3.51	0.831	3.4	1.134	0.259
		Leaders	3.29	1.063			
9	Exhibit great knowledge of teaching methods.	Teachers	3.49	0.850	3.4	0.474	0.674
		Leaders	3.40	1.063			
10	Female have strong commitment to team work.	Teachers	3.52	0.831	3.6	0.556	0.580
		Leaders	3.63	1.031			
11	Women leaders work in collaboration With their colleagues.	Teachers	3.37	0.894	3.2	1.412	0.161
		Leaders	3.09	1.067			

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and t-test value at 1.96

Items 1 to 5, females feel superior and independent in leadership position. The mean of respondents 3.51 (0.970=SD) for teachers and 3.37 (1.060=SD) for leaders respondents answered as undecided. This indicated as the majority of respondents uncertain female teachers are feel superior and independent in leadership position. Besides the mean ratings comparing between the responses of teachers and leaders with respect to item given, the result shows that 3.4 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.649 and there is no significance difference between responses of the teachers and leaders about the above statement.

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

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

During the interview, the supervise said the following

In many families, women are expected to maintain traditional family roles independent of existing or new job responsibilities. When females obtain or seek positions as educational leaders, it is not easy to balance their work and family obligation. As a result, women give priority to their family and might be less committed to jobs that require more time investments because of their combined work and family roles. Therefore, these obligations often lead others to question whether women are capable of being effective educational leaders. They also said "...currently women are participating in leadership to certain extent and the perception that women's place is only home is changing slowly but not yet removed. This revealed that women are considering as inferior and men as superior in leadership position.

For the item number 2 female have the ability to manage school more orderly way than men. From the total respondents 3.85 (0.956=SD) for female teachers and 3.63 (1.215=SD) for

female leaders respondents replied as agree. This shows that the majority of respondents agreed with the perception of female that the ideal of school manage more orderly than male teachers. The mean of both groups mean=3.74 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.986 and there is no significance difference between responses of the leaders and teachers.

During interview, the PTA also confirmed that females are capable of effectively accomplishing any leadership responsibilities if they are engaged in the positions. They said that there is nothing that females cannot manage in leadership positions. This can be interpreted that females have no weaknesses in investing the same number of hours in official work places if they are able to break hampering snare and are engaged in leadership positions equally with their male counterparts. Regarding this, Camerer in the Citizen (2000) are pertinent when she says those women who break through the glass ceiling have succeeded either because someone gave them the opportunity to test their abilities, or they were courageous, or visionary, or naive, or took a view that they will redefine who they are in society. This again indicates the degree of struggle, coupled with determined effort, dedication and courage successful women had to endure or wage before they could make it to the top positions.

Related to this, psychologists reported that when women cogitate, they gather details somewhat differently than men. Women integrate more details faster and arrange these bits of data into more complex patterns. As they make decisions, women tend to weigh more variables, consider more options, and see a wider array of possible solutions to a problem. Women tend to generalize, to synthesize, to take a broader, more holistic, more contextual perspective of any issue (Helen, 1999)

As can be seen from items 3 of table 5 ,females use democratic leadership style in secondary school. From the total respondents 3.89 (0.812=SD) for female teachers and 3.94 (0.968=SD) for leaders respondents replied as agree. The mean score of both groups mean=3.9 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.277 and there is no significance difference between responses of female teachers and leaders regarding to the above raised issues. In line to this Van de Grift and Houtveen (1999), demarcate educational leadership as “the ability of the head teacher to initiate school improvement, to create a learning oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may exercise their tasks as effectively as possible”. This indicated as female teachers use democratic

and participatory leadership style in secondary school leadership position. This finding revealed that the leadership style of women differ from male. Because of female use democratic and participatory leadership approach.

In item 4 respondents were requested to reply to the question that Women have an interest to apply for school leadership. From the total respondents of study 3.63 (0.876=SD) for female teachers and 3.74 (0.817=SD) for female leaders were replied as agree with the perception that female teacher have an interest to apply for school leadership. The mean score of groups mean=3.68 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.624 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues.

Item number 5 respondents were requested to reply to the question that female teachers Treat teachers with dignity and respected fairly. From the total respondent 3.78 (0.820=SD) for female teachers and 3.57 (1.008=SD) for leaders replied as agree. This shows that the majority of participants agree with the perception that female teacher treat teachers and students with dignity and respect, fairly and equitably. The mean score of groups mean=3.67 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.143 and there is no significance difference between responses of teachers and leaders regarding to the aforementioned issues

During interviews, interviewee supported that, traditional society believed women's rights and equality end sexual or gender discrimination. They engaged in community services as communal kitchens, dining rooms, laundries, childcare, cooking and housekeeping. The finding revealed that female teachers treat teachers and students with fairly and equitably each other's.

Items 6 of table 5, Female leaders get adequate mentoring service in their staff. From the total respondents 3.60 (0.884=SD) for female teachers and 3.57 (0.898=SD) for female leaders replied as agree. This shows that the majority of respondents were agreed about the ability of female teacher to inspire teachers towards better performances. The mean score of groups mean=3.58 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.153 and there is no significance difference between responses of the male and female teachers regarding to the aforementioned issues. Regarding this, the majority of the interviewee responded as: ".....the involvement of females in school leadership is much better in lower level of

leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice and principal position”.

Items 7 of table 5, Female are dependent on male leaders. From the total participants 3.51 (0.914 =SD) for female teachers and 3.40 (0.921=SD) for female leaders replied as undecided. This shows that the majority of respondents were uncertain with the perception that female teachers are dependent on male leaders. The mean score of both groups 3.45 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.559 and there is no significant difference between responses of female teachers and leaders regarding to the above issues. Effective leadership within schools is a great need in this century. A principal is a highly respected man amongst the students and administration in the school. He needs to be more prepared more informed, more accountable and be flexible to adapt to the changes in education (Bandiho, 2009).

Items 8 of table 5, Employ inclusive structure of leadership style. From the total participants 3.51 (0.831=SD) for female teachers and 3.29 (1.100=SD) for female leaders replied as undecided. This shows that the majority of respondents were uncertain as female teachers follow the above leadership style. The mean score of groups 3.4 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.134 and there is no significant difference between responses of female teachers and leaders regarding to the aforementioned issues. This finding is similar with that observed by Brown (2003) and Oplatka (2006) which portray as women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience. Supporting this, most of the interviewed state as women teachers does not apply for managerial posts in the assumption that their applications will not be considered positively, since system favors men. Moreover, they assume that the system keeps women at the margin of school leadership and some of the respondents also indicated that not all women teachers were interested to take up leadership position, most women feels comfortable in the lower ranks.

Research reported by Shakeshaft (1993) supports the perception that females tend to receive less constructive criticism than males in carrying out their work. As a result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and

allowing their confidence to be unnecessarily damaged. Some would suggest that these psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the woman's psyche at fault, but the social structure of society that is the root cause of the inequities (Shakeshaft,1989).

Items 9 of table 5, females exhibit great knowledge of teaching methods. From the total respondents 3.49 (0.850=SD) for female teachers and 3.40 (1.063=SD) for female leaders replied as undecided. This shows that the majority of respondents were uncertain about female teachers exhibit great knowledge of teaching methods and techniques. The mean score of both groups 3.4 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.474 and there is no significance difference between responses of female teachers and leaders regarding to the above raised issues.

During the interview, the PTA said the following about women have capabilities and qualities of leadership that exhibit better technical skill in decision making and problem solving behaviors where by administrators, supervisors and teachers preferred their technical skill for leadership. Shakeshaft (1989) further explains that women's commitment to education is evidenced by their academic preparation and increased membership in professional associations; their greater knowledge of teaching methods and techniques, and their focus on teaching and learning, methods, techniques, programs and progress that stress achievement within a supportive atmosphere.

Items 10 of table 5, Female have strong commitment to team work. From the total respondents 3.52 (0.831=SD) for female teachers and 3.63 (1.031=SD) for female leaders replied as agreed. This shows that the majority of the respondents agreed with the perception that Female have strong commitment to team work, collaborative with collegial professional consultations and ambivalence about power issues. One reason so few women are hired for educational administrative positions is due to the gender gap. The mean score of both groups 3.57 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.556 and there is no significance difference between responses of female teachers and leaders regarding to the aforementioned issues.

During interview, the woman and children office bureau said the following with respect to women's interest in applying to school leadership: The respondents emphasized that women teachers do apply for promotional posts, but "women teachers know in advance that their applications will not be taken seriously or considered, because the privilege favors men". This privilege keeps women at the margin of school leadership.

This indicated that the men dominate the leadership position. Because of patriarchal tradition of public leadership feminist critiques have defined educational administration gender blind and masculinity thinking which consistently marginalizes women in leadership position.

Items 11 of table 5, Women leaders work in collaboration With their colleagues. From the total participants 3.52 (1.053=SD) for female teachers and 3.54 (1.062=SD) for female leaders were replied as agree. The mean score of both two groups 3.53 at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.889 and there is no significance difference between responses of female teachers and leaders regarding to the above raised issues. This finding revealed that women leaders work in collaboration with their colleagues his equal counterparts to lead secondary school. The WEO interviewee also confirmed that females are capable of effectively accomplishing any leadership responsibilities if they are engaged in the positions. They said that there is nothing that females cannot manage in leadership positions. This can be interpreted that females have no weaknesses in investing the same number of hours in official work places if they are able to break hampering snare and are engaged in leadership positions equally with their male counterparts.

4.3. Status of empowering female teachers in secondary schools leadership position

To empower female teachers in secondary School leadership position the study raised questions of the number of females as both head and deputy head teachers, at what position of female participation was high in school leadership, the area where the female teachers numerous (staff or in leadership position) and the balance of female with male in school leadership position.

Table. Status of empowering female teachers in secondary schools leadership position?

		Respondent	X	SD	Av.Mean	T- value	P-Value
	If female teachers become to school leadership						
1	Females are more skilled than men at sharing work experiences.	Teachers	3.73	0.875	3.81	0.265	0.791
		Leaders	3.89	1.091			
2	Females exhibit better interpersonal relationship in the work place.	Teachers	3.46	0.953	3.53	0.825	0.411
		Leaders	3.60	0.898			
3	Female teachers are poor networking skills in the work place.	Teachers	3.46	0.953	3.46	0.058	0.983
		Leaders	3.46	0.980			
4	Monitor staff work and create commitment of teachers' to implement quality of education.	Teachers	3.58	0.934	3.69	0.022	0.238
		Leaders	3.80	0.719			
5	Female teacher support staff by being approachable and helpful.	Teachers	3.22	0.927	3.31	1.187	0.369
		Leaders	3.40	1.063			
6	Female teachers Establish partnership with cluster schools to improve quality of education.	Teachers	3.65	0.943	3.69	0.902	0.648
		Leaders	3.74	1.039			
7	Pre job and on-job trainings are available to empower women in school leadership position.	Teachers	3.55	0.926	3.60	0.458	0.123
		Leaders	3.66	0.938			
8	Female apply procedure without Discrimination among the staff.	Teachers	3.45	0.920	3.31	1.556	0.103
		Leaders	3.17	1.294			
9	Female are perceived to be as powerful on the educational leadership position.	Teachers	3.54	0.938	3.35	0.149	0.882
		Leaders	3.17	1.294			
10	Female have capability to lead secondary school.	Teachers	3.62	0.803	3.44	1.647	0.103
		Leaders	3.26	1.176			
11	Female teacher Encourages participation of parents in school disciple.	Teachers	3.76	1.120	3.64	0.572	0.077
		Leaders	3.34	1.359			
12	Female are better leaders than Men	Teachers	3.45	1.129	3.44	0.161	0.929
		Leaders	3.43	1.089			

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and t-test value at 1.96

In item 1 of table 6, females are more skilled than men at running mutual or shared work efforts. From the total respondents 3.73(0.875=SD) for female teachers and 3.89 (1.51=SD) for female leaders replied as agree. This revealed that the majority of the respondents were agreed with the perception that female are more skilled than men at running mutual or shared work efforts. The mean score of both two groups mean=3.83 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.791 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues.

During the interview, the principal said the following about women reluctance to accept school leadership:

“...most women do not want to apply for the posts saying perhaps women give priority to their family than school leadership because it needs to much time which is a burden for women to balance home responsibility and school leadership, they are not eager to take the posts because of the traditional beliefs which gives home responsibility for women.” Similarly, the majority of respondent insured that women can make strong decision making and be committed to the organization and careers they beliefs that women have lack of confidence in their capabilities, qualifications and experiences. In supporting this issue, Brown (2003) and Oplatka (2006) ,states that, women do not apply to be principals, even when they are as well the applicants, at least in part, because they have negative self-perception's and lack of confidence in their qualifications and experience.

In item 2 respondents were requested to reply to the question that female's teachers exhibit better interpersonal relationship in the work place than male educational leaders. From the total respondents 3.60 (0.89 =SD) for female teacher and 3.46 (0.919=SD) for leaders replied as agree. This shows that the majority of female teachers and female leaders respondents were agreed with the perception that female's teachers' exhibit better interpersonal relationship than male in the educational leadership position. Women are much more communicated to collegiality and team work. They are more willing to faster a consultative climate within the school and allow to staff to participate in decision making. The mean score of both two groups 3.53 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.825 and there is no significance difference between responses of the female teachers and leaders regarding to the above the statements.

During interview, the interviewee said the women have capabilities and qualities of leadership that exhibit better technical skill in decision making and problem solving behaviors where by administrators, supervisors and teachers preferred their technical skill for leadership. Regarding this, Paul and Olaf, (2003) also initiated that women wish to work in more relational ways than men. They are more receptive to advice and demonstrated greater tolerance for debate about goals and policies. The implication is that females are good makers if they are engaged in educational leadership position. Towards this, Women exhibit strengths in planning and communication, human relations and skills, and the ability to focus on ends as well as means.

In item 3 of the table 6, the respondents were asked to female teacher are poor at networking skill in the leadership position. From the total respondents 3.46 (0.953=SD) for female teachers and 3.46 (0.980=SD) for female leaders were replied as undecided. This shows that the majority of respondents were uncertain with the perception that idea female teacher are poor network at leadership position and hierarchy. The mean of both groups mean= 3.46 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.217 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. Supporting this some scholars say that interaction patterns between many men and women in male gender-typed work environments are of a substantively different quality from those that occur between and among male employees. Research indicates that not only do women encounter more difficulty forming social connections at work than men do, but they reap fewer benefits from the relationships that they do form. Analyses of social networks reveal that men have more extensive social networks that include influential organizational members than do women (Ibarra, 1992). Working women also report more difficulty establishing mentoring relationships with male colleagues than do men (Ragins & Cotton, 1991). Even when women do find mentors and develop social networks, these relationships are less strongly associated with positive career outcomes such as promotions and compensation than are men's relationships (Lyness & Thompson, 2000). From this point, it is deducible that if females are poor at networking, they are in lack of information that might help them to come to the opportunity of leadership positions. For this reason, it can be said that lack of networking skills can be the other considerable factor that impedes female participation in educational leadership positions.

As the response given to item 4 of the table 6, female are dependents on male passive, emotional, uncertain of the selves, sensitive and weak leader. From the total respondents 3.58(0.934=SD) for female teachers and 3.80 (0.719=SD) for leaders respondents replied as agree. This shows that the majority of respondents were agreed with the perceptions that female are dependents on male passive, emotional uncertain of themselves and weak leaders. The mean of both two groups mean=3.69 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.187 and there is no significance difference between responses of the female teachers and leaders above the statements.

During the interview, the PTA said “.....the patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Therefore where a leader is to be elected, people will prefer electing a man rather than a woman.”

Items 5 of table 6, supports staff by being approachable, considerate, patient and helpful. From the total respondents 3.82 (0.759=SD) for female teaches and 3.88 (0.650) for leaders respondents were replied as agree. The mean of both two groups mean=3.85 (at df=148) and at the level of significance $P > 0.05$, the calculated t-value 0.650 and there is no significance difference between responses of the female teachers leaders regarding to the above raised issues. This shows that the majority of respondents were agreed with the perception that women’s supports staff by being approachable, considerate and helpful.

As can be seen from items 6 of table 6, establish partnership with cluster school to improve quality of education. From the total participants 3.65 (0.943=SD) for female teachers and 3.74 (1.039=SD) for female leaders respondents were replied as agree. This shows that the majority of the respondents were agreed with perception that women has ability to establish partnership with cluster and other schools, government and non-government organizations and community groups to improve quality of education. The mean of both two groups mean=3.69 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.458 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues.

During interviews, PTA supported that, traditional society believed women’s rights and equality end sexual or gender discrimination. They engaged in community services as communal

kitchens, dining rooms, laundries, childcare, cooking and housekeeping. This finding revealed that females are good makers of interpersonal relationship in the work place if they are engaged in educational leadership positions.

Items 7 of table 6, Pre job and on-job trainings are available to empower women in school leadership position. From the total respondents 3.88 (0.730=SD) for female teachers and 3.85 (0.643=SD) for leaders respondents were replied as agree. This shows that the majority of respondents were agreed with the perception that Pre job and on-job trainings are available to empower women in school leadership position. The mean of both two groups mean= 3.86 (at df=148) and at the level of significance $P > 0.05$, the calculated t-value 0.752 and there is no significance difference between responses of the female teachers and leaders regarding to the above statements.

Items 8 of table 6, Female apply procedure without discrimination among the staff. From the total respondents 3.51 (1.042=SD) for female teachers and 3.54 (1.017=SD) for leaders respondents were replied as agree. This shows that the majority of respondents were agreed with the perception that female teacher are apply procedure without discrimination among the staff. The mean of both two groups mean=3.53 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.81 and there is no significance difference between responses of the female teachers and leaders regarding to the aforementioned issues.

During the interviewee, the Principals said, "*Women were discriminated against and keep from promotion by the education system because, there is lack of role models and mentors, family responsibility, mean domination of secondary school and also there is unclear promotion procedure*". This finding revealed that the traditional and cultural of society and the nature/biological factors/ by itself could have the negative impact on females.

As can be seen from items 9 of table 6, female are not perceived to be as power full on the educational leadership position. From the total respondents 3.24 (0.920=SD) for female teacher and 3.17 (1.294=SD) of female leaders replied as undecided. This shows that the majority of respondents were uncertain with the perception that female teachers are not perceived to be as power full on the educational leadership position. The mean of both two groups mean=3.20 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.644 and there is no

significance difference between responses of the female teachers and leaders regarding to the above raised issues. Power refers to ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. According to M. Weber, power is the ability to impose one's will in social relations despite any resistance and without reference to basis of this opportunity. Richard (2006), defined power as the reader and follower function power has been as the capacity to produce effects on others or the potential influence others. While we usually think of power belonging to the leader, it is actually a function of the leader, the followers, and the situation. Leaders have the potential to influence their follower's behaviors and attitudes. This indicated as women are not as competent as men and traditional belief that women are inferior to men and women cannot maintain the power in secondary school.

Items 10 of table 6, female have capability to lead secondary school than mean. From the total respondents 3.12 (1.219=SD) for female teachers and 3.12 (1.072) for female leaders were replied as undecided. This shows that the majority of the respondents were uncertain with the perception that female have capability to lead secondary school. This finding indicated as women have lack of confidence and experiences to take the responsibility because they fear that it is difficult to manage student and teachers in secondary school. The mean of both two groups mean=3.26 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.141 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues.

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

With regarding to item 11 of table 6, encourage participation of parents in school disciple than mean. From the total respondents 3.82 (0.912=SD) for female teachers 3.76 (0.889=SD) for female leaders were replied as agree. This shows that the majority of respondents were agreed with the perception that encourages the participation of parents in school disciple than mean.

The mean of both two groups mean=3.79 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.21 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This finding revealed that the majority of respondents agreed the perception that female teachers encouraged participation of parents in school disciples than men. Thus impales that female teacher have capacity to lead school society and increased participation of school community to decision making process. In relation to leadership, as stated by Tomlinson(2004), women had the skills of transformational leadership style; they encourage participation and share information with other staff to their work. Such type of leadership style is important that it enhances coordination, sense of belongingness and unity among the staff so that it is easy to attain the goal of the school and maintains healthy school environment.

Items 12 of table 6, Female are better leaders than male. From the total respondents 3.59 (0.729=SD) for female teachers and 3.60 (0.949=SD) for female leaders were replied as agree. This shows that the majority of respondents agreed with the perception that females are better leaders than male. The mean of both two groups mean=3.59 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.75 and there is no significance difference between responses of the female teachers and leaders regarding to the above reside issues. This finding reveled that female teachers are better leaders than male. leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006).Similarly, Hojgaard (2002) notes that societal conventions regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain.

4.4. Factor that affect female teachers perception in secondary school leadership position

The results presented in subsequent table helps to understand the major organizational and personal factors that affect female teacher's perception in secondary School leadership position. Raising the questions related to organizational and personal factors that hinders female teachers perception in secondary school leadership.

Table 7. Organizational factor that affect female teacher's perception.

	Respondent	X	SD	Av.mean	t-value	P-value	
1	Job recruitment and hiring practice do not attract female candidates for leadership.	Teachers	3.56	1.246	3.66	0.663	0.509
		Leaders	3.77	0.843			
2	Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level	Teachers	3.69	0.983	3.84	1.568	0.120
		Leaders	4.00	0.8974			
		Teachers	3.69	0.970			
3	Assigning tasks delegation in school do not encourage female in leadership position.	Leaders	3.29	0.796			
4	Female teachers Still in the kichen and child nurturing.	Teachers	3.65	1.082	3.47	1.516	0.133
		Leaders	3.29	1.037			
5	Institutions/ schools/leadership style attract females to participate in school leadership.	Teachers	3.65	1.037	3.78	1.353	0.179
		Leaders	3.91	0.742			
6	Cultural attitude of our school society encourage women to assume on key educational leadership position.	Teachers	3.92	0.728	3.95	0.686	0.494
		Leaders	3.97	0.861			

An item 1 of table 7, Job recruitment and hiring practice do not attract female candidates for leadership. From the total respondents 3.56 (1.246=SD) for female teachers and 3.77(0.843=SD) for leaders were replied as agree. This shows that the majority of respondents were agreed with the perception that Job recruitment and hiring practice do not attract female candidates for leadership. The mean score of groups mean=3.66(at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.663 and there is no significance difference between responses of female teachers and leaders regarding to the above statements. The above finding indicates that the socio structural factors are the reasons for the under representation of females in educational leadership. Because of the patriarchal traditional thinking of public leadership affect the participation of female teachers in educational leadership.

In item 2 of the table 7, Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level. From the total participants 3.69 (0.983=SD) for female teachers and 4.00 (0.840=SD) for leaders were replied as agree. This

indicated that the majority of respondents were agreed with the perception that Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative. The mean of both two groups mean=3.84 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.258 and there is no significance difference between responses of female teachers and leaders regarding to the above statements.

Item 3 of table 7, Assigning tasks delegation in school do not encourage female in leadership position From the total respondents 3.45(1.082=SD) for female teachers and 3.29 (0.897=SD) for leaders were replied as undecided. The mean of the two groups mean=3.37(at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.278 and there is no significance difference between responses of female teachers and leaders regarding the above issue.

In item 4 respondents were requested to reply to the question that female's teachers, still in the kitchen and child nurturing in their home. From the total respondents 3.49 (1.082=SD) for female teachers and 3.29 (1.037=SD) for leaders were replied as undecided. This shows that the majority of respondents were uncertain with the perception that the women have belong in the kitchen and child nurturing in their home. The mean of the groups mean=3.39 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.133 and there is no significance difference between responses of female teachers and leaders regarding to the above statements. This finding indicated that Traditional society believed women's rights and equality end sexual or gender discrimination. These negative attitudes have been changed to day.

An item 5 of table 7, Institutions/ schools/leadership style attract females to participate in school leadership. From the total respondents 3.65 (1.037=SD) for female teachers and 3.91 (0.742=SD) for leaders were replied as agree. This shows that the majority of the respondents were agreed with the perception that schools leadership styles attract females to participate in school leadership. The mean of the groups mean=3.78 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.179 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements. The finding indicated that the school environment attracted female when coming in leadership position.

Item 6 of table 7, Cultural attitude of our school society encourage women to assume on key educational leadership position. From the total respondents 3.40 (1.117=SD) for male and 3.23

(0.981=SD) for female respondents were replied undecided. The mean score of the groups 3.95 (at $df=98$) and at the level of significance $P > 0.05$, the calculated t-value 0.784 and there is no significance difference between the female teachers and leaders response regarding to the above statements. This show as the majority of respondents were uncertain with the perceptions that Cultural attitude of our school society doesn't encourage women in educational leadership position.

During interviewee " interviewer also approved that the school society does not trust the female teachers' leadership positions and this is not because of tangible practice but because of the cultural back ground of the people. There is a saying that a female bears a leader but she does not lead.' The school society also has this idea in mind". The cultural and social values of a society influence how male or females acquire leadership. Ail lustration of such norms can be found in traditional Chinese society where women retain their role of being submissive in the home and in society (Su et al., 2000). This finding indicated as the socio cultural systems of leadership greatly influenced perceptions of female teachers. The influence of the social system of leadership initially caused positive or negative.

The cultural and social values of a society influence how male or females acquire leadership position. There are certain norms tasks and responsibilities given out to each gender thus one most behave to the expectations of society. During interviews, interviewer supported that, traditional society believed women's rights and equality end sexual or gender discrimination. They engaged in community services as communal kitchens, dining rooms, laundries, childcare, cooking and housekeeping.

Table, 8. Personal factor that affected female teacher in school leadership.

		Respondent	X	SD	Av.meas n	t-value	P-value
1	Female teachers lack of confidence to hold educational leadership.	Teachers	3.59	0.930	3.58	0.022	0.982
		Leaders	3.58	1.059			
2	Female are dropping out of the school leadership due to gender based leadership assignment	Teachers	3.80	0.961	3.81	0.097	0.923
		Leaders	3.82	0.967			
3	Female are dissatisfied with the institutional decision and decision making process.	Teachers	2.31	1.091	2.24	0.700	0.485
		Leaders	2.18	0.998			
4	Females are reluctant to accept responsibility	Teachers	3.23	1.091	3.27	1.630	0.29
		Leaders	3.32	1.133			
5	Females have less involvement in socio-economic development than males.	Teachers	3.85	0.956	3.75	0.965	0.421
		Leaders	3.65	1.215			

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and T=t-test value at 1.96

Items 1 of table 7, female teachers fail to hold educational leadership position because of lack of sufficient qualification and confidence. From the total respondents 3.59 (0.930=SD) for male and 3.58 (1.059=SD) for female respondents were replied as agree. This shows that the majority of respondents were agreed with the perception that female teachers fail to hold educational leadership position. The mean of both two groups mean=3.58 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.022 and there is no significance difference between responses of the male and female teachers. In relation to this, the interview made with the school principals, PTA numbers and WEOs also approved that female teachers are not involving in bottom educational leadership positions such as department head, unit leader, etc. From this, it is deducible that females are in lack of opportunities to develop leadership experiences at lower level positions that would in turn help them for further leadership advancement. So, lack of areas to practice leadership skills considerably affects female teachers' involvement in the educational leadership positions at advanced level.

This finding revealed that low self-esteem, lack of confidence, motivation, sufficient qualification and confidence is the reasons given for women's low representation in educational leadership positions. This finding is similar with Brown (2003) and Oplatka (2006) study, which describe that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their capabilities, qualifications and experience. Moreover, as the result of their socialization process and sex role stereotyping, majority of women lack self-confidence to be school leader (Pigford & Tompson, 1993).

Items 2 of table 8, Female are dropping out of the school leadership due to gender based leadership assignment. From the total respondents 3.80 (0.097=SD) for female teachers and 3.82 (0.967=SD) for female leaders were replied as agree. This shows that the majority of respondents were agreed with the perception that Female are dropping out of the school leadership due to gender based leadership assignment. This indicated as the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions in educational leadership. The mean of both two groups mean=3.81 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.097 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements.

Item 3 of table 8, female are dissatisfied with the institutional decision and decision making process. From the total respondents 2.31 (1.091=SD) for female teachers and 2.18 (0.990=SD) for female leaders were replied as disagree. The mean of the groups mean=2.24 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.700 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements. This shows that the majority respondents were disagreed with the perception that female dissatisfied with the institutional decision and decision making process. In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MoE, 2008). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making positions. This would retrain many women from facing the challenge and exercise decision making role (Meron, 2003).

Item 4 of table 8, Females are reluctant to accept responsibility. From the total respondents 3.23 (1.294=SD) for female teachers and 3.32 (1.133=SD) for female leaders were replied as undecided. The mean of the groups mean=3.27 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.630 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements. This shows that the majority of respondents were uncertain about the perceptions that females are reluctant to accept responsibility. This indicated that in traditional society thinking women are passive, modest, and pleasant, as well as wife, mother and women of the community, the basic discrimination factors is that the males in administrative positions do not want to sure their responsibilities with women. For instance, the constitution of FDRE Article 35 number 3 ensures equal participation of women in the society.

It states that:

The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

Item 5 of table 8, Females have less involvement in socio-economic development than males. From the total study 3.85 (0.956=SD) for female teachers and 3.65 (1.215=SD) for female leaders replied as agree. This shows that the majority of respondents were agreed with that the perception that Females have less involvement in socio-economic development than males. The mean of the groups mean=3.3.75 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.965 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements.

4.5. Strategies to bring female teachers to leadership position

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

Table 9. Strategies to bring female teachers leadership position in secondary school

females;		Respondent		Av.m ean	t- value	P- Value	
		X	SD				
1	Increase high number of female staffs in teaching area than leadership areas.	Teachers	3.62	0.947	3.58	1.377	0.172
		Leaders	3.54	0.934			
2	Involves the gender representatives in school to motivate female teachers to leadership.	Teachers	4.08	0.711	4.02	0.932	0.353
		Leaders	3.97	0.77			
3	Collaborate with stakeholder to improve participation of female in secondary school leadership position	Teachers	3.75	1.079	3.7	0.042	0.561
		Leaders	3.65	1.152			
4	Women affairs departments are available at woreda, and school level.	Teachers	3.45	1.129	3.44	0.161	0.929
		Leaders	3.43	1.089			
5	The worada education offices have set the plan to promotion female teachers as school leader.	Teachers	3.40	1.076	3.37	0.215	0.830
		Leaders	3.35	0.914			
6	Given the opportunity for Women to share their experience through their network.	Teachers	3.21	1.310	3.28	0.259	0.498
		Leaders	3.08	1.050			
7	Hiring and gender polices are updated and reviewed regularly in secondary school.	Teachers	3.58	0.993	3.57	0.039	0.969
		Leaders	3.57	0.978			
8	Create favorable conducive environment for female teachers in secondary school.	Teachers	3.65	1.296	3.62	0.467	0.642
		Leaders	3.58	1.30			
9	Focuses on the enhancement of female Educational participation.	Teachers	3.86	0.899	3.84	0.180	0.857
		Leaders	3.83	0.223			
10	Women get support from colleagues to analyze the school culture.	Teachers	3.76	1.120	3.65	0.572	0.077
		Leaders	3.54	1.359			
11	Selection of principals criteria are based on gender sensitive	Teachers	3.98	0.911	3.99	0.78	0.938
		Leaders	4.00	1.000			

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and t-test value at 1.96

Items 1 of table 9, increase high number of female teacher's in teaching area than leadership area. From the total participants 3.62 (0.947=SD) for female teachers and 3.54 (0.938=SD) for female leaders were replied as agree. This shows that the majority of respondents were agreed with the perception that increases high number of female teachers in teaching area than leadership areas. The mean score of the groups 3.58 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 1.372 and there is no significance difference between the response of female teacher and leaders regarding to the above statements.

Items 2 of table 9, Involves the gender representatives in school to motivate female teachers to leadership. From the total respondents 4.08 (0.711=SD) for female teachers and 3.97 (0.77=SD) for female leaders were replied as agree. The mean score of the groups 4.02 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.932 and there is no significance difference between responses of the female teachers and leaders regarding to the above statement. This shows that the majority of respondents were agreed with the perception that the presences of gender unit and women's office representatives among school committee established for the recruitment, training and development of individual in school to enhance the participation of female teachers in secondary school leadership. In Ethiopia, school administrators has been male dominated to this consequence the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women at leadership position (MoE, 2006).

Items 3 of table 9, collaborate with stakeholder to improve participation of female in secondary school leadership position. From the total study 3.75 (1.079=SD) female teachers and 3.65 (1.129=SD) female leaders were replied as agree. The mean score of the groups 3.57 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.042 and there is no significance difference between the responses of female teachers and leaders. This shows that the majority of respondents were agreed with the perception that collaborates with stakeholder to improve participation of female in secondary school leadership position. According to Paul and Olaf, (2003) female believed teachers want collaborative leadership and favored collective responsibility, rather than frame work for accountability.

They women also held more active conception of teachers as continuing learners placed greater value up on teacher autonomy and were more prepared to grant space for innovation and adaption of sectarian polices to local realities. In Ethiopia context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position. To this end several documents have been issued by the federal government. Among the documents issued, the first unquestionably is the education and training Policy (ETP), 1994 states female education and female Educational leadership with the provisional:—Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women (ETP: 3.8.2)

Items 4 of table 9 Women affairs departments are available at woreda, and school level. From the total respondents 3.45 (1.129=SD) for male and 3.43 (1.089=SD) for female respondents were replied as undecided. This shows that the majority of respondents were uncertain with the perceptions that Women affairs departments are available at woreda, and school level. The mean score of the groups 3.44 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.161 and there is no significance difference between the responses of the female teachers and leaders regarding to the above statement.

In relation to this, the interview made with the PTA and WEOs also approved that female teachers are not involving in bottom educational leadership positions such as department head, unit leader, etc. From this, it is deducible that females are in lack of opportunities to develop leadership experiences at lower level positions that would in turn help them for further leadership advancement. So, lack of areas to practice leadership skills considerably affects female teacher's involvement in the educational leadership positions at advanced level. Different scholars say that experience is the best teacher. Thus, blocking females from practicing leadership skills at bottom educational leadership positions is one of the glass-ceilings holding them down from the further hierarchy.

Regarding this, Berman (1999) opined that Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level. Job assignment is considered to be the primary condition for career advancement of women to advance to the leadership position in school as organization. Organizational structure steer away women's potential for upward mobility by confining them to work roles that are considered to be women's occupation. This indicated that women having the same qualifications as their male counterparts have negative self-perceptions and low esteem to advance further up the ladder.

Items 5 of table 9, Female's teachers have plan and set their promotion goals to be school leader. From the total mean of respondents 3.45 (1.076=SD) for female teachers and 3.40 (0.914=SD) for female leaders respectively. This shows that the majority of respondents were undecided with the perception that female teacher have plan and set their promotion goals to be school leader. The mean score of groups mean=3.42 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.215 and there is no significance difference between the responses of female teachers and leaders in the above issue.

Substantiating this issue Gupton & Slick, (1996) state as many women have not carefully planned their ascent to the top management. Moreover, supporting this finding, different literature have also described that there is a strong correlation between woman's lack of career advancement and their lower career goals. They pursue their options in unplanned manner, as simply opportunities emerged (Addisu, 2001).

Items 6 table 9. given the opportunity for Women to share their experience through their network. From the total participants 3.21 (1.310=SD) for female teachers and 3.58 (0.993=SD) for female leaders respectively. This shows that the majority of respondents were undecided with the perception that given the opportunity for Women to share their experience through their network. The mean score of the groups 3.15 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.259 and there is no significance difference the between responses of female teachers and leaders regarding to the above statement.

Items 7 of table 9, Hiring and gender police are updated and reviewed regularly in secondary school. From the total respondents 3.58(0.993=SD) for female teachers and 3.57 (0.993) for female leaders respectively. This shows that the majority of respondents were agreed with the perception that Hiring and gender police are updated and reviewed regularly in secondary school. The mean score of the groups 3.58 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.039 and there is no significance difference between the responses of female teachers and leaders.

Items 8 of table 9, create favorable conducive environment for female teachers in secondary school. From the total respondents 3.74 (0.861=SD) for male and 3.69 (1.045=SD) for female respondents were as agree. This shows that the majority of respondents were agreed with the perception that create favorable conducive environment for female teachers in secondary school. The mean score of the groups 3.72 (at df=98) and at the level of significance $P > 0.05$, the calculated t-value 0.314 and there is no significance difference between the responses of female teachers and leaders. This finding revealed that favorable conducive environment have well for female teachers to monitor staff work and evaluate school out comes. In relation to this, as indicated by Sergiovanni (2001), strong leadership makes the school effective by focusing on acquiring the required leadership skills, evaluating the school's progress, motivating teachers

and students, facilitate the teaching learning process, proper fiscal management, and directed to achieve the vision of the school and bring the desired change in the community.

In item 9 of table 9, Focuses on the enhancement of female Educational participation. From the total respondents 3.86 (0.899=SD) for female teachers and 3.83 (0.899=SD) for leaders respondents respectively. This shows that the majority of respondents were agreed with the perception that focuses on the enhancement of female Educational participation. The mean score of the groups 3.84 (at $df=98$) and at the level of significance $P > 0.05$, the calculated t-value 0.180 and there is no significance difference between the responses of female teachers and leaders regarding to the above statement

In item 10 of table 9, Women get support from colleagues to analyze the school culture. From the total respondents 3.76 (1.120=SD) for female teachers and 3.54 (1.359=SD) for female leaders respectively. This shows that the majority of respondents were agreed with the perception that Women get support from colleagues to analyze the school culture. The mean score of the groups 3.65 (at $df=98$) and at the level of significance $P > 0.05$, the calculated t-value 0.07 and there is no significance difference between the responses of female teachers and leaders regarding to the above statement.

In item 11 of table 9, Selection of principals criteria are based on gender sensitive. From the total respondents 3.98 (0.911=SD) for female teachers and 4.00 (1.000=SD) for female leaders respectively. This shows that the majority of respondents were agreed with the perception that Selection of principal's criteria is based on gender sensitive. The mean score of the groups 3.99 (at $df=98$) and at the level of significance $P > 0.05$, the calculated t-value 0.78 and there is no significance difference between the responses of the female teachers and leaders regarding to the above issue.

Regarding this, the majority of the interviewee responded as: ".....the involvement of females in school leadership is much better in lower level of leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice and principal position". (Ceilkten, 2005), the number of women who held administrative position in schools in the past is unchanged in the present time.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This unit deals with the summary, conclusions and recommendations of the study in general. Therefore, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned educational leadership bodies to minimize factor that affect female teacher perception about leadership positions in secondary schools of Borena Zone. These all contents are found below.

5.1 Summary

The purpose of this study was to find out the perception of secondary school of female teachers towards in educational leadership position in government secondary schools.

In order to meet this objective, the following basic research questions were designed to guide the study.

1. What are the perceptions of female teachers towards their involvement in secondary school leadership position?
2. To what extent the female teachers are empowering to comet secondary schools leadership position?
3. What are the major factors that causing female teacher perception in secondary schools leadership position?
4. What are they strategy to bring female teachers to leadership position in secondary school?

To answer these research questions, descriptive survey design was employed. To this effect the study was conducted in 8 secondary schools randomly selected in Borena Zone. A total of 100 teachers were selected through available random sampling technique to participate in the study. Furthermore, 8 principals, 8 Woreda education officers 4 supervisor and 8 PTA members were selected by availability sampling technique, since the researcher believed that he could get valid information especially concerning the perception of female teachers towards educational leadership positions. To gather necessary information on the issue, 100 questionnaires were

distributed to teachers, and only 95 (95%) were properly filled and returned. In addition, semi-structured interview was conducted with 8 woredas education officers, 7 principals, 4 supervisor and 8 PTA members (but one principals did not participate since he was absent in school during the data collection period).

Women were reluctant to come into school leadership positions. This was due to visible and invisible reasons: the visible reasons, women reluctant to come in to positions due to dual responsibility at school level and in their home as wife. The invisible reasons, women estimate the challenge and criticism face them following to the position as guilty. It may be undermining, challenge from teachers, students, their husband in home failure, blame, and same times shock insult face them due to their gender. Therefore, governments, NGO, and administrations of at all levels and all community members better to support and encourage when women come in to leadership position as secondary school principals.

The findings indicated that the perception of secondary school female teachers has been changing but not as expected still they belief that women are reluctant to accept responsibilities of school leadership; men are better leader in leading secondary schools; the school manager should be masculine, self-reliant, ambitious and strong leader; women have no necessary skill to discipline student, supervise other adults and criticize constructively in secondary school; men considers women as his equal counterpart and women lack confidence in their capabilities, qualification and experiences. Some of the challenges, which could affect women's representation in educational leadership, were; pressure of responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination of organization etc.

The finding showed that the major factors that hinder women's participation in public leadership and decision making positions are various and observed interrelated. These include: lack (absence of adequate) educational status required from women, absence of commitment by the concerned(top decision making) body, backward socio cultural attitudes, lack of sufficient experiences from women to hold the leading positions, overburden of domestic responsibilities, as well as negative attitudes of men towards women, and lack of confidence from women themselves.

In the finding, the secondary school teachers also proposed the following as possible solution to overcome factors that affect women's representation in educational leadership; such as training opportunities for women (mentoring), gender awareness campaign, gender balance in leadership position, developing non-discriminatory procedure for recruitment and appointment and affirmative action. In addition, the respondent proposed fighting traditions that affect the progress of women, change of negative attitude against women, discouraging societal discrimination, changing family traditional structure, sensitizing societal to accept women leadership, women should be assertive (confidential) and women's self-motivation as the possible solution to solve women representation in educational leadership.

5.2 Conclusions

Thus women have been playing traditional role of home makers while men remaining a leader in every sphere of life because of the social attitude women have been reluctant to pursue educational administrative positions. However, the proportion of women principals and assistant principals in secondary schools were all scant relatively to their figure. Thus, as the above facts indicate the problem of the underrepresentation of women in educational leadership. Based on the major findings of the study, the following conclusions are drawn:

1. There is a progressive improvement in number and qualification of female teachers in secondary schools. However, as we seen in analysis of the background the number of female leader in school leadership position were very few. This indicated as there is over dominance of males in the key educational leadership positions.
2. Majority of respondents believe that women's have lack confidence in their capabilities, qualifications, and experiences and poor networking skill in the leadership position and no necessary skill to discipline students, supervise other adults, and criticize constructively in secondary school. Due to this perception, women's are underrepresented in secondary school leadership.
3. Still women has systematically marginalized from the all types of positions, particularly in Secondary School leadership. Because of the cultural attitude of the school society does not encourage women as good leaders. This indicated that Male dominance of key

educational leadership position over females the factor in being the cause for female teachers' under representation in educational leadership positions.

The factors that affect their perception of female in educational leadership positions were as, pressure of home responsibilities, men dominance of management position, unclear promotion procedures, lack (absence of adequate) educational status required from women, absence of commitment by the concerned (top decision making) body, backward socio cultural attitudes, lack of sufficient experiences from women to hold the leading positions, overburden of domestic responsibilities, as well as negative attitudes of men towards women, and lack of confidence from women themselves.

4. Providing training opportunities for women (mentoring), gender awareness campaign, balancing the gender disparity in leadership position, developing non-discriminatory procedure for recruitment and appointment, full implementation that of affirmative action policy, fighting traditional that affect the progress of women, change of negative attitude against women leadership, discouraging societal discrimination, changing family traditional structure etc, were some of the possible solution to for representation of women in educational leadership

5.3 Recommendations

Based on the major findings of the study and conclusions, the researcher was drawing the following recommendations:

- The government should have to give gender sensitive training both male and females to promote non-discriminatory working relationship and respect for diversity in religion and management style.
- Female role models should be put in the educational leadership positions and male dominance should be minimized. In line with this, different education administrative bodies need to play their own roles in enhancing females 'participation in educational leadership. For example, schools need to encourage female teachers to come to educational leadership areas; schools have to give chances to female teachers to

participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors, etc. In addition, schools have to design women empowering strategies like short and long term trainings, giving recognition and encouragement to better performing female teachers and female students at school level. More, schools need to do much work on awareness creation about sex equality among the school communities

- The zonal education offices also should have to play a very vital part in bringing female teachers to power. For instance, it needs to create a bind relation with REB, WEO and with other concerned bodies so as to prepare different educational and other training opportunities for female teachers to upgrade and update their capacity.
- The woreda Education Office should have to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women: It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts, etc.
- Different organizational officials (School Principals, Town Education Officials and Women and Children affairs) need to give greater recognition for female teachers and place them in functional areas or job assignment that leads to accomplishment critical school tasks and strengthen them to hold higher level of position
- The society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereo type or sex discrimination) in bringing females to the educational leadership positions
- At school level, need to assign female teachers" as unit leaders, department heads and co-curricular coordinators and involvements female in various leadership activities, which help them to take lead role when they grow up. So that they can get opportunity to develop managerial and decision making skills in order to climb a ladder of better position in the school

- Male need to accept potential female's contributions in leadership activities to attain developmental goals of the country. In addition, they need to encourage rather than discouraging them.
- Women in position of leadership need to communicate the feeling of effectiveness they derive from their work and might motivate other women to seek position of leadership, particularly at the level of the school principal and counter perceptions of stress related to school leadership that discourage those who have potential to apply to school principal.

Finally; this study was limited to only government secondary school. It would have been more comprehensive if privet school had been include in the study. Therefor further research is needed in the area to obtain comprehensive findings.

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7. APPENDIX

7.1 Appendix A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled in by_____

Dear respondent, First of all I would like to thank your cooperation in responding to this questionnaire. I am a postgraduate student and want to conducted a study on the title "*female teachers' perception towards leadership position in secondary school of Borena Zone, Oromia Regional State* . I hope this study result has great advantage for your future leadership success for it is exploring different strategies in which you use as input to become effective leader. This study will also be help to shape the female teachers' perception towards secondary school leadership position as by indicating necessary strategies that help them become successfully in career. I would like to answer you that your responses will be read only by researcher and used only for the research purpose indicated above. Moreover, your identity will be kept strictly confidential. Please give your response after reading the instruction carefully for each section and answer all questions according to the instruction.

Thank you in advance for genuine opinion!

Notice

- a. Put mark (✓) in the space provide
- b. Writing respondent name is not needed.
- c. Questionnaires should be filled individually.

Part One. Back ground of the respondent.

Instruction: For question 1-6 please read each items carefully and answer the following question by putting (✓) sign in the box of your best choice.

1 **Sex:** A Male B. Female

2 **Age.** A/ 21- 25 years old B/26-30 years old C/ 31-35 years old
D/ 36-40 years old E/above 40 years old

3. Marital Status

A /Married B/Unmarried C/Engaged D/Divorced E/Widowed

4. Educational Background

A/ Certificate (TTI) B/Dipl C/BA/BED D/
MA/MS/MEd E/ if any
other _____

5. Work Experiences in years

A/1-5 B/6-10 C/11-15 D/16-20 E/21 and above

6. Position in your school

A/Teacher B/ U ader partment head
D/Principals

E/if any other _____

Section.2.General direction-: In this part, Researcher prepares Questionnaire about female teacher's perception towards Secondary School leadership position and factors that affect female perception in leadership position. please complete this part of questionnaire by putting (✓) in one of the boxes as appropriate to you and make in one of the five scales' provided in front of each items in which corresponds to your judgment or belief . Use the following five scales to each of item.

Scales:- 5 =Strongly Agree (SA) 4=Agree (A)

3=Undecided (UN) 2=Disagree (D) 1=Strongly Disagree (SD)

Part One: What are the perceptions of female teachers towards their involvement in secondary school leadership position?

		Scale				
		5	4	3	2	1
	Females if they hold leadership position					
1	Feel in leadership positions.					
2	Female teachers manage school more orderly than men.					
3	Use democratic leadership style.					
4	Women have an interest to apply for school leadership.					
5	Treat teachers with dignity and respected fairly.					
6	Female leaders get adequate mentoring service in their staff					
7	Female are dependent on male leaders.					
8	Employ inclusive structure of leadership style.					
9	Exhibit great knowledge of teaching methods.					
10	Female have strong commitment to team work.					
11	Women leaders work in collaboration With their colleagues					

Part two: What the status of empowering female teachers in secondary schools leadership position?

No	If female teachers become secondary school principals, it	Scale				
		5	4	3	2	1
1	Females are more skilled than men at sharing work experiences.					
2	Females exhibit better interpersonal relationship in the work place.					
3	Female teachers are poor networking skills in the work place.					
4	Monitor staff work and create commitment of teachers' to implement quality of education.					
5	Female teacher support staff by being approachable and helpful.					
6	Female teachers Establish partnership with cluster schools to improve quality of education.					
7	Pre job and on-job trainings are available to empower women in school leadership position.					
8	Female apply procedure without Discrimination among the staff.					
9	Female are perceived to be as powerful on the educational leadership position					
10	Female have capability to lead secondary school.					
11	Female teacher Encourages participation of parents in school disciple.					
12	Female are better leaders than Men .					

Part three: Factor that affect female perception in secondary school leadership position

No	If female teachers become secondary school principals, it	Scale				
		5	4	3	2	1
1	Job recruitment and hiring practice do not attract female candidates for leadership.					
2	Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level					
3	Assigning tasks delegation in school do not encourage female in leadership position.					
4	Female teachers Still in the kichen and child nurturing.					
5	Institutions/ schools/leadership style attract females to participate in school leadership.					
6	Cultural attitude of our school society encourage women to assume on key educational leadership position.					
7	Female teachers lack of confidence to hold educational leadership.					
8	Female are dropping out of the school leader ship due to gender based leadership assignment					
9	Female are dissatisfied with the institutional decision and decision making process.					
10	Females are reluctant to accept responsibility					
11	Females have less involvement in socio-economic development than males.					

Part four: What are Strategies to promote female teachers participation in secondary school leadership position

No	Strategy plans	Scale				
		5	4	3	2	1
1	The school recruitment guide lines had favors for female during affirmative action.					
2	The school provides capacity building training to promote female teachers in Secondary school leadership.					
3	Involves the gender representatives in school to motivate female teachers to leadership.					
4	Collaborate with stakeholder to improve participation of female in secondary school leadership position					
5	Women affairs departments are available at woreda, and school level.					
6	The worada education offices have set the plan to promotion female as school leader.					
7	Given the opportunity for Women to share their experience through their network.					
8	Hiring and gender polices are updated and reviewed regularly in secondary school.					
9	Create favorable conducive environment for female teachers in secondary school.					
10	Focuses on the enhancement of female Educational participation.					
11	Women get support from colleagues to analyze the school culture.					
12	Selection of principals criteria are based on gender sensitive					

7.2 Appendix B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The objective of this interview is to collect necessary information for the study of ‘*Female teacher perceptions’ towards leadership position in secondary school of Borena Zone, Oromia Regional State*’ Therefore, your contribution of this study is highly valued and you are kindly requested to respond to the questions. Finally, the student researcher would like to assure that your identity is strictly confidential. Thank you in advance for your cooperation!

Interview Guides for PTA (parent Teacher Associations)

Part one: General Information and personal data: Name-----sex-----Age-----

Educational status----- Experience-----Current position-----

Name of schools/officers-----

Part two: Please, openly reflect your idea of the questions raised below

1. What are the perceptions of female teachers towards their involvement in secondary school leadership position?
2. What are the status of empowering female teachers in secondary schools leadership position
3. Factor that affect female perception in secondary school leadership position
4. What are Strategies to promote female teachers participation in secondary school leadership position.

