

FACTORS AFFECTING WOMEN'S PARTICIPATION IN EDUCATIONAL LEADERSHIP
IN MAJANEG ZONE OF GAMBELLA PEOPLE REGIONAL STATE

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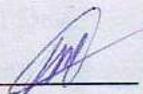
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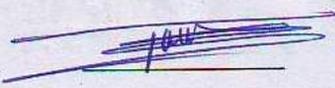
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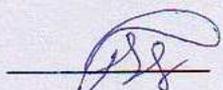
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DECLARATION

I the under signed, declare that this thesis is my original work and has not been presented for a Degree in any other university, that all sources of materials used for this thesis have been duly Acknowledge.

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Table of Contents

Content	page
<i>Acknowledgements</i>	<i>i</i>
<i>Table of Contents</i>	<i>ii</i>
<i>List of Tables</i>	<i>v</i>
<i>Abbreviations and Acronyms</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
CHAPTER ONE:	1
1. The Problem and its approach.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study	6
1.3.1. General Objective	6
1.3.2. Specific Objectives	6
1.4 Significance of the Study	6
1.5 Delimitation of the Study.....	6
1.6. Limitations of the Study.....	7
1.7. Definition of Key Terms.....	8
1.8. Organization of the Study.....	8
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE	9
2.1. An Overview of Leadership.....	9
2.1.1. Definition of Leadership.....	10
2.1.2. Leadership vs. Management.....	11
2.1.3. Leadership in Education.....	12
2.2. Women and Educational Leadership.....	13
2.2.1. Leadership Role of Women in Education Sector.....	13
2.2.2. Women and Leadership Style.....	14
2.2.3. Women’s Aspiration to Educational Leadership.....	15
2.2.4. Recruitment and Selection Criteria for School Leaders.....	16

2.2.5. Women’s Leadership Abilities, Skills and Competencies.....	17
2.2.6. Women’s Participation in Educational Leadership.....	19
2.2.6.1. Global Context.....	19
2.2.6.2. National Context.....	20
2.3.2. Institutional Factors Affecting Women’s Participation in Educational Leadership.....	23
2.3.2.1. Sex Segregation or Discrimination in Hiring of Educational Leaders....	24
2.3.2.2. Lack of Leadership Mentors and Insufficient Support Systems.....	24
2.3.2.3. Lack of Role Models.....	25
2.3.2.4. Lack of Professional Network.....	26
2.3.2.5. Lack of Visibility.....	26
2.3.3. Lack of an equal Education Training and Promotion Opportunity.....	27
CHAPTER THREE: THE RESEARCH DESIGN AND METHODOLOGY.....	28
3.1. The Research Design.....	28
3.2 Study Area and Population.....	28
3.3. Sources of Data.....	29
3.3.1. Primary Source of Data.....	29
3.3.2. Secondary Source of Data.....	29
3.4. Sample and Sampling Techniques.....	30
3.5. Instruments and Procedures of Data Collection.....	33
3.5.1. Instruments of Data Collection.....	33
3.5.2. Procedures of Data Collection.....	35
3.6. Methods of Data Analysis.....	35
3.6.1. Quantitative Data.....	36
3.6.2. Qualitative Data.....	36
3.7. The Validity and Reliability Checks.....	36
3.8. Ethical Consideration.....	37
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA...39	39
4.1. Characteristics of Respondents.....	39
4.2. Presentation, Analysis and Interpretation of Data on Factors Affecting Women’s Participation in Educational Leadership.....	41
4.2.1. Women’s Aspiration to Educational Leadership.....	42

4.2.2. The Selection Criteria and their Impacts on Women’s Participation in Educational Leadership	46
4.2.3. Women’s Leadership Abilities, Skills and Competences	51
4.2.4. Socio-Cultural Factors	60
4.2.5. Attitude of Women Towards Themselves	64
4.2.6. Home Responsibility.....	67
4.2.7. Institutional Factors Affecting Women’s Participation	71
4.2.8. Lack of Opportunity to Education and Training.....	76
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	80
5.1. Summary	80
5.1.1. Women’s Aspiration to Educational Leadership	81
5.1.2. The Impacts of Selection Criteria on Women’s Participation in Educational Leadership	82
5.1.3. Women’s Leadership Ability, Skills and Competence	82
5.1.4. Socio-Cultural Factors	83
5.1.5. Attitude of Women towards themselves.....	83
5.1.6. Home Responsibility	83
5.1.7. Institutional Factors Affecting Women’s Participation in Educational Leadership.....	84
5.1.8. Lack of Equal Opportunity to Education and Training	84
5.2. Conclusions.....	85
5.3. Recommendations.....	86
References	89
Appendices	

List of Tables

	Page
Table1: Total Population and Sample size by Types of Respondents	33
Table 2: The Reliability test with Cronbach’s alpha	37
Table 3a: Respondents’ Characteristics.....	39
Table 3b: Respondents’ Characteristics.....	40
Table 4a: Respondents’ Views on Women’s Aspiration to Educational Leadership	42
Table 4b: Respondents’ Views on Women’s Aspiration to Educational Leadership.....	44
Table 5: Respondents’ Rating on the Effects of Selection Criteria for Women Educational Leaders	46
Table 6a: Respondents’ views on Women’s Leadership ability, skill and Competence.....	52
Table 6b: Respondents’ views on Women’s Leadership ability, skill and Competence	55
Table 6c: Respondents’ views on Women’s Leadership ability, skill and Competence.....	58
Table 7: Respondents’ View on Problems Related to Socio –cultural Factors	61
Table 8: Responses on Attitude of Women towards Themselves.....	64
Table 9: Respondents Views on Family and Home responsibility	68
Table 10: Respondents’ Perception on Institutional Factors Affecting Women’s Participation	71
Table 11: Respondents’ Views on Lack of Equal Opportunity to Education and Training (in the past).....	76

List of Abbreviations and Acronyms

CEDAW	- Conventions on Elimination of all Discrimination against Women
CSA	- Central Statistics Authority
FDRE	- Federal Democratic Republic of Ethiopia
GPRS	- Gambella People Regional state
JU	- Jimma University
MoE	- Ministry of Education
MTU	- Mizan Teppi University
REB	- Regional Education Bureau
UN	- United Nation
UNESCO	- United Nations Educational, Scientific and Cultural Organizations
WEO	- Woreda Education Office
ZED	- Zone Education Desk

Abstract

The main purpose of this study was to assess factors that affect women participation in educational leadership in Majaneg zone of GPRS. To accomplish this purpose, descriptive survey design was used which is supplemented by both quantitative and qualitative data for this study. The study was carried out in six primary and six secondary schools of Majaneg zone. Then 160 teachers from the sample schools included using proportional sampling technique. All WEO heads and ZEO head are selected using census sampling techniques and 26 school leaders (principal and vice principal) are selected using comprehensive sampling techniques. Questionnaire was the main instrument of data collection. Document analysis and interview were also utilized to substantiate the data obtained through the questionnaire. The data obtained through questionnaire was analyzed quantitatively using statistical tools such as percentage, mean, standard deviation, average mean scores and T-test while data obtained through interview, document analysis and open-ended questions were analyzed qualitatively. Among other things, the study revealed that women have low aspiration to seek and apply for educational leadership positions due to lack of self-confidence, fear of competition, and devaluation by the society. Regarding selection criteria lack professional qualifications, lack performance appraisal results, lack political affiliation and work experience were affect women's participation and teachers and leaders perceptions concerning women's ability, skill and competence to leadership have changed, that women leaders are perceived to be highly competent in most skills. All the same, it was found that women have still been underrepresented in educational leadership. It was also found that socio-cultural beliefs and practices; family and home responsibilities as well as institutional factors affected women's participation in educational leadership. From the findings the study concludes that women have low intrinsic motivation to leadership position affect the entry of women to leadership position. Besides that different barriers that affect social and psychological developments of women limit their participation in educational leadership. The overall recommendation of the study was to improve women's aspiration, awareness creation and raising program should be conducted through providing training, workshops and experience share.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

Women cover almost half of the Ethiopian population (CSA, 2007). They play a very important role in providing childbearing which is the base for the continuous existence of the human race by socializing the young children and providing affection and nurturance.

Women's low participation in educational leadership and decision making is not only burning issue of Ethiopia but also a worldwide agenda. UN general assembly approved the convention on the Elimination of all forms of Discrimination against Women (CEDAW) in 1979, to provide a framework for action to end the discrimination against women in social, economic, cultural and political fields. Similarly, at the world 4th conference held in Beijing –China in 1995. Following this, all UN member states reviewed women's situation towards gender equality, women's power sharing in politics, and decision making were among the critical areas for intervention (UN, 1995).

At UN level participation of women at decision making positions is identified as one of the target indicators to development and studies were commissioned to establish the connection between participation of women and good governance. Many governments realized that without the active participation of women at all levels of decision making the goals of equality; development and peace cannot be achieved. It was reported that, participation of women discourages corruption and encourages investment in social infrastructure such as health and education (Alem, 2003). It is also believed that ignoring female's participation in all aspects of social, political and economic activities is a loss of half of the potential labor force of the world's population. In spite of that, a survey study conducted by UN in some countries of Africa, Asia, Latin America, and Eastern Europe shows excessively low percentages of women's participation in various ranking positions in many professions including teaching (UN, 1992 as cited in Ababayehu, 1995). They have insignificant share in leadership and decision making roles in most African countries. Majority of women working in public sectors are concentrated in professions of teaching, nursing, technical and related services, while men occupied administrative and managerial positions. Like other fields of leadership, educational leadership is also dominated by men and women continue to be underrepresented in educational leadership in proportion to their actual numbers in teaching (Blackmore and Kenway, 1993; Cubillo and Brown, 2003).

In order to improve a country's development, both men and women's contributions are essential. One way of attaining high participation of women for national development is increasing their representation in status positions (Col, 1992 cited in Abebayehu, 1995). In line with this, the government of Ethiopia has invested a great deal of efforts to increase women's participation in all development sectors. Women's participation in decision making and all spheres of development has constitutional and legislative provision (FDRE, 1995).

To facilitate their involvement, the Prime Minister's office set up a Women's Affairs Bureau headed by women with Ministerial rank after a transitional government was established in 1991. It is now called women's, children and youth Ministry. The bureau was charged with drafting and implementing a National Women's Policy issued in 1993 and also ratified international conventions such as Convention on Elimination of all Discrimination Against Women (CEDAW) that guarantees women equal right and protection from discrimination in 1981 and has been adopted as part of country's domestic law (Alem, 2003; Prime Minister office Women's Affairs sub sector, 2004).

Even though theoretically the representation of women in status and decision making areas is acceptable issue, and currently continuing efforts are being done by the government of Ethiopia to increase their participation in different decision making positions still they continue to be underrepresented in educational leadership. Regarding this claim Alem (2003) notes that "women are still absent from the most critical decision making bodies".

Factors that affect women's entry to educational leadership are varied. These major barriers are socio-cultural, institutional, economic and related factors which are not unique to a given country or regions. But, there are also related factors that determine women's participation in educational leadership in each country. One of such determinants is former inequalities of women in education opportunity. In Ethiopia, educational access had almost exclusively been reserved for men in the past, but currently, the country's educational policy makes no distinction in gender (MOE, 1994).

Education is the basic indicator showing the status of a society. It expands women's opportunities, enhances their capacity and develops their full potential, and enables them benefit from development interventions (UNESCO, 2000).

Lack of opportunity for women to see other women in administrative positions, to observe and compare themselves with women just steps ahead of them is one potential hindrance for women's aspiration to managerial roles (Grambs, 1978).

In spite of that, women are severely underrepresented in leadership position at all levels in the education sector in all regions in Ethiopia (MOE, 2006). For instance, the disaggregated data given at the regional levels is more telling. It is only one out of the two deputy heads of Region Education Bureau in Addis Ababa that is a woman. The situation in Gambella is worse: there is no woman in a leadership position there. 2% in Benishangul Gumuz, 12% in SNNPR and 13% in Amhara region. At a woreda level, 5% of WEO heads are women in Benishangul Gumuz. In contrast, none of WEO heads and deputy heads in Tigray are women. None WEO heads in Amhara Regions are women. At school level, the proportion of female principals of primary schools and secondary schools in the regions is 20% in Addis Ababa, Amhara 9.5%; 11.8% in DireDawa; SNNPR 8.7% ,Tigray 8.1%, Benishangul Gumuz 4.8% and Gambella 1% i.e., only two principals in the schools of the region.

Research has also looked into influence of women's home making and family roles as barriers to move to ranking positions. The impact of women's homemaking roles is especially difficult for women's progress into administrative areas (Marshal, 1985). Generally, the problem is considered due to underrepresentation of women in educational leadership in Majaneg Zone of GPRS to identify factors affecting their participation in educational leadership in the zone.

1.2 Statement of the Problem

Women's various discriminations and less participation in any sector of development is an agenda of every country. According to UN (1995) equality between men and women is a matter of human right and a condition for social justice, and basic pre-requisite for democracy, development, peace and good governance.

In spite of this, we see a glaring inequality in all sectors particularly in developing nations like Ethiopia. The inequality is especially stark in administration and management sphere. As rightly argued by Blackmore and Kenway "administration and policy making in education have been, and still are, the province of men although women make up a large proportion of educational workers" (1993, p.27). This means, in education in which men administer or lead and women

teach is still evident. The role of women in development especially in developing countries is usually ignored and underestimated. They are in disadvantaged position in terms of participation. Moreover, Davies and Gunawardena (1992) pointed out that “women are constrained by certain attitudes in their societies, that regarded them as inferior and being suited only to housekeeping, child rearing, cooking and serving their husbands” (p.2).

Like the case in many other countries, FDRE (2004) reported that “in spite of all United Nation resolutions and also the Ethiopian constitution and laws giving equal rights to men and women, there is underrepresentation of women in educational leadership and decision making positions” (p.49).The underrepresentation of women in educational leadership is even more visible in Majaneg Zone of GPRS, the target region of the present study. For example, as the statistical data for the Zone Education office of Gambella 2005 E.C indicates, there is no female Zone Education Office (ZEO) head and Woreda Education Office (WEO) head and also there are no female principal and vice principal in the high school level. There is only 1 female Principal and 5 vice principal in 1st and 2nd cycle primary schools of the Zone. In addition to this, out of the total principals and vice principals, women make up only 8%, of these positions in the Zone.

Moreover, there are evidences for underrepresentation of women in educational leadership in Majaneg Zone. For instance, there are no women educational leaders in ZEO and WEO heads in 2Woreda of the zone. Likewise, according to Godere WEO report of 2005, out of 18 elementary and 3 government secondary schools, women participating in educational leadership position are limited to three: all are vice principals of elementary schools. The low participation of women in educational leadership is also apparent in the zone. For example, according to Majaneg Zone education office report of 2005, all the 6 government secondary schools in the zone are run by men. Thus, as the above facts indicate, the problem of underrepresentation of women in educational leadership in the zone is a felt problem. It is this stark gap that motivated me to pick up this topic as my MA Thesis topic. In view of the above points this study explored the factor behind this difference; it required to establish the factors that influence the participation of

women in leadership positions in Majaneg Zone despite the many concerted efforts being made to link this difference.

Despite these obvious gap in the leadership roles assumed by female and women educational administrators, to my knowledge, so far no empirical study has been conducted on the issue in Majaneg Zone - the research setting for the current study.

However, a few studies were conducted regarding women's participation in other regions and at a national level. For instance, Abebayehu (1995) conducted an insightful research on "Women's Participation in Educational Administration in Ethiopia". Among other things, Abebayehu found that "women had a low level of aspiration to leadership positions". The study also involved only urban areas (such as Harar, Jimma, Bahir Dar, Awasa and Addis Ababa) as a sample. Another study, Birhanu (2011), also conducted research on "women's participation in Educational leadership in the case of Tigray Region." His findings showed that women's lack of confidence and interest to hold leadership positions were factors for their underrepresentation. Both studies suggested further research at regional level for understanding the reasons behind underrepresentation of women in leadership positions.

Both studies suggested further research at regional level for understanding the reasons behind underrepresentation of women in leadership positions. Therefore, based on these facts and the scarcity of related research on the regions, I was believed that further research needed to identify factors affecting women's participation in educational leadership in Majaneg Zone and finally to come up with different measures that would help improve their participation in educational leadership in the zone. More specifically, the study was guided by the following basic questions.

- To what extent do women teachers aspire to hold position in educational leadership in Majaneg Zone?
- Do the criteria used in the selection of educational leaders affect women's participation to educational leadership positions?

- What are the attitudes of teachers, and educational leaders towards women's ability, skill, and leadership competence in the zone?
- What are the major factors that prevent women's participation in educational leadership in Majaneg Zone?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess factors affecting women's participation in educational leadership in Majaneg Zone of Gambella People Regional state.

1.3.2 Specific Objectives

The study specifically attempt to:

- Examine the extent to which women teachers' aspire for positions in educational leadership in education sector of Majaneg Zone.
- Examine the effects of the current selection and placement criteria on women's participation in educational leadership in the zone.
- Assess the attitudes of teachers and educational leaders' views of female leaders on women's ability, skills and competence.
- Identify the major factors that affect participation of women in educational leadership in Majaneg Zone.

1.4 Significances of the Study

The researcher hopes that, this study may have the following significances.

- The study may help the zone education office to take corrective measures of factors that hinder women's participation in leadership role in education sector.
- It may help to initiate women to participate in leadership and to bring about changes of attitudes in the society.
- It is hoped to stimulate WEO and ZED to give attention towards the current problems that prevent the entry of women to the position.
- It may serve other researchers to undertake further in-depth study in the area.

1.5 Delimitation of the Study

The study is delimited to identify factors affecting women's participation in educational leadership in GPRS the case of Majaneg Zone. In GPRS, there are three zones of which this

study was conducted in one of the three administrative zones which is Majaneg zone. This is, because the researcher has better access to information and better knowledge of the study area, which helps the researcher to get relevant information about the problem. The second reason is that the researcher understands the native language that helps to get pertinent information and the third reason, the researcher could get better support due to his work experience and familiarity to the environment.

Conceptually, it was delimited to analyze women's aspiration to educational leadership; the effects of selection criteria on women's participation; teachers, principals, Woreda and zone educational leaders' attitudes towards women educational leaders' ability, skill and competence; way to improve their participation and their aspiration.

The scope of the study was therefore delimited to 2 Woreda in Majaneg Zone such as Godere and Menegeshi. To make the study more manageable and feasible the study focuses on 6 government 1st and 2nd cycle primary and 6 secondary schools; 2 Woreda education offices and zone education office.

On top of this, the study was delimited to include respondents having diploma and above qualification due to the criteria that it demands diploma in primary schools 1st and 2nd cycle in the absence of degree and Degree and above to be in position at the secondary school levels to make it manageable.

1.6. Limitations of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. Even though the researcher planned to use tape recorder during the interview, respondents were not voluntary & the researcher was forced to use writing on notes.

Furthermore, WEO and ZEO heads were always busy. The other problem encountered has to do with limited participation of women educational leadership. Even though the study intended to include women educational working at the zone education office, that was not possible, no woman was found to be working at this level. Therefore, because of these limitations, the study by no means claims to be conclusive.

1.7. Operational Definitions and Key Terms

Aspiration: is wanting to become a principal, vice principal, WEO and ZEO heads not wishing to remain a teacher.

Educational leaders: refer to principals, vice principals, Woreda and Zone education office heads, work process owners.

Educational leadership: refers to leadership influence through the generation and dissemination of educational knowledge and instructional information, development of teaching programs, and supervision of teaching performance.

Leadership: is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

Participation: is holding of leadership positions through selection and placement by REB, ZEO or WEO heads.

Zone: refers to the level of government administration that is below Region and above Woreda or sub-divisions of a region that consists of some number of Woreda.

1.8. Organization of the Study

The paper is organized in five chapters. The first chapter deals with introductory elements including the background of the study, statement of the problem; objectives of the study; significance of the study; delimitation of the study; limitation of the study; definition of key terms and organization of the study. The second chapter covers review of the related literature which discusses important topics related to factors affecting women's participation in educational leadership. The third Chapter dealing with the research design which consists of the research design and method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis and interpretation. The fourth Chapter was included the data presentation, analysis and interpretation. Finally, Chapter five was dealt with summary, conclusion and recommendations of the study

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. An Overview of Leadership

Leadership: is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010, p.8). Questions about leadership have long been a subject of speculation but scientific research on leadership did not begin until the twentieth century (Yukl, 2010). Leadership has gone through many theories and study approaches to reach its today's status. These theories include trait (skills) theory, the behavioral approaches, contingency (situational) theory and the lately introduced transformational and transactional leadership theories (Ibid).

The trait approach was one of the earliest systematic attempts to study leadership. It emphasizes attributes of leaders such as personality, motives, and skills (Yukl, 2010). This theory essentially says that leaders are born with certain traits or characteristics that make them leaders (Bertocci, 2009). In other words, a person is born either with or without the necessary traits for leadership. According to Bertocci (2009) the behavioral approaches stressed that leadership can be studied and learned. That means it can be thought in terms of the manner in which the leaders actually behave as observed by subordinates. According to researchers studying behavioral approach (Michigan University Studies-Rensis Likert, 1947 and Ohio state University researchers after WWII cited in Bertocci, 2009) it is composed of essentially two general kinds of behaviors-task behaviors and relationship behaviors. Task behaviors facilitate goal accomplishment while relationship behaviors help subordinates feel comfortable with themselves, with each other, situation in which they find themselves. The main purpose of this approach is to explain how leaders combine the two kinds of behaviors to influence subordinates in their efforts to reach a goal (Farahbakhsh, 2006).

Situational (contingency) theory emphasizes the importance of contextual factors that influence leadership process. The major situational variables include the characteristics of followers, the nature of the work performed, the type of organization and the nature of the external environment (Yukl, 2010). In other words, it emphasizes the interactions among leaders, subordinates and forces within the organization.

Transformational theory- maintains that leadership is a process by which leaders and followers raise each other to higher levels of morality and motivation. Leaders inspire their followers to transcend their own self-interests for the good of the organization. Transactional leadership theory assumes the subordinates motivated by money and simple rewards that dictate their behavior (Ibid). In general, from these, we recognize that no single theory holds a definitive view of leadership.

2.1.1. Definition of Leadership

Leadership is a complex concept. There have been numerous writings and studies conducted on the topic. However, no universally accepted definition of the word has yet been reached. The reason for the divergence of opinion on what leadership is or what leadership is not due fundamentally to the fact that many people see leadership from different perspectives. It has also various connotations depending on the context in which it is used (Melaku et al., 2002; Northouse, 1997). The nature of leadership values according to the demands of a particular situation as leaders themselves are diverse individuals (UN, 2007). Bennis (1989) also equated leadership with beauty: it is hard to define but you know it when you see it. According to Yukl (2010) leadership is a word taken from a common vocabulary and incorporated into the technical vocabulary of a scientific discipline without being precisely redefined.

For Stogdill (1974) “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (p.259). While some define a leader in political terms, others define the term in sociometric and psychometric terms. It has also been defined in terms of behaviors, influence over other people, interaction patterns, role relationships, individual traits, perception of others regarding legitimacy of influence, and occupation of an administration position (Yukl, 1981; 2010).

It is important to assess some of the definitions of leadership given by different educators. Morphet, Johns, and Reller (1982) explain leadership as the influencing of the actions, behaviors, beliefs, and goals of one actor in a social system by another actor with the willing cooperation of the actor being influenced. This definition indicates that leadership is an attempt to influence people for whatever reasons.

Armstrong (2004) defines leadership as influence, power, and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the

human resource that are the most important organizational asset leading achievement of desired purpose.

Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. In light of this, Yukl (2006) also define leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.9). Noting the importance of processes, power, goal achievement and group, Northouse (1997) settles on a definition that suggests leadership "as a process where by an individual influences a group of individuals to achieve a common goal" (p.3). Hughes et al., (1999) cited in Grint (2005) conclude that "leadership above everything else, is not position but process" (p.16). Most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure and facilitate activities and relationships in a group or organization.

2.1.2. Leadership Vs Management

Another way of understanding leadership is contrasting it with the concept of management. In other words, there is a continuing controversy about the difference between leadership and management. Managers are often described as people who value stability, order, and efficiency, and they are impersonal, risk adverse and focused on short-term results. In contrast, leaders are presented as people who value flexibility, innovation and adaptation, they care about people as well as economic outcomes, and they have a longer-term perspective with regard to objectives and strategies. Additionally, managers are often believed to be concerned about how things get done, and they try to get people to perform better. Leaders, on the other hand, are thought to be concerned with what things mean to people, and they try to get people to agree about the most important things to be done (Yukl, 2010). From that, it can be argued that a person can be a leader without being a manger. (e.g., an informal leader), and a person can be a manager without leading. David Kozak (cited in Bertocci, 2009) writes that "mangers deal with systems, processes, budgets, equipment, and things while leaders deal with visions and people" (p.9).

Kozak also compared leaders and managers. According to him, leaders are goal oriented, inspires, thoughtful, result oriented, effective, long term planners, process oriented, and lookout ward whereas managers are task-oriented, directs, industrious, action oriented, efficient, short

term planner, product oriented and looks inwards. Juli (2011) also explained their difference in such a way that “leaders define direction and act while managers take orders and react” (P.15).

According to Brown and Moberg, 1980 (cited in Ayalew, 1991) management is basically “...marshaling both human and material resources towards common organizational goals” (p.1). It reflects different functions in an organization. A manager in a formal organization is responsible for functions such as planning, organizing, controlling, budgeting, staffing, problem solving, and other fundamental tasks necessary to run the business. As opposed to that, a leader typically does not function well in the management functions and instead provides a vision of what needs to be done and how it is going to be accomplished.

Stephen Convey (cited in UN,2007) also noted that “leadership focuses more on people than things; on the long term rather than the short term; on values and principles than activities; on mission, purpose and direction rather than on methods, techniques and speed” (p.133).

2.1.3. Leadership in Education

Educational leadership refers to leadership influence through the generation and dissemination of educational knowledge and instructional information, development of teaching programs, and supervision of teaching performance (Shum and Cheng, 1997). It is relevant in all educational institutions right from preliminary schools to universities.

Education is an industry that involves various stakeholders (students, teachers, administrative personnel, parents, political authorities as well as the general community) on educational decisions. Education is believed to play a pivotal role in any economy in relation to overall socio-economic development of any country. Owing to this, educational institutions demand better quality leadership. In this regard, the peculiar natures of the educational institutions (crucially, complexity, visibility and the like) elevate the real call for strong, innovative and transformational leaders who have the talent and courage towards creativity. In view of this, both developed and developing countries have started to provide due attention to the importance of educational leadership.

In Education, leadership is a key element as it enables to inspire change and innovation through mobilization of relatively massive resources in educational organization. It is of particular importance in education because of its far-reaching impacts on the accomplishment of educational programs, goals and objectives.

An efficient educational leader has to stay updated with the changes in the field of education. Generally, educational leadership involves leading departments, decision making committees, educational facilities, monitoring performance of teaching staff, assigning them work.

2.2. Women and Educational Leadership

Leadership in education as in most fields is identified with men giving subordinate roles to women. That trend is also apparent in the field of education and there is something paradoxical about it. Even though, teaching has traditionally been seen as a “suitable” job for women, a large numbers of women in the profession, greatly underrepresented in positions of management (Coleman, 2005; Cubillo and Brown, 2003). Keeping this paradoxical situation in mind, this section reviews a number of issues including leadership role of women in educational sector, women and leadership styles, women’s leadership abilities, skill and competencies, women’s aspiration to educational leadership, current requirement and selection criteria used for selecting educational leaders.

2.2.1. Leadership Role of Women in Education Sector

Women are generally characterized by the primary sources of knowledge, language, and social relationship to the child at the school level (Brown, 1990). The benefits to economic growth and family welfare that come from educating women are undeniable. Hence, this is done more when women are empowered in all levels of the education system. Thus, according to King and Hill (1993) promoting equality of access to women in the leadership position is a priority subject. This is because it contributes to the national development and it helps to promote advancement of women and the elimination of all forms of discrimination against women. It is evident that the attention of many countries including Ethiopia is integration of education to development and poverty reduction. To this end, there is also a need to raise the participation of women in the overall development process. So this requires the need to equip female population with the necessary knowledge and skills, because women should never be “amissing piece in the development puzzle” (Seyoum, 1986).

2.2.2. Women and Leadership Style

Leadership styles refer to the underlying need structure of the leader that motivates behavior in various interpersonal situations (Melaku et al., 2002). It refers to a pattern how a leader adopts in influencing the behavior of group members. Several classifications have been developed in connection with this concept. Based on how leaders use their authority, leadership styles are generally classified into three: authoritarian (directive), democratic (participative), laissez-faire (non-directive) leadership styles.

There are different factors that have an impact on developing a choice on leadership styles. Some writers (e.g., Melaku et al. 2002; Mosley, Reller & Hengst 1993) argue that generally speaking three factors (leaders' philosophy; followers' maturity level; and the situation faced by the leader) affect the choice of leadership styles.

Global experiences have shown that women do have different leadership styles from men. For instance, in education, Coleman (2000) surveyed women head-teachers in England and Wales and found that they identify with a collaborative, people oriented styles of leadership. Research findings of Trinidad and Normore (2005) also revealed that women adopt democratic and participative leadership styles in the corporate world and in education. Another research done by Rosener (1990) indicated that women are more likely than men to use "transformational leadership" which is motivating others by transforming their individual self-interest into the goals of the group. The characteristics of transformational leadership relate to female values developed through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose. In addition to this, Bass and Riggio (2006) also noted that women exceed men in transformational leadership and men exceed women in transactional leadership. Bass and Stogdill (1990) also suggested that women are slightly more likely to be described as charismatic, as women scored higher on

transformation factor than men. Also the transformational, empowering and collaborative style of leadership is associated with women while the more directive and authoritarian styles traditionally associated with male leaders (Cubillo and Brown, 2003).

Women are reported to be aware of the human factors which are considered important. For Ndongko (1999) women are by nature accommodating, patient, gentle, and have better human relation skills as well as communication techniques-qualities that are indispensable if the objectives of any organization are to be achieved. Rosener (1990) concurs. In her empirical study, she found that women use “interactive leadership” styles by encouraging participation, sharing power and information, enhancing peoples’ self-worth. Feminist theories of leadership have stressed the way in which women leaders differ from male leaders. Based on the works of some empirical studies Sadovnik and Semel, (2002) stated that “women are more likely to lead through cooperation, inclusion, caring and connectedness. They are more democratic, less hierarchical, and more relational in their approach” (p.254). Traditionally, female leaders tended to show more relation oriented and democratic styles than men whereas male leaders show more task oriented and autocratic styles (Bass and Riggio (2006).

In general, there is a trend in our world to the democratic and participatory leadership styles of decision making. Female principals are more characterized by asking followers for information more often than their male counterparts (Shakesheft, 1989). Women are also presented as more conflict solver than men in the educational leadership. Regarding this, in 1995 Ababayehu noted that women and men have variation in conflict resolution. In short, according to Lad cited in Agezo (2010), since school are social institutions where a collaborative effort of teachers, parents, students, community and administration interaction take place, the interactive, colleague and affiliate styles of women educational leadership is of great help (appropriate) in order to achieve the intended objectives of educational organizations.

Therefore, this indicated that women are assets and should be appointed to leadership positions in the education sector.

2.2.3. Women's Aspiration to Educational Leadership

Women's sparse number in educational leadership is that they have low intrinsic motivation or aspiration to leadership position Dipboye (cited in Abebayehu 1995). Other writer (Ouston, 1993) agrees. And as shall be seen below, Ouston in fact provides a number of reasons for women's low aspiration. Shakeshaft (1985) disagrees. For her, women's lack of success in obtaining administrative positions was not due to lowered aspiration or lack of motivation on the part of women. It could thus be said that findings regarding women aspiration are vary in some cases conflicting.

According to Ouston (1993), there are a number of factors that affect the aspiration of women from moving into formal leadership positions. For example, devaluation of women that means considering women as less than and different from men. This assignment of less value to women takes the form of attitudes that favor males over females for administrative positions. The negative attitudes toward women by those who hire constitute the major barrier to female advancement in school administration (Shakeshaft, 1987). The other reason is lack of self-confidence. Ouston also argues that, "females have lower self-confidence than do males" (1993, p.51). This lowered confidence level make them to apply only for jobs which they are highly qualified while males are more likely to apply for jobs they are both qualified and are not qualified for.

As a result, there are usually more male applications for a position and a male is likely to be hired.

Relatedly, lack of self-confidence also helps to explain why females internalize failure and males externalize it. For example, when a male does not get a job, he most likely blames an outside factor while females are much more likely to believe that the reason they were not hired was because they were not good enough. In short, as pointed out by McLoughlin (1992), "confidence is the key factor for every woman in management" (p.56). Powner and Weiner (1991) also agree. For them, confidence is "the key to becoming and remaining a manger" (p.12). Despite arguing that self-confidence is a contributing factor, Cubillo (1990), argues that "women's lack of confidence was more to do with unfamiliarity with the territory than lack of faith in their

abilities” (p.554). Home and family responsibility on women is also another factor for lack of aspiration to educational leadership (Marshal, 1985).

2.2.4. Recruitment and Selection Criteria for School Leaders

The MOE in Ethiopia had specified criteria for the selection of school leaders in 2009. Based on these criteria Woreda education officials select and assign school leaders for leadership positions. According to MoE (2009) the selection process has two parts screening phase and the formal selection process. The screening phase of selection is the most determining one. To compete for principals, vice principals and supervisors positions, a candidate has to fulfill the specified qualification (e.g. BA/BSC for 2nd Cycle primary schools and MA/MSC for secondary and preparatory schools); be trained in educational administration or teaching; serve as a unit leaders, department head, vice principal or principal; at least reach the “Teacher position” in the teachers career ladder (structure); believe in the constitution, equality of nations and nationalities and knowledge of the new Ethiopian education and training policy; be free from disciplinary problems. On top of this, a candidate is expected to produce written evidence from the concerned body for participating in the formal selection process of the competition this could be the candidate’s political affiliation to the ruling party. Finally, points for the candidates are given in the following manner according to the directive.

1. Performance appraisal result = 50%
2. Oral and/or written exam = 35%
3. Work (leadership) experience = 10%
4. Quality of personal file = 5%

It is obvious that the culture of any organization has a great impact on performance, attitude and practices of employees towards their success or failure in relation to gender equality. Both sexes may not have equal opportunities, treatments and advantages. That means the criteria may affect or facilitate women’s participation.

Therefore, it is important to know the selection criteria and their influences on women’s participation in educational leadership.

2.2.5. Women’s Leadership Abilities, Skills and Competencies

Competence means a skill and standard of performance while competency is the behavior by which it is achieved that is competency focused on how people do. Thus, transforming and

directing the energies of others into purposive action requires the right knowledge, information, skills, abilities and attitudes. Leadership qualities are the most essential things in the field of leadership. Therefore, leaders are expected to have leadership competencies and skills that are core to effective leadership. Women do not have significance difference in ability, skill and competence in leadership. According to UN (2007) the top leaders in the public service require competencies such as ability to inspire a shared vision, strategic thinking, decision making, delegation and empowerment, personal strength and maturity, innovation or creativity, ability to mentor others and effective communication for a variety of reasons.

Some writers (e.g., Bennis, 1989; Sergiovani, 2006) identify eight basic competencies characterizing good managers. The competencies include management of attention, meaning, trust, self, paradox, effectiveness, follow-up, and management of responsibility. The management of attention (giving the message) is the ability to focus others on values, ideas, goals and purposes that bring people together and that provide a rationale source of authority for what goes on in the school. Leaders manage attention by what they say and reward, how they spend time, the behaviors they emphasize, and the reasons they give for the decisions they make. The management of meaning (developing vision) is the ability to connect teachers, parents, and students to the school in such a way that they find their lives useful, sensible, and valued. The management of trust (interpersonal connectedness) is the ability to be viewed as credible, legitimate, and honest. The management of self (knowledge of one's skill) is the ability to know who you are what you believe and why you do the things you do. Leaders must be smart about themselves, others and wise too. The management of paradox is the ability to bring ideas that seem to be at odds with each other. Management of effectiveness is the ability to focus on the development of capacity in a school that allows it to improve performance overtime and the management of follow-up is detail, careful and continuous supervision that emphasizes learning and accompanied by assessment.

The term skill refers to the ability to do something in an effective manner. Skills are determined jointly by learning and heredity (Arvey, Zhang, Avolio, and Krueger, 2007). Skills may be defined at different levels of abstraction, ranging from general, broadly abilities (e.g. Intelligence, interpersonal skill) to narrower, more specific abilities (verbal reasoning, persuasive ability (Yukl, 2010). Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. The leadership skills have been used in

this context to refer to an ability which can be developed and manifested in performance. Thus, modern leadership is required of various skills. Leadership skills are grounded in educational values and professional knowledge. According to Brundrett, Burton, and Smith, (2003) leadership skills may be grouped into three categories: personal, communicative and influence, as well as organizational and technical. Whereas personal skills are related to how leaders manage their own behaviors and thoughts in their professional lives, skills on communicative and influence have to do with how leader interact and mobilize at an interpersonal level with colleagues. Organizational and technical, on the other hand, are concerned with the tasks and techniques- associated with running the whole school. Said differently, the key skills essential to running good schools are technical interpersonal and conceptual skills.

The technical skills are primarily concerned with things, like knowledge about methods, processes, procedures and techniques for conducting a specialized activity, and the ability to use tools and equipment relevant to the activity. Interpersonal skills (or “social skills”) are primarily concerned with people. That is knowledge about human behavior and interpersonal processes; ability to understand the feelings, attitudes and motives of others from what they say and do; ability to communicate clearly and effectively; and ability to establish effective and cooperative relationships. The conceptual skills (or “cognitive skills”) are primarily concerned with ideas and concepts. That is general analytical ability, logical thinking; creativity in idea generation and problem solving; ability to analyze events anticipate changes, and recognize opportunities and potential problems (inductive and deductive reasoning). That means, it involves the talent to see the organization in its entirety (Ayalew, 1991; Yukl, 2010). Some writers differentiate a fourth category of skills called administrative skills that are defined in terms of the ability to perform a particular type of managerial functions or behavior (Yukl, 2010). Other writers identify strategic management skills that are primarily relevant for upper-level managers (e.g., Hooijberg, Hunt, and Dodge, 1997; Mumford, Campion, Morgeson, 2007).

2.2.6. Women’s Participation in Educational Leadership

2.2.6.1. Global Context

Women are greatly underrepresented in senior posts in education as in many other occupations (Brundrett, et al., 2003). In most countries (developed as well as developing) men are more likely to be leaders in education and elsewhere (Coleman, 2002). Although the proportion of women managers and leaders is gradually increasing, there has been no radical change. A case in

point is the situation in England and Wales. Despite the introduction of equal opportunities legislation since the late twentieth century, no significant change has been witnessed there.

Alder and Izraeli (1992) stated that “though women constitute around 50% of the world population, there is no country that represents them half of their decision making positions” (p.3). For example, according to the UN (2000) world women’s report, women’s share of administrative and managerial labor force is less than 30% in all regions of the world. Blackmore (1994) also claims that in Australia where affirmative action was tried, the increase in number of women principals was accompanied by a change in the locus of power to a higher level of administration dominated by men.

Affirmative action policies to promote women are now being used in Africa. For example, in South Africa, Zimbabwe, Uganda, but numbers of women in leadership in education remain very low (Kotecha, 1994). A number of global treaties and frameworks with a special focus on gender equality and women’s empowerment have been discussed, debated and endorsed by the United Nations.

2.2.6.2. National Context

Ethiopia is a patriarchal society that keeps women in a subordinate position (Hirut, 2004). There is a belief that women are submissive, patient and tolerant of monotonous work and violence for which culture is used as justification. Even though affirmative action for women is constitutionally guaranteed, it has not been implemented for the most part. Reflective of the constitution, the Ministry of Education also states, “Educational management will be democratic, professional, coordinated, and efficient and will encourage the participation of women” (MoE, 1994, p.30).

In spite of that, women are severely underrepresented in leadership position at all levels in the education sector in all regions in Ethiopia (MOE, 2006). For instance, the disaggregated data given at the regional levels is more telling. It is only one out of the two deputy heads of Region Education Bureau in Addis Ababa that is a woman. The situation in Gambella is worse: there is no woman in a leadership position there. 2% in Benishangul Gumuz; 12% in SNNPR and 13% in Amahra region. At a woreda level, 5% of WEO heads are women in Benishangul Gumuz. In contrast, none of WEO heads and deputy heads in Tigray; are women. None WEO heads in Amhara Regions are women. At school level, the proportion of female principals of primary

schools and secondary schools in the regions is 20% in Addis Ababa, Amhara 9.5%; 11.8% in DireDawa; SNNPR 8.7% Tigray 8.1%, Benishangul Gumuz 4.8% and Gambella 1% i.e., only two principals in the schools of the region.

2.3. Factors Affecting Women's Participation in Educational Leadership

The current underrepresentation of women in top leadership positions is reflected in several research studies conducted on women in educational leadership (Gupton and Slick, 1996; Shakeshaft, 1989). The studies indicate that there are many factors which constrain women's ability to participate on an equal footing with men and to take up positions of leadership. The problems that women face in educational leadership are many and interlocking. These barriers are either internally or externally imposed (Shakeshaft et al, 2007). Some of the major barriers are Socio-cultural, institutional factors, lack of equal opportunity to educational and training in the past.

Therefore, this section tries to address issues and reasons for the limited participation of women as well as obstacles women face in obtaining educational leadership positions.

2.3.1. Socio-cultural Factors

Different researchers (e.g., Dipboye cited in Abebayehu, 1995; Onyango Simatwa and Ondigi 2011; Shakeshaft et al 2007), indicate that socio-cultural factors are one of the factors for women's under representation in participation in educational leadership. These factors include: gender socialization, societal-attitudes and perception, women's self-concept to leadership, family and home responsibilities.

2.3.1.1. Gender Socialization

Gender socialization is a continuous process that begins at home in early childhood. In most cases, pre-school female children are socialized to be passive, polite, shy and gentle. Boys on the other hand are encouraged to be aggressive, active, independent and confident. Hence, male children view themselves as powerful while girls tend to feel powerlessness. In most societies, women lack experience of decision making and leadership in public areas because girls in contrast to boys are socialized into passive roles and given little opportunities to make decisions or develop leadership skills outside the family context (Cubillo and Brown, 2003; Shakeshaft, 1989). This socialization process in the society determines and shapes the personality, roles and identifies the individual in the society. During this process, individuals acquire skills and knowledge that enable them to actively participate in the society. In other words, girls and boys are socialized differently to assume different roles and expectations (Genet, 1998).

Socialization process involves some direct teaching and much modeling one after parents and other adults. Different cultures would of course, have somewhat different emphasis in socializing their boys and girls. Helgeson (2005) pointed out that women have been socialized into believing that they do not deserve senior positions. Thus as different researchers show, because of socialization and sex role stereotyping, women themselves as well as others with in the society, do not immediately connect women with any kind of leadership (Shakeshaft, 1989).

Thus, sex-role socialization and differential treatment will eventually inhibit women's aspirations, visibility and competitiveness in leadership positions.

2.3.1.2. Societal Attitudes and Perception

The attitude of individuals and the society towards women's ability in holding the responsibility of leadership positions could influence the participation of women significantly. With regard to this, Hoare and Gell, (2009) argued that mistrust of women's ability to lead and the stereotypes and prejudices about their role in society and their lack of suitability for leadership roles and decision making are also challenges for women. These challenges are usually aggravated by cultural factors. In light of this, Brandrett, et al., (2003) argue that:

Leadership is a very gendered concept. In wide variety of cultural contexts, leadership continues to be identified with the male. Even though women occupy positions of leadership and responsibility, there is tendency to assume that the 'rightful' leader is male (p.37).

With regard to the above idea different research studies (Eagly and Johnson, 1990; Vecchio, 2002) indicated that male leaders are viewed as more effective than female leaders. According to Rosen (1989) men are perceived as efficient, competent and successful while women are perceived as inadequate, incompetent and inefficient in leadership activities by society.

Patriarchy is deep rooted in Ethiopian society. It is a male supremacy being insured and perpetuated in the economic, social, and political system of the country. Patriarchal ideology

bases its operation in the premises that men are biologically superior to women and women as biologically weak creatures have to depend on men for survival (Meron, 2003). Meron further argues that “cultural perceptions that say a woman is less than man are embodied in our culture which confined especially rural women to the domestic sphere with little or no exposure to the public sector” (p.3). This system of male domination and superiority negatively affects self-confidence of women educational leaders at all levels.

Men’s negative attitude towards women leaders and exclusion from informal networks is another barrier to women’s participation. Men see women as inferior to them. They do not think that women have equal ability with them. Patriarchal thinking ensures the decision making power of men which in turn imparted them with greater opportunities for power and status over women. Therefore, traditional patriarchal beliefs and practices have an influence on women’s aspirations to leadership positions.

2.3.1.3. Attitude of Women towards Themselves (Women’s Self Concept to Leadership)

Women’s perception and their self-concept has been among the challenges faced to attain leadership positions in educational institutions. Women themselves acknowledge the world of masculine and perceive themselves as compliant, submissive, passive and less skillful than their male counterparts. They also fear that success in competitive achievement situation will lead to negative consequences like loss of unpopularity (Ouston, 1993). Women chose from a narrow range of occupations that are low in status and end up in poorly paid jobs such as book keepers, cashiers, typists, barbers, housekeeping services. When they are given equal opportunities to learn and get the necessary professional qualifications they tend not to reach the high levels of professions which might be caused due to the effect of sex role stereotypic attitudes of the society that prevent them from seeking high ranked positions. That means, men tend to overestimate their abilities while women underestimate their abilities. This is due to the impact of culture. That is culture impacts, on how women perceive themselves. It reduces their ability to actively and effectively participate in decision making and to lead.

2.3.1.4 Home Responsibilities

Home responsibilities as well as place-bound circumstances more with spouses 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. Native American women in Montana are for example reported to be identifying family responsibilities as barrier to entering administration (Brown, 2004). In relation to these Shake shaft et al., (2007) also argued that "family and home responsibilities are more likely to affect the career patterns of women than of men" (P.114).

Other researchers (e.g., Grogan, 1996; Gupton, 1998 and Wynn, 2003) also noted that family responsibilities were considered by women in their decisions to apply for and maintain administrative positions. In most African culture including Ethiopia, socio-cultural traditions tend to assume that women's public roles are just an additional activity to their primary roles. For instance, in Ethiopia, women engaged in productive and community works. As it is known women are mothers, wives, and breadwinners in their home (Meron, 2003).

Due to these multiple roles women are being confined to domestic roles with little opportunities and exposure to leadership and decision making positions.

2.3.2. Institutional Factors Affecting Women's Participation in Educational Leadership

Hoare and Gell (2009), pointed out that "institutional gender bias represents a challenge to all women seeking equal participation and competing for leadership positions" (p.6). Thus, it is imperative to ask whether educational institutions provide opportunities in favor of men than women. Competent, committed, talented, and qualified women look up through the glass-ceiling and can see what they are capable to achieving, but invisible barriers prevent them from breaking through. This is institutional resistance to women that present in all areas of the work world, which is a reflection of social and economic gender inequality. Schools are social organizations which fulfill their organizational goals by assigning and delegating their employees. However, their assignments are sex segregated (Abebayehu, 1995). They assign male teacher to different activities than female teachers. Blackmore (as cited in Cubillo and Brown, 2003) also describes the situation of women as the "outsiders in side", i.e. inside the institution but outside the boy's

club”. This implies that women are already inside the institution, but their level of participation is as those of women outside the institution.

Research findings indicate that female leaders are subjected to a greater number of work related problems and pressures compared to male leaders (Coopers and Davidson, 1980). The specific problems and pressures that have been isolated as being unique to female leaders include institutional structure and climate; sex segregation and discrimination in hiring; lack of leadership mentors and support system; unequal opportunity of education training and promotion (Coopers and Davidson, 1982).

2.3.2.1. Sex Segregation or Discrimination in Hiring of Educational Leaders

Occupational segregation by gender constitutes a major problem for working women. It sets the stage for in built gender bias in recruiting, selection and hiring patterns even if discrimination is formally prohibited. While men and women may have similar qualifications and the possibilities to apply for jobs, the selection process often favors men or women for certain jobs. According to Chan and Lee (1994) a survey study conducted in Singapore which identified common reservations about hiring women where many respondents felt that married women were unsuitable for jobs requiring frequent travel; women are temporary workers and finally they were seen as reluctant to hire women to head teachers, departments staffed with men.

Wirth (2001) indicated that in the United States although the percentage of women participating in the labour force has increased dramatically, women have remained concentrated in a narrow range of occupations. Even in occupations dominated by women, men usually occupy the ‘more skilled’, ‘responsible’, and ‘better paid’ position.

According to Shakeshaft (1989) there are gender sensitive hiring mechanisms that limit women’s entry to leadership positions. These include: limiting eligibility to within the districts when it is known that there are only few or no women who fulfill the requirement needed; asking women

irrelevant questions about child care and personal matters and focusing upon the applicant as women, rather than as a qualified professional. The hiring process dominated by men recruiters can limit the chances of women applicants from being hired.

The personality of the recruiter also affects the chance of women's recruitment to status positions. Basically, although it is observed that most men recruiters are perceived to have negative attitude toward female candidates for administrative jobs, the bias is observed to be less severe amongst old than young recruiters who have had some working experience with female employees (Rosen and Jerede cited in Abebayehu 1995:5). Therefore, biased and subjective selection and promotion criteria that are unrelated to the job can affect their participation.

2.3.2.2. Lack of Leadership Mentors and Insufficient Support Systems

Mentor is one with whom you formed a professional, interpersonal relationship and who provided beneficial career and psychosocial support to you. "Women need to be mentored into leadership positions traditionally held by men with suitable mentor either male or female in order to make significant advances in administrative Careers" (Gupton and Slick 1996,p.90). Collins (1983) strengthen this idea by stating that mentors are very important to women since they give a lot of encouragement; share their aspirations; boost self-esteem; give vision to think "big"; shape personal philosophy and formulate one's support; given feedback on one's progress. Mentors try to mold the mentee into the image of them; provide career development functions that involve coaching, sponsoring as well as psychological support and increase mentees self-confidence (Shakeshaft et al., 2007).

Women leaders need support, encouragement and a sense of connection with others. It is important factor for women moving into administration. However, traditionally women had little support, encouragement or counseling from family, peers, super ordinates or educational institutions (Shakeshaft, 1985; Shakesheft et al., 2007). The organizations could not able to create conducive environment for female teachers in the principal ship and other educational leadership positions.

Therefore, lack of leadership mentors and support system can hinder the participation of women in educational leadership.

2.3.2.3. Lack of Role Models

Role model is one whom you admired and tried to emulate, but may not have known personally (Gupton and slick 1996). Lack of role models is one of the reported barriers to women's entry into and advancement in educational leadership (Sperandio and Kagoda, 2010). Several researchers (for instance, Hinkson, 2004; Irby and Brown, 1995) have pointed out the need for role models. Role models provide standards and patterns to copy or modify. In 1985 Shakeshaft reported that same sex role models were the most effective for females. In 1989 she also stated that: Lack of opportunity to see other women in variety of administrative position, to hear how these women describe their lives, and to compare themselves with women just one step farther up the hierarchy have been sighted as reasons women have to move into administrative positions in large numbers (p.115). This idea indicates that lack of sufficient role models can hinder participation of women who might aspire to leadership positions particularly educational leadership.

In Ethiopia, due to lack of access to various resources including education and low status that they have in the society, there is a lack of role models at various levels. For example, the number of females in administrative and leadership positions remains extremely low. The number is decreasing from primary to secondary schools. This deprives female students and teachers of the opportunity of looking up to role models (MoE, 2010). Thus, this might be a barrier to women's participation in our country, Ethiopia.

2.3.2.4. Lack of Professional Network

Lack of professional network is perceived as a barrier to women's career advancement. Regarding this in 1985, Shakeshaft noted that a lack of established networks as a barrier for women. Networking is a means of making long-term contact which serves as an insurance for one's professional longevity. It increases career promotion and advancement (productivity). In the study of formal and informal leadership and networks Sherman (2002) found that informal networking is crucial to women aspiring to leadership position and it is also a factor that moves the aspirants into formal leadership positions. The encouragement of women to form their networks at different levels of the hierarchy or outside the organization is likely to be useful way

of building confidence and expertise. Women's networks can powerfully impact the culture and policy of organizations and professions. It helps women to develop talents, build relationships, and support job equity.

Therefore, lack of networking is a barrier to women's participation in educational leadership.

2.3.2.5. Lack of Visibility

Visibility is mostly a pre-condition for leadership positions being other things equal. Men tend to be more visible in school life than are women (Ababayehu, 1995; Shakeshaft, 1989). In light of this Ouston (1993) also stated that:

Women are less likely to be given the opportunity to take on informal leadership positions with in the school than are men. Men are more likely to be asked to chair committees or to represent the school than are women. This visibility gives men an edge over women when it comes to hiring, since these men already have been seen in leadership positions (p.52).

Thus, lack of visibility is one of the organization factor that affect women's participation in educational leadership.

2.3.3. Lack of an equal Education, Training and Promotion Opportunity

Education is a tool that empowers a society to have developed human resources, which enhances social and economic growth. The higher the educational level of the population, the greater development of the country will be. Education increases the upward socio-economic mobility of women and creates an opportunity to work outside home (Alem, 2003). Women's participation in education is constrained by economic, socio cultural, personal, family and school factors. Equal access for young women to education, vocational training and on the job training is an essential prerequisite for women to obtain more highly skilled and better paying jobs. Until a sufficient number of women have the qualifications and skills required, their extent of participation can be affected in leadership positions.

In most parts of Ethiopia, patriarchal thinking dominates the culture. It enhances the belief that men are superior to women and it also institutes division of labour by gender. Furthermore, women were given the role of a wife, a mother, and house keeper while men were given the role of bread winner, a protector, and supporter (Genet,1998). Thus, this attitude affected the education of women and educational access had almost reserved for men in the past. The major reason for gender disparity in education is cultural discriminatory practices: the preference of sons to daughters and i.e., mostly giving opportunities to their sons to go to schools and keep their daughters at home if schools are faraway.

Therefore, effects of this inequalities of women in educational opportunity can limit the number of educated women that results in underrepresentation of women in educational leadership positions. But the current country's educational policy makes no distinction in gender. It has addressed the importance of girls' education and special attention would be given to the participation, recruitment and training and assignment of female teachers. However, these are not well implemented.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

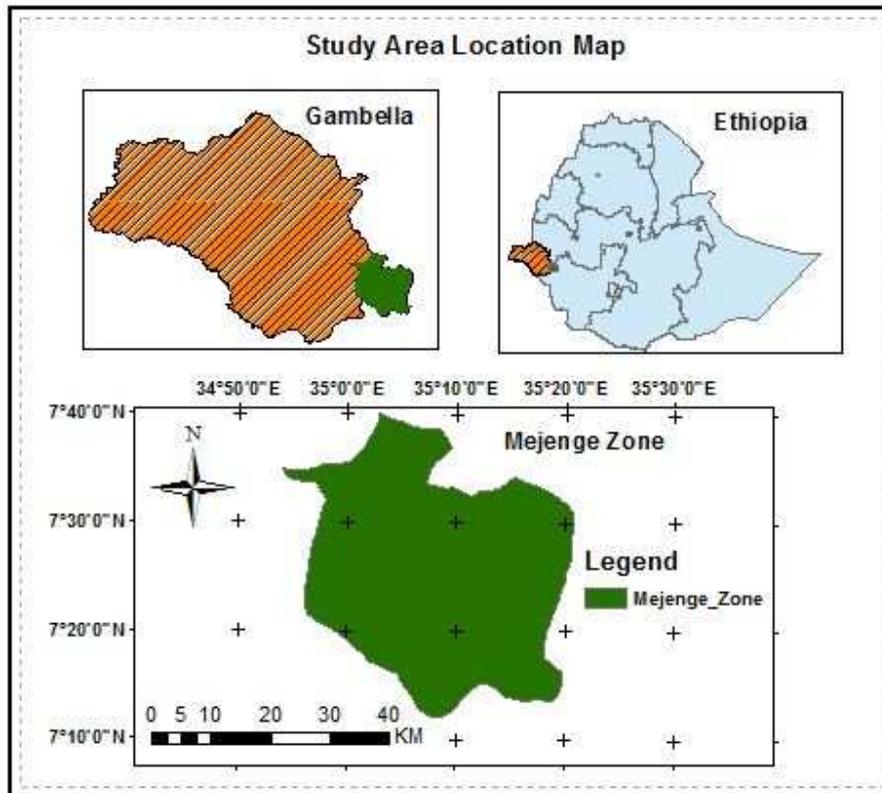
To achieve the intended objective and to answer the basic questions of the study, a descriptive survey design was employed. A descriptive survey design was adopted because it is believed that appropriate to look into what really affect the participation of women in educational leadership and also used to make a detailed description of existing leadership phenomena with the aim of producing data that justify current conditions and practice and to draw valid conclusion from the facts discovered from larger geographical area (Koul, 1984). This is because it enables researcher to collect and describe large variety of data related to the factor that underrepresent women in educational leadership. In relation to this, Neumann(2007:16) confirms, descriptive research presents a picture of the specific details of a situation, social setting, or relationship. Other scholars, Lodico, Spaulding and Voegtle (2010), also support that descriptive research aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about the issue in education.

Thus, both quantitative and qualitative research methods were employed. The qualitative research method was employed to the study with the information gained by open ended questionnaire, interview and documents and information gained by closed ended questionnaires was also employed with quantitative research method.

3.2. Study Area and Population

The research study was conducted in Majaneg zone of GPRS, which is situated, south west of Ethiopia. Majaneg Zone is one of the three administrative zones of GPRS and has two Woreda namely, Godere and Menegeshi. It is located between $07^{\circ} 10'N$ - $7^{\circ} 40'N$ and $34^{\circ}40'E$ - $35^{\circ} 20'E$. In terms of relative location, MajanegZone is bordered in the south and west with Agnua Zone, in the East with Sheka Zone and in the north to Bench Maji Zone. Majaneg Zone has a total of 34 primary and 6 secondary schools and the researcher takes 6 primary and 6 secondary schools as a sample using different sampling techniques and the total population in the study area was 320 teachers, 40 principals, 36 vice principals, 2 WEO head and 1 ZEO head. The numbers of

teachers in selected primary school were 216 and 104 in secondary schools. Therefore, the total population under the study was 189 (i.e. 160 teachers, 14 vice principal, 12 principal and 2 WEO heads and 1 ZED head).



3.3. Sources of Data

In order to secure sufficient and relevant information, the researcher was used two sources of data: primary and secondary sources.

3.3.1. Primary Sources of Data

The primary sources of data were gathered from educational leaders (WEO and ZEO head), School leaders (principals, vice principals) and teachers of Majaneg zone.

3.3.2. Secondary Sources of Data

The secondary sources of data were used to strengthen the primary sources. These include policy documents and annual statistical abstract from the Zone and Woreda Education Offices. Such policy documents used during data collection to examine whether government policies in relation to affirmative action were implemented or not.

3.4. Sample Size and Sampling Techniques

Obviously, it is impossible to include every member of the population in the study due to a number of constraints (time, money and other resources) and effort. Participants in the study were selected using *Multi stage sampling techniques*. Because this sampling technique were used sequentially across more than two hierarchical levels, such as zonal level, Woreda level, schools and individuals. Beside this varieties of sampling techniques also used. Since the researcher has observed series of problems or gaps regarding the participation of women in educational leadership as mentioned at the background of the study, Majaneg Zone is selected *purposively* among the 3 administrative Zones of GPRS. That is because the researcher had reasonable experience in the zone in relation to the issue of the present study i.e., women's participation in Educational leadership in the Woreda of the Zone. That was because I have worked as a teacher and principal in one of the high schools and the problems were more visible in the zone.

In Majaneg zone there are two Woreda namely Godere and Menegeshi. So both were included using *census sampling technique*. From 34 first and second cycle primary schools of Majaneg Zone 6(17.6%) are included through *purposive sampling technique*; 3 from Godere Woreda (Akashi, Hora and Toli 1st and 2nd cycle primary school) and 3 from Mengeshi Woreda (Weynamba, Kabo and Goshine 1st and 2nd cycle primary school) where women serve as a principal or vice principal because to bring information about general problem and prospects of women in educational leadership. Six secondary schools of Majaneg Zone were included through *census sampling techniques* (i.e. Tinishu metti, Gelesha and Dunchay secondary school from Godere woreda and Godere Mission, Jein and Kumi secondary school from Menegeshi Wereda).

All school leaders (12 principals and 14 vice principals) from the selected sample school were selected using *comprehensive sampling techniques*. 2 WEO heads (from Godere and Menegeshi) and 1 ZED head of Majaneg zone were selected by using *census sampling technique*. The assumption behind that if the whole population is sufficiently small, and the researcher can include the entire population in the study. In addition, this helps the researcher to gain adequate and necessary information due to their participation in management and leadership. 160(50%) female and male teachers were selected from 12 sample schools. From these samples 108 teachers from six primary schools and 52 teachers from 6 secondary high schools selected by

using systematic random sampling techniques, the samples are *proportional*. Generally, a total of 189 respondents were selected and took part in this study.

To determine the sample size of teachers from the total target populations (320) of 12 sample schools, the researcher selected 160 (50%) teachers as representative for this study.

To determine the sample size of teachers for each 1st and 2nd cycle primary school and general secondary school, the following stratified formula of William (1977) were utilized.

$$n_h = \frac{N_h n}{N}, \text{ where, } n_h = \text{sample size of school } h$$

$$N_h = \text{population of school } h$$

$$n = \text{total sample size}$$

$$N = \text{total population of sampled schools}$$

Based on the above stratified formula, sample size of teachers in each 1st and 2nd cycle primary school and secondary school would be computed.

1. Tinishu metti secondary school (teacher population = 48)
 $n = \frac{48 \times 160}{320} = 24$
2. Gelesha secondary school (teacher population = 10)
 $n = \frac{10 \times 160}{320} = 5$
3. Dunchay secondary school (teacher population = 8)
 $n = \frac{8 \times 160}{320} = 4$
4. Jein secondary school (teacher population = 16)
 $n = \frac{16 \times 160}{320} = 8$
5. Kumi secondary school (teacher population = 10)
 $n = \frac{10 \times 160}{320} = 5$
6. Godere Mishen secondary school (teacher population = 12)
 $n = \frac{12 \times 160}{320} = 6$
7. Akashi 1st and 2nd cycle primary school (teacher population = 66)
 $n = \frac{66 \times 160}{320} = 33$
8. Hora 1st and 2nd cycle primary school (teacher population = 42)
 $n = \frac{42 \times 160}{320} = 21$

9. Goshine 1st and 2nd cycle primary school (teacher population = 32)

$$n = \frac{32 \times 160}{320} = 16$$
10. Toli 1st and 2nd cycle primary school (teacher population = 33)

$$n = \frac{33 \times 160}{320} = 16.5$$
11. Woyen Amba 1st and 2nd cycle primary school (teacher population =19)

$$n = \frac{19 \times 160}{320} = 9.5$$
12. Kabo 1st and 2nd cycle primary school (teacher population=24)

$$n = \frac{24 \times 160}{320} = 12$$

The sum of the sample size of the above 12 sample school is $24+5+4+8+5+6+33+21+16+17+9+12=160$. Based on the above formula, from Tinishu metti secondary school (24), Gelesha secondary school (5), Dunchay secondary school (4), Jein secondary school (8), Kumi secondary school (5) and Godere Mission Secondary school (6) and also from primary school Akashi 1st and 2nd cycle primary school(33), Hora 1st and 2nd cycle primary school(21), Goshine 1st and 2nd cycle primary school(16), Toli 1st and 2nd cycle primary school(17), Woyen Amba 1st and 2nd cycle primary school(9), Kabo 1st and 2nd cycle primary school teachers(12) were selected as a sample. Those representative teachers were selected from the sample school by using *random sampling techniques* particularly by applying *lottery methods* as this give equal chance for the respondents who participated in the study as stated by MacMillan (1996). The lottery method employed as follow, first papers would be rolled according to their population number then the total samples were picked. The sample was used for teachers are proportional to all sample school so the technique is systematic random sampling *technique*. Therefore the subjects of the study include 160 teachers, 26 school leaders (principal and vice principal), 2 WEO head and 1 ZEO head. Generally, a total of 189 respondents were selected and took part in this study. (For details see table 1 below)

Table 1. Summary of total population, sample size and sampling techniques

N	Types of respondent	Name of Sample School	No of teacher	Simple size	Sample in %	Sampling
1	Teachers	Tinishu metti S.School	48	24	50%	Systematic random Sampling technique
		Gelesha S.School	10	5	50%	
		Dunchay S.School	8	4	50%	
		Jein S.School	16	8	50%	
		Kumi S.School	10	5	50%	
		Godere Mishen S.School	12	6	50%	
		Akashi P.School	66	33	50%	
		Hora P.School	42	21	50%	
		Toli P.School	33	17	50%	
		Gosheni P.School	32	16	50%	
		Kabo P.School	24	12	50%	
		Woynamba P.School	19	9	50%	
		Total	320	160	50%	
2	School Leaders	All principal from the selected 12 sample school will be included	76	26	34.2 %	Comprehensive Sampling technique
3	WEO head	All WEO head of the	2	2	100%	Census Sampling technique
4	ZEO head	Zone and ZEO head will be take part in the study	1	1		
Total			399	189	Respondent will be selected and take part in the study.	

3.5. Instruments and Procedures of Data Collection

3.5.1. Instruments of Data Collection

In the process of data collection, questionnaire, interview and document analysis were used. Questionnaire is an instrument by which information is obtained from respondents in written form. It is convenient to secure reliable and adequate factual information opinions and attitudes in structural framework from a large number of respondents at a low unit cost (Seyoum and Ayalew, 1989). It consists of both close ended and open-ended questions with the intentions to disclose free opinions of respondents. Data from teachers, Woreda education heads, Zone education office head, vice principals, and principals was gathered using questionnaire since it is

appropriate to obtain information from a large number of respondents within a short period of time.

The questionnaire prepared has 58 items. The first part was designed to collect information about the background like sex, age, academic qualification, work experience to see the academic qualification, service years and current position of respondents especially, female respondents of the target groups. The second part consists of 6 items and the level of agreement was indicated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). This helped to get information of respondents' agreement or disagreement on the current extent of women's aspiration to educational leadership. These statements were collected from the review literature and arranged with some modifications.

The third part of the questionnaire was designed to collect information on the extent to which the current selection criteria determine women's involvement in educational leadership. It consists of seven items. This is also prepared in the form of Likert scale and level of effect was indicated on the five-point scale ranging from very low (1) to very high (5). These items were obtained from guidelines of principals and supervisors' career development.

The fourth part was designed to obtain respondents' attitude on women's skill and competence. Thus, twenty activities concerning leadership skills and competencies were collected from literature review, previous researches modified and listed down for which the respondents were required to give their opinion (feeling) on the scale ranging from very poor (1) to very good (5).

Some factors that were believed to exclude women from educational leadership were included in the fifth part of the questionnaire under subtopics such as socio-cultural; attitude of women towards themselves; family and home responsibility; institutional factors and unequal opportunity of education and training in the past in the form of Likert scale ranging from

strongly disagree (1) to strongly agree (5) to obtain information in respondents degree of agreement on the issues. With the intention of getting free responses of respondents, three open ended items were also included. In general this part consists of 28 items.

This study also employed 17 semi structured interview questions as instrument for data collection to complement and obtain relevant data that may not be handled by the questionnaire and to counter-check the information that was obtained by questionnaire. The structured interview questions were designed and administered to 2 WEO heads, and one zone education office head. Moreover, the semi-structured interviews were conducted with 6 female principals to elicit information about general problems and prospects of women in educational leadership as well as unique problems that they encountered as educational leaders. While interviewing these research participants, the researcher take notes. Much as liked to that, the student researcher was not able to interview by using tape recorders. I was not able to do that because they were not willing to be interviewed. The interview questions were originally prepared in English. On top of these, information from documents such as document containing selection and placement criteria and other policy documents were analyzed during data collection to examine whether government policies in relation to affirmative action to promote women's participation in decision making positions are realized or not; to analyze the recruitment and selection criteria and to see equal opportunities available for both men and women.

3.5.2. Procedures of Data Collection

Before dispatching the questionnaire, having letter of authorization from Jimma University and ZED for ethical clearance, the researcher directly went to Chemi 1st and 2nd cycle school for pilot test. Two assistant data collectors were selected to gather data from the samples Woreda. The assistants selected because familiarity of the research areas to facilitate the data collection process. Furthermore, the researcher provides orientation for all respondents concerning the objective of the study and how the items should be answered. Then, questionnaires dispatched to

sample teachers and educational leaders. In addition, semi-structured interview also conducted for female school leaders, WEO and ZED heads by the researcher himself. The researcher had made initial contact with the interview to explain the purpose of the study. While the interview carried, the researcher forced to take hand notes, because of the fact that the interviewee were not willing to record their voice through tape recorders.

3.6. Methods of Data Analysis

In accordance with the data collecting tools both qualitative and quantitative data were employed. Thus, the analysis of the data being collected was done in line with the data type. That means data obtained through the close-ended questionnaire were analyzed quantitatively while those obtained through open-ended questionnaire and interviews and document analysis were analyzed qualitatively.

3.6.1 Quantitative Data Analysis

After collecting data through questionnaire the raw data was checked, tallied, numbered, arranged and organized in tables to make it understandable. Then, the data was analyzed and interpreted using different statistical tools such as percentage to analyze characteristics of the sample population and measures of central tendency like mean and standard deviation were computed to find average values against each item scores. T-test was computed to see the mean difference and similarities between the responses of the two groups of respondents (Teachers and Educational Leaders). That is to see the statistical significant difference between the responses of respondents.

3.6.2. Qualitative Data Analysis

The data that were obtained through interviews, open-ended questionnaire and document analysis were analyzed qualitatively. This qualitative analysis provides a supporting role. Finally, based on the data-analysis and interpretations that was made to reach on findings, conclusions and possible recommendations were given.

3.7. The Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew E., 1998.). To ensure the

validity of instruments, initially the instrument were prepared by the researchers and developed under close guidance of the advisors and other teacherfrom MTU which has close relations with the subject under the study, were involved in providing their inputs for validity of the instruments. The questionnaires were checked and corrected by high school English language teachers. Moreover, the questionnaires were pilot tested and this done to carry out pre-test the instruments, and to avoid ambiguity and unclear statements. The draft questionnaires were tested at Chemi 1st and 2nd Cycle primary school teachers and principals. Based on respondent's response additional, omission and modification of question were undertaken. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007)

Additionally the reliability of the instrument was measured by using Cronbach's alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 2, shows the results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach's (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. The internal consistency reliability results between 0.70–0.90 are generally found to be internally consistent. The Table below indicates the computed internal reliability coefficients. (See the table2 below)

Table 2: Reliability test result with Cronbach's alpha

Detail description on the title of the questions	No of items	Cronbach's alpha
Women aspiration to educational leadership	6	0.51
Selection and Recruitment Criteria	7	0.97
Women leadership Ability, Skill and Competence	20	0.99
Socio – Cultural factors	5	0.98
Attitude of women towards themselves	4	0.95
Home responsibility	4	0.98
Institutional factor	8	0.96
Lack of education and training in the past	4	0.94
Overall reliability result	58	0.99

3.8. Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher was informing to the respondents about the purpose of the study i.e. purely for academic; the purpose of the study were also introduce in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality would be protected. In addition to this, they were informed that their participation in the study was their consents. The research was not personalizing any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were acknowledged.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Characteristics of the Respondents

Table 3a: Respondents' Characteristics

No.	Variables	Respondents				Total	
		Teachers		Educational leaders		No.	%
		No.	%	No.	%		
1.	Sex						
	Male	94	58.75	23	79.31	117	61.9
	Female	66	41.25	6	20.69	72	38.1
	Total	160	100	29	100	189	100
2.	Age						
	≤20	3	1.8	-	-	3	1.6
	21-30	64	40	9	31	73	38.6
	31-40	51	31.9	12	41.4	63	33.3
	41-50	31	19.4	5	17.2	36	19
	>50	11	6.9	3	10.3	14	7.4
	Total	160	100	29	100	189	100
3	Educational Qualification						
	Diploma	86	53.8	9	31	95	50.3
	B.Ed./BA/BSC	71	44.4	18	62	89	47
	MA/MSc	3	1.8	2	6.9	5	2.7
	Total	160	100	29	100	189	100

As revealed on table 3a; 94(58.75%) of teachers respondents are male whereas the remaining 66(41.25 %) of teacher respondents' are female. Concerning educational leaders, 23(79.3%) are male and 6(20.7%) are female. This implies that the participation of both sexes on the position is not proportional. Therefore, the number of female leaders is fewer than that of male leaders. Hence, this indicates that the majority of the educational leaders in the sample areas of the study were males showing that the work environment was male dominated. Gender

inequality is clearly seen here where women’s participation in educational leadership position is much fewer when compared to that of male respondents.

As presented in table 3a, regarding the age of respondents, 64(40%) teachers and 9(31%) educational leader that falls in the year category between 21-30, while 51 (31.9%) teachers and 12 (41.4%) educational leader are within the range of 31-40 and 31(19.4%) teachers and 5 (17.2%) educational leaders are within the age range 41-50, whereas 11 (6.9%) teachers and 3 (10.3%) educational leader is age greater than 50 and the rest 3(1.8%) teacher respondents is 20 years old. All respondents were above 18, the legal employable age in Ethiopia. Based on their maturity age it can be analyzed that they have a better understanding about various issues and problems related to the study consistently and with good understanding. Hence, their opinions can be taken as acceptable to the study.

With regard to the educational level of the respondents, as noted in Table 3, since the sample delimited to having diploma and above, 86 (53.8%) of teachers and 9 (31%) of educational leaders of both sexes were Diploma holders. Whereas 71(44.4%) teachers and 18 (62%) educational leaders possess first degree whiles 3 (1.8 %) of teachers and 2 (6.9 %) of educational leaders (principals) have Master’s Degree. Among all the educational leaders it was only four principal who trained in educational leadership in the zone which means two EDPM degree holders and 2 MA holders in educational leadership which worked in the study area.

Table 3b: Respondents’ Characteristics

No.	Items	Respondents				Total	
		Teachers		Educational leaders		N	%
		N	%	N	%		
4.	Work experience in Years						
	<3	21	13.1	-	-	21	11.1
	3-5	13	8.1	4	13.8	17	9
	6-10	35	21.9	7	24.1	42	22.2
	11-15	52	32.5	11	37.9	63	33.3
	16-20	22	13.8	5	17.2	27	14.3
	>20	17	10.6	2	6.9	19	10

	Total	160	100	29	100	189	100
5.	Current position						
	Principals	-	-	12	41.4	12	6.3
	Vice principals	-	-	14	48.3	14	7.4
	Teachers	160	100	-	-	160	84.7
	WEO and ZEO heads		-	3	10.3	3	1.6
Total		160	100	29	100	189	100

As can be seen in Table 3b, respondents were analyzed by their work experience (service year). 34(21.2%) teachers and 4(13.8%) educational leaders have the service year that ranges from 1-5 years, 35(21.9%) of teachers and 7(24.1%) have the work experience of 6-10 years, whereas 52(32.5%) and 11(37.9%) of respondents have the work experience of 11-15 for teachers and educational leaders respectively. The rest 39 (24.4%) teachers and 7 (24.1%) educational leader had greater than sixteen years of work experience. It shows that the schools have teachers with ample work experience. Therefore, based on their maturity age and their long time work experience, it can be assumed that they have a better understanding about various issues and problems related to the topic understudy and experienced to accomplish their tasks.

In addition to the above characteristics on table 3b, respondents have also been described in terms of current position. Accordingly, as depicted in the above table, 160 (84.7%) of the respondents were teachers; 14(7.4%) of them were vice principals (4.8% males and 2.6% females) and 12(6.3%) of them were principals of which 11(5.8%) and 1(0.5%) male and female principals respectively. In addition, 3(1.6%) of them were male WEO and ZED heads. Therefore, this indicates that there are no female leaders at all which served as WEO head and ZED head in the study area from the beginning up to now. While few numbers of female school leaders were in the sample area (5 vice principals and 1 principal). This implies that the leadership position has been dominated by males. From this, one can conclude that female teachers are not assuming leadership positions in Majaneg Zone. Hence, female teachers should be encouraged to be a leader and be a model for female students in the study areas.

4.2. Presentation, Analysis and Interpretation of Data on Factors Affecting Women's Participation in Educational Leadership

4.2.1. Women's Aspiration to Educational Leadership

This part deals with the discussion of the data gathered from respondents with regards to the extent of aspiration of women to educational leadership. The extent aspiration of women to educational leadership position was presented to respondents through questionnaires that they were required to rate the level of effects on the basis of a five point Likert scale. These five point scales range from strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (DA) = 2, strongly disagree (SD) = 1. For ease of analysis, the mean value range from 1.00 to 2.49 were low, from 2.50 to 3.49 were moderate and greater than 3.50 were rated as high. (See table 4a below)

Table 4a: Respondents' Views on women's Aspiration to Educational leadership

Women Aspiration to Educational leadership		Respondents category				Total (N=189)		t-value	p-value
		Teachers (N=160)		Education leaders(N=29)					
		N	%	N	%	N	%		
Women have less aspiration (ambition) to become educational leader.	SD	10	6.3	3	10.3	13	6.9	0.725	0.469
	DA	14	8.8	7	24.1	21	11.1		
	U	60	37.5	5	17.2	65	34.4		
	A	54	33.8	8	27.6	62	32.8		
	SA	22	13.8	6	20.7	28	14.8		
Total		160	100	29	100	189	100		
Mean		3.40		3.24		3.37			
SD		1.035		1.327		1.082			
Women do not seek leadership positions in education.	SD	9	5.6	4	13.8	13	6.9	0.939	0.349
	DA	24	15.0	3	10.3	27	14.3		
	U	41	26.3	10	34.5	51	27		
	A	61	38.1	7	24.1	68	36		
	SA	24	15.0	5	17.2	29	15.3		
Total		160	100	29	100	189	100		
Mean		3.41		3.20		3.38			
SD		1.090		1.264		1.117			
Women apply for educational leadership less frequently	SD	16	9.4	-	-	16	8.5	-1.894	0.060
	DA	25	15.6	5	17.2	30	15.9		
	U	46	28.8	10	34.5	56	29.6		
	A	60	38.1	5	17.2	65	34.4		
	SA	13	8.1	9	31.0	22	11.6		
Total		160	100	29	100	189	100		
Mean		3.2		3.62		3.26			
SD		1.097		1.115		1.107			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

Regarding item 1 of Table 4a, teachers and educational leaders were requested their perception on women less aspiration to become educational leader. The mean score of teachers respondents on the item is (M=3.40, SD=1.035) and educational leaders respondent is (M=3.24, SD=1.327). In this regard, the t-test revealed that the significance level (p=0.46) is greater than 0.05 this shows there is no significance difference between the two

respondent groups regarding less aspiration of women to become educational leaders. The average mean value of the two groups which means the teachers and educational leaders were ($M=3.37$, $SD=1.082$) indicating a rating of 'moderate aspiration'. This finding reflects that women have 'moderate aspiration' to become educational leaders. From the finding 90(47.6%) of respondents agreed that less aspiration of women to become educational leader affect their participation for a position and 34(18%) of the respondent disagreed that less aspiration of women affect their participation. however, 65(34.4%) of the respondent could not make decision. Interview response secured from WEO and ZEO heads as well as female principals confirms the above findings. That means, women's aspiration somewhat improved currently (at least as compared to that of Abebayehu, 1995) but this is affected by different factors such as societal attitudes, fear of competition and lack of self-confidence. This finding is supported by (Marshal, 1985; Ouston, 1993). From the above analysis, one may conclude that women of Majaneg Zone have moderate aspiration to become educational leader this is due to societal attitude, fear of competition and lack of self-confidence.

Regarding item 2 of table 4a, concerning women's seeking leadership position in education. Teachers rated the item ($M= 3.41$, $SD= 1.090$) and educational leaders rated the item ($M=3.20$, $SD= 1.264$). The t-test revealed that the significance level ($p=0.34$) is greater than 0.05 this shows that there is no statistically significance difference in perception between teachers and educational leaders concerning women seeking for leadership position in education. The average mean value of the two groups which means the teachers and educational leaders were ($M=3.38$, $SD=1.171$) indicating a rating of 'moderate aspiration'. In respect to the above findings 97(51.32%) of the respondent agreed that women seeking for leadership position affect their participation whereas 40(21.2%) of them disagreed on the item the rest respond undecided. From the above analysis, one may conclude that women's seeking for leadership position in education moderately affects their aspiration to become educational leader this is due to fear of competition and lack of self-confidence. As information obtained from interviews this may be due to their own self-concept, such as underestimation of their ability, fear of competition and lack of commitment affect their aspiration for a position.

With regard to item 3 on table 4a, teachers and educational leaders were requested on women less frequent apply to educational leadership. In respect to this, teachers rated the item ($M=3.20$, $SD=1.097$) and educational leaders rated the item ($M=3.62$, $SD=1.115$). The t-test indicated that

the significance level (p-value 0.06) is greater than alpha value (0.05). The calculated p-value proves that the two groups of respondents do not have statistically significant difference in their agreement on women less frequent apply to educational leadership. This reflects that both teachers and educational leaders rated the items as 'moderate' with average mean scores of (M= 3.26, SD=1.107) for the item. Accordingly, the majority 87(46%) of respondents agreed that women less frequent apply to educational leadership affect their participation to leadership position. While 46(24.3%) of the respondent disagreed that women less frequently apply for the position prevent the entry of them to the position and the rest 51(27%) could not make decision on the item. From the above analysis, one may conclude that women less frequent apply to educational leadership moderately affect they participation in educational leadership.

Table 4b: Respondents' Views on women's Aspiration to Educational leadership

Women Aspiration to Educational leadership		Respondents category				Total (N=189)		t-value	p-value
		Teachers (N=160)		Education leaders (N=29)					
		N	%	N	%	N	%		
Women lack self-confidence to apply to educational leadership that affects their aspiration	SD	9	5.6	-	-	9	4.8	-0.993	0.322
	DA	20	12.5	5	17.2	25	13.2		
	U	46	28.8	7	24.1	53	28		
	A	52	32.5	8	27.6	60	31.7		
	SA	33	20.6	9	31.0	42	22.2		
Total		160	100	29	100	189	100		
Mean		3.50		3.72		3.53			
SD		1.121		1.098		1.118			
Women fear competition that affect aspiration	SD	5	3.1	1	3.4	6	3.2	-0.379	0.705
	DA	13	8.1	4	13.8	17	9		
	U	44	27.5	6	20.7	50	26.4		
	A	59	36.9	7	24.1	66	34.9		
	SA	39	24.4	11	37.9	50	26.4		
Total		160	100	29	100	189	100		
Mean		3.71		3.79		3.72			
SD		1.024		1.206		1.051			
Devaluation of women by the society affect their aspiration	SD	7	4.4	-	-	7	3.7	-1.323	0.187
	DA	25	15.6	3	10.3	28	14.8		
	U	38	23.8	7	24.1	45	23.8		
	A	42	26.3	8	27.6	50	26.4		
	SA	48	30.0	11	37.9	59	31.2		
Total		160	100	29	100	189	100		
Mean		3.61		3.93		3.66			
SD		1.191		1.032		1.171			
Average mean scores		3.47		3.57		3.52			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

The forth item on Table 4b, shows about women's lack of self-confidence to apply to educational leadership. Both teachers and educational leaders rated 'high' which is (M=3.50, SD=1.121 and M= 3.72, SD= 1.098) respectively. The t-test revealed the significance level (p-value =0.32) is greater than 0.05 indicates that there is no statistically significant difference between the

responses of the two groups of respondents on women's lack of self-confidence to apply to educational leadership. In respect to this, the majority 102(54%) of the respondents agreed that lack of self-confidence to apply to educational leadership highly prevent the entry of women to the position and 34(18%) disagreed that lack of self-confidence to apply to educational leadership prevent their entry to the position and 53(28%) of the respondents could not make their decision on the item. This finding rated with average mean value of ($M=3.52$, $SD= 1.118$) for the item mean that lack of self-confidence affect the participation of women. Thus, one may conclude from the finding women lack self-confidence to apply to educational leadership highly affect their participation due to fear of challenges and lack of self-confidence. This finding is supported by findings of Ouston (1993) that says women have lower self-confidence than men.

In relation to women's fear of competition (item 5) and devaluation of women by the society (item 6) on table 4b, both group of respondents rated the items 'high' with average mean 3.72 and 3.66 for item 5 and 6 respectively. T-test was computed and no statistically significant difference was observed in perception between the two groups of respondents since p-value (0.705 and 0.187 for item 5 and 6 respectively) are greater than alpha value 0.05. The finding shows majority 106 (56.%) and 109 (57.7%) of the respondents for item 5 and 6 respectively agreed that women fear of competition and devaluation by the society affect their participation to the educational leadership position. Therefore, one may conclude from the analysis women fear competition and devalued by the society highly affect the participation of women to educational leadership positions.

In general, the overall mean value for all items in this table was 3.52 that rated women's aspiration to educational leadership as a major factor for their underrepresentation. Therefore, from the above findings, one may conclude that women's participation in educational leadership is affected by women's aspiration in Majaneg zone due to lack of self-confidence, fear of competition and societal attitude towards their ability. However, women teachers were expected to aspire for leadership position and role model for female students.

4.2.2. The selection criteria and their impacts on women's' participation in educational leadership

The educational leadership position developed from classroom teacher to teacher with few administrative duties to principal and then to other duties. That means, to be school leader it is expected to pass various life experiences. School leaders play an important role in the day to day

follow up of school activities (MoE, 2009). Therefore, considering this the student researcher wanted to find out the selection and placement criteria for school leaders and their impacts on women's participation.

To examine the effects of selection criteria on women's participation in educational leadership seven major items were considered into table and respondents were asked to rate the effect (influence) level by a five point scale (i.e. Very High (VH) = 5, High(H) = 4, moderate(M) = 3, low(L) = 2, very low(VL) =1). For the purpose of analysis, the obtained mean scores were interpreted as follows. If the mean value is ≤ 2.49 = 'Low effect', 2.50-3.49 = 'Moderate effect', and if ≥ 3.50 = 'High effect'. (See table 5 below)

Table 5:- Recruitments and Selection criteria used

Recruitment and Selection Criteria	Respondents category				Total		t-value	p-value	
	Teachers (N=160)		Education leaders(29)						
	N	%		%	N	%			
Professional qualification.(Diploma, Degree, MA/MSC)	VL	3	1.9	-	-	3	1.6	-2.141	0.034*
	L	13	8.1	2	6.9	15	7.9		
	M	56	35	6	20.7	62	32.8		
	H	49	30.6	8	27.6	57	30.1		
	VH	39	20.6	13	44.8	52	27.5		
Total		160	100		100	189	100		
Mean			3.67		4.10		3.74		
SD			0.9940		0.976				
Work experience (leadership experience)	VL	6	3.2	1	3.4	7	3.7	-0.522	0.602
	L	9	5.6	3	10.3	12	6.3		
	M	49	30.6	6	20.7	55	29.1		
	H	51	27	8	27.6	59	31.2		
	VH	45	28.1	11	37.9	56	29.6		
Total		160	100		100	189	100		
Mean			3.75		3.86		3.76		
SD			1.046		1.156				
Performance appraisal results	VL	8	5	-	-	8	4.2	-1.434	0.153
	L	19	11.9	5	17.2	24	12.7		
	M	47	29.4	4	13.8	51	27		
	H	46	28.8	9	31.0	55	29.1		
	VH	40	25	11	37.9	51	27		
Total		160	100		100	189	100		
Mean			3.56		3.89		3.61		
SD			1.136		1.113				
Oral or/and Written tests	VL	15	9.4	-	-	15	7.9	-0.496	0.620
	L	29	18.1	8	27.6	37	19.6		
	M	50	26.5	10	34.5	60	31.7		
	H	47	24.9	6	20.7	53	28		
	VH	19	11.9	5	17.2	24	12.7		
Total		160	100		100	189	100		
Mean			3.16		3.27		3.17		
SD			1.143		1.065				
Quality of personal file (profile)	VL	23	12.2	-	-	23	12.7	-0.475	0.637
	L	27	16.9	4	13.8	31	16.4		
	M	33	20.6	15	51.7	48	25.4		
	H	36	22.5	5	17.2	41	21.7		
	VH	41	21.7	5	17.2	46	24.3		
Total		160	100		100	189	100		
Mean			3.28		3.37		3.29		
SD			1.388		0.941				
Adequate and relevant profession	VL	15	9.4	-	-	15	7.9	-0.720	0.473
	L	18	11.2	4	13.8	22	11.6		
	M	37	23.1	10	34.5	47	24.9		

training(graduating in education or	H	50	31.25	6	20.7	56	29.6		
	VH	40	25	9	31.0	49	25.9		
Total		160	100		100	189	100		
Mean			3.51		3.68		3.53		
SD			1.243		1.072				
Political Background (affiliation to the ruling party)	VL	10	6.2	3	10.3	13	6.9	3.300	0.001*
	L	18	11.2	7	24.1	25	13.2		
	M	32	20	10	34.5	42	22.2		
	H	35	21.9	6	20.7	41	21.7		
	VH	65	40.6	3	10.3	68	36		
Total		160	100	29	100	189	100		
Mean			3.79		2.96		3.66		
SD			1.259		1.149		1.275		
Average mean scores			3.53		3.59		3.56		

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

As indicated in item 1 on Table 5, the two respondent groups were asked to point out their views regarding the effect of professional qualification as being one of the criteria used for the selection of educational leaders. The responses of teachers and educational leaders on the item show individual mean values of (M=3.67, SD=0.994) and (M=4.10, SD=0.976) respectively with. The t-test result with p-value 0.034 less than 0.05. These indicate that there is statistically significant difference in perception between the two groups of respondents towards the item. The average mean value of the two groups was 3.74; indicating the effect of professional qualification affects women's participation in educational leadership. Accordingly the majority 109(57.7%) of the respondents agreed that the effect of professional qualification affects the participation of women while 18(9.5%) of the respondents disagreed that the effect of professional qualification limit the participation of women and the rest 62(32.8%) could not make decision on the item. The responses obtained from interview reflect that majority of female teachers do not have the required professional qualifications (BA/BED or MA/MSC), so this may hinder their participation to the position.

Regarding item 2 on table 5, the level of effect of work experience as one of the criteria used for selection of educational leaders was also rated by teachers and educational leaders. The responses indicated that the average mean score was 3.76 rating it as 'high effect' with individual mean scores M=3.75, SD=1.046 and M=3.86, SD=1.156 for teachers and educational leaders respectively. The t-test result with p-value 0.60 greater than 0.05 shows that there is no statistically significant difference in perception between teachers and educational leaders towards the item. The majority 115 (60.8%) of respondents agreed that the effect of work experience as a selection criteria affect women participation because women do not have much experience as compared to men and 19(10%) of the respondent disagreed that the effect of work experience prevent women participation and the rest 55(29.1%) could not make their decision. In relation to

this, information obtained from interviewees indicates that women do not have much experience as compared to men that could be due to lack of reflectiveness (visibility) in the organization. This means that, they are less assigned as department heads, unit leaders and also in different committee in the schools that helps them as leadership experience. Therefore, one may concludes thatlack of work experience affect the involvement of women in educational leadership. This finding is supported by Ouston (1993) and Abebayehu (1995) argue that women are less likely to be given the opportunity to take on informal leadership within the school than men.

On table5, item 3, concerning the performance appraisal results, both teachers and educational leaders rated as 'high effect' on the entry of women to educational leadership. When we look at the scores, the two groups had individual mean scores of $M=3.56$, $SD=1.136$ and $M=3.89$, $SD=1.113$ respectively. The t-test result with p-value of 0.15 greater than 0.05 proves that there is no statistically significant difference in perception between teachers and educational leader on the effect of performance appraisal on the participation of women in educational leadership. While the average mean score 3.61 that rated the criteria having high effect on women's participation i.e., as a criteria performance appraisal results affect women's participation in educational leadership. Accordingly, the majority 106(56%) of the respondent agreed that the effect of performance appraisal highly affect the entry of women to educational leadership position whereas 32(16.9%) of the respondent disagreed that the effect of performance appraisal affect the entry of women to the position and 51(27%) couldn't decide on the item.

The document analysis of the directives used as a guideline of school leader career development (MoE, 2009) also indicates that performance appraisal result cover 50% of the points given for the criteria. Interviews do not; however, seem to be about the way performance appraisals are carried out. They complain there is full of bias and subjectively. They further noted that it victimizes female teachers who are not part of the informal network in which some positive understanding is ignored between evaluators and staff.

Item 4 on Table 5, shows respondents' view regarding oral and written exam, used as a criteria for selection of school leaders individual mean values of $M=3.16$, $SD= 1.143$ and $M=3.27$, $SD= 1.065$ for teachers and educational leaders respectively. The t-test result with p-value of 0.62 greater than 0.05 proves that there is no statistically significant difference in perception between teachers and educational leaders towards the effect of oral and written exam on the participation

of women. In this regard, 77(40.7%) of the respondents agreed that oral and written exam affect the participation of women whereas 52(27.5%) of the respondent disagreed that oral and written exam affect the participation of women and 60(31.7%) of the respondent could not make decision. Thus an average mean value of 3.17 indicates oral and written test moderately affect the participation of women. Thus, one may concludes from this finding oral and written exam moderately affect the participation of women in educational leadership.

With regard to item 5, on table 5, concerning the quality of personal file as being one of the selection criteria, the two groups were asked to rate its level of effect. The average mean obtained from the respondent were, 3.29, rating it as a 'moderate effect' with individual mean scores of (M=3.28, SD=1.388) and (M=3.37, SD= 0.941) from teachers and educational leaders respectively. The t-test result with p-value of 0.63 greater than 0.05 indicates that there is no statistically significant difference between the responses of the two groups towards the effect of personal profile on the participation of women in educational leadership. The majority 87(46%) of the respondent agreed that personal profile affect the participation of women in educational leadership whereas 54(28.6%) respond that the effect of personal profile on the participation of women in educational leadership is low and 48(25.4%) of the respondent cannot make decision. According to the interview conducted with educational officials and female principals candidates' quality of past records is one of the criteria but less affect women's participation. The finding supported (MoE, 2009), the document analysis also indicated that past record accounts for only 5% of the points given for the criteria. From the above analysis, one may conclude that personal profiles moderately affect women participation for position in Majaneg Zone.

Item 6 on table 5 also depicted the respondents' opinion regarding the effect of adequate and relevant professional training on women's participation for a position. Both groups revealed a mean score of M=3.51, SD=1.243 and M=3.68, SD=1.072 respectively rating as a 'high' for teachers and educational leaders. On the other hand, the average mean value of the groups was 3.53 rating it as 'high effect'. Hence, this criterion also has high effect on women's participation in educational leadership. T-test was employed to check the existence of statistically significant difference and the test revealed the significance level p-value (0.47) is greater than alpha value (0.05) this indicated that there is no statistically significant difference between the perceptions of teachers and educational leaders on the effect of adequate and relevant professional training on

the participation of women. From the above analysis, one may conclude that the majority of respondents agreed that adequate and relevant professional training highly prevents the participation of women in educational leadership in the study area.

The last item 7, on Table 5, was about political affiliation and its effects as being one of the criteria used for selection of educational leaders. The average mean score for both groups was 3.66 indicating a rating of 'high level' of effect on women's participation with individual mean scores of $M=3.79$, $SD= 1.259$ and $M=2.96$, $SD= 1.149$ for teachers and educational leaders respectively. T-test was employed to check the existence of statistically significant difference and the p-value (0.001) is less than alpha value (0.05) these revealed that there is a statistical significant difference between the perceptions of the two groups of respondents towards the effect of political affiliation on women participation. The majority 109(57.7%) of the respondent agreed that effect political affiliation limit the participation of women in educational leadership. On the other hand, 38(20.1%) of the respondent disagreed that the effect of political affiliation limit the participation of women on the position and 42(22.2%) of the respondent do not make decision on the item. The mean score of teachers show that political affiliation highly affects women's participation while educational leaders argued that it moderately affects the participation of women in educational leadership. The interview held with WEO heads, confirmed that political affiliation does not affect women's participation and this is included due to the fact that, a leader should know the policy, strategies, constitution and practice accordingly. To the contrary, female educational leaders assumed that women's low participation in political affairs hinder their visibility in educational leadership.

The document analysis obtained from MoE regarding the selection criteria for educational leaders revealed that, performance appraisal results, oral and written exams, work experience and quality of personal past records, professional qualification and related training are mandatory. However, nothing was noted to encourage women applicants. This indicates that only candidates that pass the stated criteria were selected regardless of gender quota system or any affirmative action for women was not seen as written criteria but some Woreda officials said that they give priority to encourage women if they had equal result with men candidates. They also agreed that the criteria are fixed and it is impossible to encourage women by doing regardless of the criteria.

In general, these show that the criteria did not prepared in line with the policy that say “Educational management will be democratic, professional and will encourage participation of women” in (MoE, 1994). Therefore, it is safe to conclude that recruitment and selection criteria highly prevent the entrance of women to the educational leadership position. However, women should expose to different administrative activities like unit leader, department head and so on in the school.

4.2.3. Women’s Leadership Abilities, Skills and Competences

Competence plays a great role in achieving the desired goals of any organization that includes both professional and personal skills. In this section the intention of the researcher was to assess the perception of teachers and educational leaders towards the ability, skill and leadership competence of women educational leaders. Thus, twenty activities that could describe their ability, skills and leadership competence were identified and presented to the respondents to be rated on a five point Likert scale (i.e Very Good=5, Good=4, Medium =3, poor=2, and very poor=1). For the purpose of analysis, the mean values were interpreted as follows ≥ 3.50 = ‘Highly competent’, $2.50-3.49$ = ‘moderately competent’ and ≤ 2.49 = ‘poorly competent’. (See table 6a, b and c below).

Table 6a: Respondent views on Women’s Leadership Ability, Skill and Competence

Indicators of women's ability, skill and competence	Respondents category				Total		t-value	p-value	
	Teachers (N=160)		Education leaders(29)		N	%			
	N	%		%	N	%			
Women's ability to implement rules and regulations effectively and efficiently.	Ver	9	5.6	-	-	9	4.7	-0.502	0.616
	Poo	14	8.8	3	10.3	17	9		
	mod	22	13.8	6	20.7	28	14.8		
	Goo	67	41.9	10	34.5	77	40.7		
	Ver	48	30.0	10	34.5	58	30.7		
Total		160	100	29	100	189	100		
Mean		3.81		3.93		3.83			
SD		1.126		0.997		1.105			
Women's ability to promote optimum use of the material, financial and human resources	Ver	6	3.8	-	-	6	3.2	-1.088	0.278
	Poo	11	6.9	2	6.9	13	6.9		
	mod	25	15.6	4	13.8	29	15.3		
	Goo	57	35.6	9	31.0	66	34.9		
	Ver	61	38.1	14	48.3	75	39.7		
Total		160	100	29	100	189	100		
Mean		3.97		4.20		4.01			
SD		1.075		0.940		1.056			
Women's ability to effectively plan and coordinate all desired activities and resource towards the achievement of goals.	Ver	7	4.4	-	-	7	3.7	-1.285	0.200
	Poo	11	6.9	3	10.3	14	7.4		
	mod	42	26.3	6	20.7	48	25.4		
	Goo	58	42.5	10	34.5	68	36		
	Ver	32	20.0	10	34.5	42	22.2		
Total		160	100	29	100	189	100		
Mean		3.66		3.93		3.80			
SD		1.013		0.997		1.013			
Women's ability to delegate duties effectively	Ver	2	1.3	2	6.9	4	2.1	1.728	0.93
	Poo	13	8.1	6	20.7	19	10		
	mod	48	30.0	9	31.0	57	30.1		
	Goo	67	41.9	6	20.7	73	38.6		
	Ver	30	18.8	6	20.7	36	19.8		
Total		160	100	29	100	189	100		
Mean		3.68		3.27		3.62			
SD		0.912		1.221		0.973			
Women's ability to develop and communicate vision	Ver	6	3.8	2	6.9	8	4.2	-0.792	0.429
	Poo	17	10.6	3	10.3	20	10.6		
	mod	42	26.3	6	20.7	48	25.4		
	Goo	57	35.6	5	17.2	62	32.8		
	Ver	38	23.8	13	44.8	51	27		
Total		160	100	29	100	189	100		
Mean		3.65		3.82		3.67			
SD		1.071		1.311		1.109			
Women's ability to read the organizational informal systems	Ver	9	5.6	-	-	9	4.8	-2.048	0.042*
	Poo	19	11.9	3	10.3	22	11.6		
	mod	50	31.3	5	17.2	55	29.1		
	Goo	46	28.8	11	37.9	57	30.2		
	Ver	36	22.5	10	34.5	46	24.3		
Total		160	100	29	100	189	100		
Mean		3.5		3.96		3.57			
SD		1.132		0.981		1.120			
Women's ability to clarify and instruct staff how to apply rules and regulations.	Ver	6	3.8	-	-	6	3.17	-1.027	0.306
	Poo	11	6.9	3	10.3	14	7.4		
	mod	34	21.3	6	20.7	40	21.2		
	Goo	64	40.0	7	24.1	71	37.5		
	Ver	45	28.1	13	44.8	58	30.7		
Total		160	100	29	100	189	100		
Mean		3.81		4.03		3.85			
SD		1.039		1.051		1.041			

As can be seen on Table 6a, teachers and educational leaders were asked to give their agreement or disagreement regarding women's ability to implement rules and regulation efficiently and effectively. The mean scores of the teacher respondents and educational leaders' respondents were $M=3.81$ ($SD= 1.126$) and $M=3.93$ ($SD=0.997$) respectively. The t-test result with p-value of 0.61 is greater than 0.05 shows that there is no statistically significant difference in perception between teachers and educational leaders towards women ability to implement rules and regulation. The average mean value of the two groups which means the teachers and educational leaders were 3.83 indicating a rating 'high' indicate that women's have the ability to implement rules and regulations. In this respect, majority 135 (71.5%) of the respondents agreed that women's have the ability to implement rule and regulation whereas 26 (13.8%) of the respondents disagreed on the ability of women to implement rules and regulation and 28 (14.8%) couldn't make decision. From the above analysis, one may conclude that women had the ability to implement rules and regulation efficiently and effectively so this may not prevent their participation to the position of educational leadership.

Regarding item 2 on table 6a, teachers and educational leaders requested on women ability to promote optimum use of the material, financial and human resources. In this respect, teachers' and educational leaders rating mean scores were 3.97 ($SD=1.075$) and 4.20 ($SD=0.940$) respectively. The t-test result with p-value of 0.27 greater than 0.05 proves that there is no statistically significant difference between the two groups towards the ability of women to promote optimum use of the material, financial and human resources. The average mean value of the two groups which means the teachers and educational leaders were 4.01 indicating a rating of 'high level of agreement on the item. Accordingly, majority 141 (74.6%) of the respondents agreed that women have the ability to use resources wisely and 19 (10%) of the respondent disagreed on the ability of women to use resources wisely whereas 29 (15.3%) of the respondents do not make decision on the item. From the above analysis, one may conclude that women have the ability to promote optimum use of the material, financial and human resources that may not inhibit their participation in educational leadership.

Information obtained from interview conducted with female educational leaders support this idea. That is, they said that "women's depend on rules and regulations and use resources wisely. Therefore, one may conclude that women had the ability to implement rules and regulation and utilize resources efficiently and effectively and also reduce corruption". This finding supported

by Alem (2003), this argue that, participation of women discourages corruption and encourages investment in social infrastructure such as health and education.

With regard to item 3 in Table6a, the mean scores of teachers and educational leader were $M=3.66$, $SD=1.013$ and $M=3.93$, $SD=0.997$ respectively. The average mean value of the two groups which means the teachers and educational leaders were 3.80 indicating a rating 'high', level of agreement on the item from respondent group which mean teachers and educational leaders on the ability of women to effectively plan and coordinate all desired activities and resources towards the achievement of educational goals. The t-test result with p-value of 0.20 greater than 0.05 indicates that there is no statistically significant difference between the responses of the two groups of respondents they do not significantly differ in their agreement towards the item. To this point, 110(58.2%) of the respondent agreed that women's have the ability to effectively plan and coordinate activities to achieve the goal and 21(11.1%) of the respondent disagreed on the ability of women to effectively plan and coordinate the desired activities whereas 48(25.4%) of the respondent could not make a decision. Therefore, one may conclude from this findings women have the ability to plan and coordinate the desired activities and resources towards the achievement of educational goal.

It can be seen from Table 6a item 4 that, teachers and educational leaders were asked to give their perception regarding women's ability to delegate duties effectively. The mean scores of the teacher respondents and educational leader respondents were $M=3.68$, $SD=0.912$ and $M=3.27$, $SD=1.221$ respectively. This indicates that teachers highly agree that women's have the ability to delegate duties effectively and educational leaders have moderately agreed towards the item. The t-test result with p-value of 0.36 greater than 0.05 shows that there is no statistically significant difference in perception between teachers and educational leaders towards the item. The average mean value of the two groups which means the teachers and educational leaders were 3.62 indicating that women have the ability to delegate duties and responsibilities effectively. In respect to this, 109(57.7%) of the respondents agree that women have the ability to delegate duties effectively and 23(12.2%) of the respondents disagree with their ability to delegate duties whereas 57(30.1%) of the respondents could not make decision.

With regard to item 5, 6 and 7 in Table 6a, the mean scores of teacher and educational leader were 3.65, 3.50, 3.81 and 3.82, 3.96 and 4.03 respectively. The t-test result with p-value for item 5 and 7 greater than that of alpha value 0.05 indicates that there is no statistically significant

difference between teacher and educational leader. Besides, the p-value of item 6,0.04 is less than alpha value 0.05 shows that there were statistical significant differences between the groups of respondentstowards the ability of women to read the organizational informal system. Accordingly,113(59.8%), 103(54.5%) and 129 (68.3%) of respondent on item5,6,and 7 respectively agreed that women’s have the ability to develop and communicate vision, to read organizational informal system and ability to instruct staff how to apply rules and regulation. So, one may conclude from the above analysis majority of the respondents agreed on women’s have the ability to develop vision, to read the organization informal system and instruct stuff.

Table 6b: Respondent views on Women’s Leadership Ability, Skill and Competence

Indicators of women’s ability, skill and competence		Respondents category				Total		t-value	p-value
		Teachers (N=160)		Education leaders(29)					
		N	%		%	N	%		
Women’s consistency in decision making	Ver	15	9.4	2	6.9	17	9	-0.031	0.975
	Poo	20	12.	4	13.8	29	15.3		
	mo	57	35.	11	37.9	68	36.		
	Go	43	26.	8	27.6	51	27.		
	Ver	25	15.	4	13.8	29	15.3		
Total		160	100	29	100	189	100		
Mean		3.26		3.27		3.26			
SD		1.153		1.098		1.142			
Women’s ability to make decision that consider the situation	Ver	9	5.6	-	-	9	4.7	-1.595	0.112
	Poo	16	10.	3	10.3	19	10		
	mo	46	28.	6	20.7	52	27.5		
	Go	43	26.	8	27.6	51	27.		
	Ver	46	28.	12	41.4	58	30.7		
Total		160	100	29	100	189	100		
Mean		3.63		4.00		3.68			
SD		1.163		1.035		1.149			
Women’s ability to participate subordinate in decision making	Ver	3	1.9	1	3.4	4	2.1	-1.195	0.234
	Poo	25	15.	4	13.8	29	15.3		
	mo	53	33.	5	17.2	58	30.7		
	Go	42	26.	9	31.0	51	27		
	Ver	37	23.	10	34.5	47	24.8		
Total		160	100	29	100	189	100		
Mean		3.53		3.79		3.57			
SD		1.069		1.176		1.087			
Women’s confidence in decision making	Ver	8	5.0	1	3.4	9	4.8	0.658	0.512
	Poo	15	9.4	3	10.3	18	9.5		
	mo	58	36.	6	20.7	64	33.8		
	Go	40	25.	13	44.8	53	28		
	Ver	39	24.	6	20.7	45	23.8		
Total		160	100	29	100	189	100		
Mean		3.54		3.68		3.56			
SD		1.109		1.038		1.097			
Women’s ability to mobilize and motivate people	Ver	10	6.3	2	6.9	12	6.3	-0.756	0.450
	Poo	15	9.4	4	13.8	19	10		
	mo	45	28.	5	17.2	50	26.5		
	Go	57	35.	7	24.1	64	33.8		
	Ver	33	20.	11	37.9	44	23.3		
Total		160	100	29	100	189	100		
Mean		3.55		3.72		3.57			

SD		1.109		1.306		1.139		3.825	0.000*
Women's ability to understand the local school community and the border economic, political and policy context	Ver	8	5.6	9	31.0	17	9		
	Poo	31	18.	8	27.6	39	20.6		
	mo	51	31.	6	20.7	57	30.2		
	Go	42	26.	3	10.3	45	23.8		
Ver	28	17.	3	10.3	31	16.4			
Total	160	100	29	100	189	100			
Mean	3.31		2.41		3.17				
SD		1.133		1.323		1.205		-2.332	0.021*
Women's ability to treat all staffs as well as students accordingly	Ver	6	3.8	-	-	6	3.1		
	Poo	20	12.	3	10.3	23	12.2		
	mo	45	28.	4	13.8	49	25.9		
	Go	51	31.	9	31.0	60	31.7		
Ver	38	23.	13	44.8	51	27			
Total	160	100	29	100	189	100			
Mean	3.59		4.21		3.67				
SD		1.094		1.012		1.095			

Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

From the data in Table 6b item8, regarding women consistency in decision making teachers and educational leaders were rated the item with the mean scores of $M=3.26$, $SD=1.153$ and $M=3.27$, $SD=1.098$ respectively. The t-test result with p-value of 0.97 greater than 0.05 indicates that the two groups of respondents have no statistical significantly differs in their average agreement towards women consistency in decision making. The average mean value of the two groups which means the teachers and educational leaders were 3.26 indicating both teachers and educational leaders 'moderately agree on the ability of women's consistency in decision making. To this point, 80(42.3%) of the respondent agree that women's consistency in decision making whereas 46(24.3%) of the respondent disagreed on the item and 68(36%) of the respondent couldn't make decision on the item.

As can be seen on table6b item 9, The average mean value of the two groups which means the teachers and educational leaders were 3.68 with individual mean score teachers ($M = 3.63$, $SD = 1.163$) and Educational leaders ($M = 4.00$, $SD = 1.035$). These indicate that both respondent groups were highly agreed on the ability of women's to make decision that considers the situation. The t-test result of p-value 0.11 is greater than that of alpha value 0.05 which indicates there is no statistical significant difference between the perception of teachers and educational leaders on the ability of women's to make decision that consider the situation. In respect to this, 109(57.6%) of the respondent agreed that women have the ability to make decision that consider the situation and 18(9.5%) of disagree the ability of women to make decision and 52(27.5%) of respondent couldn't make decision. Therefore, one may conclude from the analysis women have the ability to make decision that consider the situation.

As can be seen on table 6b item 10, 11, and 12 the mean scores of teacher and educational leaders were 3.53, 3.54, 3.55 and 3.79, 3.68 and 3.72 respectively. The t-test result with p-value of item 10, 11, and 12 greater than that of alpha value 0.05, indicates that there is no statistically significant difference in perception between teachers and educational leaders. The average mean rated for these three items is 3.57, 3.56 and 3.57 respectively. Therefore, majority 98 (51.8%), 98 (51.8%) and 108 (57.1%) of the respondents agreed that women's have the ability to mobilize and motivate people, to participate subordinate and have confidence in decision making.

With regard to the item 13 and 14 on table 6b, teachers ($M = 3.31$, $SD = 1.13$), ($M = 3.59$, $SD = 1.094$) and educational leaders ($M = 2.41$, $SD = 1.32$), ($M = 4.21$, $SD = 1.012$) rated the item moderately agreed and highly agreed for item 13 and 14 respectively. This means that, both respondent group teachers and educational leaders moderately agreed on women's ability to understand local school community and economic, political and policy context whereas highly agreed on women ability to treat all staffs as well as students accordingly. The t-test result with p-value of both items less than that of alpha value 0.05 indicates that the two groups of respondents significantly differ in their average agreement towards the items. The average means value of the two groups which means the teachers and educational leaders were 3.17 and 3.67 indicating a rating of moderately agreed on women ability to understand school community and highly agreed on women ability to treat all staff as well as students. To this point, 76 (40.2%) of the respondent agreed on women's ability to understand school community and 57 (30.1) couldn't make decision and 56 (29.6%) of the respondent disagree with the ability of women's to understand school community where as regarding women's ability to treat all staff as well as students 111 (58.7%) agreed on women's ability to treat all staff and 29 (15.3%) disagreed on the ability of women to treat the staff. Therefore, one may conclude from the analysis women have the ability to treat all staff and students accordingly.

Table 6c: Respondent views on Women’s Leadership Ability, Skill and Competence

Indicators of women’s ability, skill and competence		Respondents category				Total (N=189)		t-value	p-value
		Teachers (N=160)		Education leaders(29)					
		N	%	N	%	N	%		
Women’s ability to provide professional counseling to concerned staff and students whenever necessary	Ver	5	3.1	1	3.4	6	3.2	-1.547	0.124
	Poo	20	12.	3	10.3	23	12.1		
	mo	41	25.	5	17.2	46	24.3		
	Go	62	38.	8	27.6	70	37		
	Ver	32	20.	12	41.4	44	23.3		
Total		160	100	29	100	189	100		
Mean		3.6		3.93		3.65			
SD		1.041		1.162		1.064			
Women’s ability to encourage and support other women (acting as a role models, Mentors)	Ver	11	6.9	1	3.4	12	6.9	-1.641	0.102
	Poo	22	13.	3	10.3	25	13.2		
	mo	43	26.	4	13.8	47	24.9		
	Go	48	30.	12	41.4	60	31.7		
	Ver	36	22.	9	31.0	45	23.8		
Total		160	100	29	100	189	100		
Mean		3.47		3.86		3.53			
SD		1.181		1.092		1.173			
Women’s ability to listen and contribute to the work of the team	Ver	5	3.1	1	3.4	6	3.2	-0.737	0.462
	Poo	22	13.	5	17.2	27	14.3		
	mo	43	26.	5	17.2	48	25.4		
	Go	53	33.	7	24.1	60	31.7		
	Ver	37	23.	11	37.9	48	25.4		
Total		160	100	29	100	189	100		
Mean		3.59		3.75		3.62			
SD		1.083		1.243		1.107			
Women’s ability to solve conflict in advance	Ver	9	5.6	5	17.2	14	7.4	2.503	0.012*
	Poo	22	13.	6	20.7	28	14.8		
	mo	58	36.	11	37.9	69	36.5		
	Go	45	28.	4	13.8	49	25.9		
	Ver	26	16.	3	10.3	29	15.3		
Total		160	100	29	100	189	100		
Mean		3.35		2.79		3.26			
SD		1.083		1.206		1.118			
Women’s ability to minimize conflict that occur within the work environment	Ver	8	5.0	2	6.9	10	5.3	-1.707	0.089
	Poo	22	13.	4	13.8	26	13.8		
	mo	63	39.	5	17.2	68	36		
	Go	41	25.	7	24.1	48	25.4		
	Ver	26	16.	11	37.9	37	29.5		
Total		160	100	29	100	189	100		
Mean		3.34		3.72		3.40			
SD		1.064		1.306		1.109			
Women’s ability to solve conflicts that occur within the work environment	Ver	11	6.9	-	-	11	5.8	-1.476	0.142
	Poo	18	11.	4	13.8	22	11.6		
	mo	48	30.	6	20.7	54	28.6		
	Go	39	24.	8	27.6	47	24.9		
	Ver	44	27.	11	37.9	55	29.1		
Total		160	10	29	100	189	100		
Mean		3.54		3.89		3.59			
SD		1.201		1.080		1.188			
Average mean scores		3.57		3.71		3.64			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

As shown in Table 6c items 15, 16 and 17, there is no statistically significant difference in perception between teachers and educational leaders because the t-test result with p-value of 0.12, 0.10 and 0.46 is greater than alpha value 0.05. The mean scores of the teacher and educational leaders were (M=3.6, SD= 1.04), (M=3.47, SD=1.18), (M=3.59, SD=1.08) and (M=3.93, SD=1.16), (M=3.86, SD=1.09), (M=3.75, SD=1.24) respectively. The average mean value of the two groups which means the teachers and educational leaders were 3.65, 3.53 and 3.62 respectively. Thus, indicate that both respondent group teachers and educational leaders agree that women's have the ability to provide professional counseling concerned staff and students, ability to support and encourage other women and ability to listen and contribute to the work of others. In respect to this majority of the respondents for item 15, 16 and 17; 114 (60.3%), 105 (55.6%) and 108 (57.1%) agreed that women have the ability to provide professional counseling, support others, encourage women and listen and contribute to the work of others respectively. Therefore, one may conclude from thus findings women have the ability to provide professional counseling for the concerned bodies, encourage and support other women and listen and contribute to the work of the team.

From the data in Table 6c items 18 and 19, the mean scores of teacher and educational leader were (M=3.35, SD=1.08), (M=3.34, SD=1.06) and (M=2.79, SD=1.206), (M= 3.72, SD=1.306) respectively. The t-test result for item 18, with p-value of 0.01 less than 0.05 indicates that the two groups of respondents statistical significantly differ in their average agreement towards the item. On the other hand, the t-test results of item 19, with p-value 0.08 greater than 0.05 indicates the two groups on the item have no statistical significant difference in perception towards the item. The average mean value of the two groups which means the teachers and educational leaders were 3.26 and 3.40 indicating a rating of moderately agreed on women ability to solve conflict in advance and to minimize conflict that occur within the work environment. Hence, from this analysis majority 78 (41.3%) and 85 (45%) agreed that women have the ability to solve conflict in advance and minimize conflict that occur within the work environment respectively whereas 42 (22.2) and 36 (19%) of the respondents disagreed on the ability of women to solve conflict in advance and minimize conflict that occur within the work environment.

The last item 20, on Table 6c, was about Women's ability to solve conflicts that occur within the work environment. The average mean score for both groups was 3.59. Both respondent groups highly agreed on women's ability to solve conflicts that occur within the work environment with

individual mean scores of $M=3.54$, $SD= 1.201$ and $M=3.89$, $SD= 1.080$ for teachers and educational leaders respectively. T-test was employed to check the existence of statistically significant difference and the p-value (0.14) is greater than alpha value (0.05), revealed that there is a no statistically significant difference between the perceptions of the two groups of respondents towards the item. In this regard, the majority 102 (54%) of the respondent agreed that women have the ability to solve conflict that occur within the work environment whereas 33(17.5%) of the respondent disagreed on the ability of women to solve conflict that occur within the work environment and the rest 54(28.6%) couldn't make decision on the item. Therefore, one may conclude that women have the ability to solve conflicts that occur within the work environment.

In general, the average mean for all indicators of women's ability, skill and competence were 3.64 which indicates that women's have the ability, skills and competence with individual average mean score of 3.57 for teachers and 3.71 for educational leaders. So, one may conclude from the findings that women had ability to implement rules and regulation, uses resources wisely, effectively plan and coordinate activities, develop and communicate vision, read organizational informal system, delegate duties, instruct staff to apply rules, to make and participate subordinate in decision, to treat staff, to encourage and support other women and to solve conflict. Therefore, women's ability, skills and competence less contribute to the under representation of women in educational leadership.

4.2.4. Socio-Cultural Factors

The predominant assumption in the society and school communities about women and their skill have been evidenced as determinant factor to women's participation in educational leadership roles. In this section of the paper, an attempt is made to investigate whether societal factors such as assumptions and prejudice exists affect women's level of participation in educational leadership roles. Therefore, the following table presents the major societal factors believed to have affected women participation in educational leadership and the findings were discussed here under. (See table 7 below)

Table 7: Respondents' Views on Problems Related to Socio –cultural Factors

Socio culture factors		Respondents category				Total		t-value	P-value
		Teachers (160)		Education leaders(29)					
		N	%	N	%	N	%		
Girls and boys are socialized differently to assume different roles.	SD	7	4.4	1	3.4	8	4.2	-1.601	0.111
	DA	22	13.8	3	10.3	25	13.2		
	U	42	26.3	5	17.2	47	24.9		
	A	47	29.4	7	24.1	54	28.6		
	SA	42	26.3	13	44.8	55	29.1		
Total		160	100	29	100	18	100		
Mean		3.59		3.96		3.65			
SD		1.145		1.179		1.155			
People think women do not have the ability and skills to be a leader.	SD	5	3.8	-	-	5	2.6	-2.35	0.019*
	DA	8	4.4	3	10.3	11	5.8		
	U	61	38.1	4	13.8	65	34.4		
	A	48	30.0	8	27.6	56	29.6		
	SA	38	23.8	14	48.3	52	27.5		
Total		160	100	29	100	18	100		
Mean		3.65		4.13		3.73			
SD		1.009		1.025		1.024			
The patriarchal (cultural) ideology that dominated the culture affects women's participation in educational leadership.	SD	3	1.9	-	-	3	1.6	-1.91	0.057
	DA	14	8.8	2	6.9	16	8.5		
	U	38	23.8	5	17.2	43	22.8		
	A	59	36.9	7	24.1	66	34.9		
	SA	46	28.8	15	51.7	61	32.3		
Total		160	100	29	100	18	100		
Mean		3.81		4.2		3.88			
SD		1.008		0.977		1.011			
Most people still think the decision making power rests with men.	SD	3	1.9	-	-	3	1.6	-2.15	0.032*
	DA	18	11.3	1	3.4	19	10		
	U	41	25.6	6	20.7	47	24.9		
	A	51	31.9	8	27.6	59	31.2		
	SA	47	29.4	14	48.3	61	32.3		
Total		160	100	29	100	18	100		
Mean		3.75		4.20		3.82			
SD		1.056		0.901		1.044			
Male feel more competent, capable and efficient in leadership than women.	SD	7	4.4	-	-	7	3.7	-2.263	0.019*
	DA	18	11.3	2	6.9	20	10.6		
	U	44	27.5	5	17.2	49	25.9		
	A	55	33.8	8	27.6	63	33.3		
	SA	36	23.1	14	48.3	50	26.6		
Total		160	100	29	100	18	100		
Mean		3.6		4.17		3.68			
SD		1.094		0.966		1.092			
Average mean scores		3.73		4.13		3.93			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

As can be seen from Table 7 item 1 had the fifth highest average mean of 3.65. Both respondents viewed that early socialization, where boys and girls were raised and socialized differently to assume different roles and expectations in the society was seen as one of the major social factors preventing women's entry into leadership roles. The individual mean scores of both groups were 3.59 and 3.96 respectively rating the issue as a 'major cause'. The t-test revealed that the significance level ($p=0.11$) is greater than 0.05, this shows there is no statistically significance difference in perception between teachers and educational leaders towards the item. In this regard, 109(57.7%) of the respondent agreed that gender socialization affect women's participation in educational leadership whereas 33(17.5%) of the respondent dis agreed that gender socialization limit the entry of women to educational leadership position and 47(24.9%) of respondents couldn't make decision. So, one may conclude that gender socialization were a major problem that hinder women participation in educational leadership. Therefore, finding supported by Genet (1998), girls and boys socialized differently to assume different role and expectations.

Item 2 on table 7 hold the third rank with average mean of 3.73. This is another misconception of society that considers women as lack of the ability and skill to be a leader. The individual mean scores of both groups were 3.65 and 4.13 for teachers and educational leaders respectively. This indicate the item rated as 'major cause' that hinders women's participation in educational leadership. The t-test revealed that the significance level ($p=0.019$) is less than 0.05 this shows there is statistically significance difference between teachers and educational leaders views regarding women as lack of the ability and skill to be a leader . In this regard, 108(57.1%) of the respondents agreed that people think women do not have the ability and skill to be a leader whereas 16(8.5%) disagreed that people perception on women lack of skill to lead.

Information obtained from the interview confirms the finding. For instance, one of the female principals said that "mostly our community said that 'women and children leads people to the cave' that reflects women do not have the ability to lead".

As indicated on Table 7, item 3, respondents were asked to rate their views on the influence of patriarchal ideology adversely affect women from entering the leadership position. This factor ranked first with average mean score of 3.88 rating it as a 'major cause'. The individual mean scores of both groups of respondents were 3.81 and 4.20 respectively. The t-test revealed that the significance level ($p=0.057$) is greater than 0.05 this shows there is no significance difference in

perception between teachers and educational leaders regarding patriarchal ideology. The majority 123(65%) of the respondent agreed that cultural ideology affect the participation of women in educational leadership and 19(10%) of the respondent disagreed that patriarchal ideology hinder the entry of women to the position. One may conclude from the finding patriarchal ideology hinder women from seeking to leadership positions. Because, men are assumed to be the rightful leader and this system of male domination and supremacy affects women's self-confidence.

Data gathered through interview confirmed that the domination of men over women is yet prevailing specially in the leadership positions. In this respect, Meron (2003) argued that cultural perceptions that say a women is less than men embodied in our culture that affect their exposure to the public sector.

As depicted in Table 7 item 4, the item with the second highest grand mean score 3.82 was item 4, rating the factor as a 'major cause'. The fact, that most people still think the decision making power rests with men, greatly affects women from entering leadership positions as men. Both respondents respond as a major cause which was reflected in their individual mean scores of 3.75 and 4.20 respectively for teachers and educational leaders. The t-test revealed that the significance level ($p=0.032$) is less than 0.05 this shows there is significance difference in perception between teachers and educational leaders views regarding people still think the decision making power rests with men. in this regard, 120(63.5%) of the respondent agreed that most people still think decision making power resets with men and (8.8%) of the respondent disagreed that people still decision making power rests with man and the rest 47(24.9%) couldn't make decision. Thus, these factors also hinder the participation of women to educational leadership.

As indicated on item 5 on Table 7, the concept that men feel they are more competent, capable and efficient in leadership than women had the fourth highest grand mean score of 3.68. Both respondent groups with their individual mean scores of 3.60 and 4.17, rated the factor as a 'major factor' that women face difficulty when entering the dominated field of men. The t-test revealed that the significance level ($p=0.019$) is less than 0.05 this shows there is significance difference between teachers and educational leaders views regarding the item. In this regard, 113(59.8%) of respondent agreed that male feel more competent, capable and efficient in leadership hinder women participation in educational leadership and 27(14.3%) of the respondent disagreed that

male feel more competent than women hinder the entry of women to the position . The finding is supported by Rosen (1989), men perceived as efficient, competent and successful while women are perceived as inadequate, incompetent and inefficient in leadership activities by society.

Generally, all the items have average mean values above 3.65 that rated socio cultural factor is major causes that hinder the participation of women. Therefore, one may conclude from the finding socio-cultural factor is one of the major causes which prevent women entry to the position with grand mean value 3.93 due to gender socialization, patriarchal ideology and society think that women are incompetent, inefficient and decision making power still reset with men. The findings of Onyango et. al. (2011) and Shakeshaft et. al (2007) support the finding of the study.

4.2.5. Attitude of Women towards Themselves

Women’s own self concept is believed to prevent them from getting appointed to leadership positions in educational system. In addition, women themselves exhibit forms of behavior that further strengthens their disadvantage. Some major once were included in this study and the summary of the data presented. *See Table 8below.*

Table 8. Responses on Attitude of Women towards Themselves

Attitude of women towards themselves		Respondent category				Total (N= 189)		t-value	p-value
		Teachers (N=160)		Educational leaders (N=29)					
		N	%	N	%	N	%		
Women still acknowledge the world as “masculine”	SD	3	1.9	-	-	3	1.6	-1.921	0.056
	DA	12	7.5	3	10.3	15	7.9		
	U	46	28.8	5	17.2	51	27		
	A	76	47.5	10	34.5	86	45.5		
	SA	23	14.4	11	37.9	34	18		
Total		160	100	29	100	189	100		
Mean		3.65		4.00		3.70			
SD		0.885		1.000		0.909			
Women exhibit poor risk taking of themselves	SD	9	5.6	1	3.4	10	5.3	-1.229	0.226
	DA	20	12.5	2	6.9	22	11.6		
	U	44	27.5	5	17.2	49	25.9		
	A	49	30.6	15	51.7	64	33.9		
	SA	38	23.8	6	20.7	44	23.3		
Total		160	100	29	100	189	100		
Mean		3.54		3.79		3.58			
SD		1.148		0.977		1.125			
Women underestimate their	SD	11	6.9	1	3.4	12	6.3	-0.483	0.63
	DA	14	8.8	3	10.3	17	9.		
	U	32	20.0	8	27.6	40	21.1		

abilities and perceive themselves as less skill full	A	55	35.0	5	17.2	60	31.7	-0.535	0.594
	SA	48	29.4	12	41.4	60	31.7		
Total		160	100	29	100	189	100		
Mean		3.71		3.82		3.73			
SD		1.178		1.197		1.178			
Women consider themselves to have low level of acceptance than men	SD	14	8.8	1	3.4	15	7.9		
	DA	13	8.8	3	10.3	16	8.5		
	U	43	26.3	6	20.7	49	25.9		
	A	38	23.8	11	37.9	49	25.9		
	SA	52	32.5	8	27.6	60	31.7		
Total		160	100	29	100	189	100		
Mean		3.62		3.75		3.64			
SD		1.262		1.090		1.236			
Average mean scores		3.63		3.84		3.74			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

Regarding, Item 1 on Table 8, ranked second with average mean score of 3.70, rating it as a 'high cause' for limiting women's participation in leadership positions. The individual mean scores of both groups were 3.65 and 4.00 respectively. In other words, teachers and educational leaders agreed that women's acknowledge that the world as 'masculine' inhibit the entry to leadership position. The t-test revealed that the significance level ($p=0.056$) is greater than 0.05 this shows there is no significance difference between teachers and educational leaders perception regarding women acknowledge themselves the world as masculine. In this regard 120(63.5%) of respondents agreed that women acknowledge the world as masculine affect their participation in educational leadership whereas 18(9.5%) of the respondent disagreed that women acknowledge the world as masculine affect the participation in educational leadership. The findings of Ouston (1993) support the finding of the study.

As it is indicated on item 2 in Table 8, the computed mean scores of teachers and educational leaders on women exhibit poor risk taking of them were 3.54 and 3.79 respectively, reflected the item as a 'major cause'. From both groups however, educational leaders were found to have stronger agreement that fear of taking risks was determinant factor to get into leadership positions. The average mean score was 3.58, where respondents rated the inability of women risk taking skills as a 'major cause' for their under representation in leadership positions. T-test was computed to identify the mean difference of the two groups but no statistically significant difference observed between the two groups. That is the calculated significance level $p= (0.227)$ is greater than alpha value (0.05) that implies no significant difference. In this respect 108(57.1%) of the respondent agreed that women fear of risk taking affect their participation in

educational leadership whereas 32(16.9%) of the respondent disagreed that women fear of risk taking inhibit the entry of women to leadership position. Thus one may conclude from the analysis women fear of risk taking affect their participation in educational leadership. Ndonko, cited in Sarah 2007 confirm this idea that women do indeed tend to exhibit poor risk taking skills.

Regarding item 3 in Table8, the mean scores of both the teachers and educational leaders were 3.71 and 3.82 respectively. The respondents rated the item in the same table ranked first with average mean score of 3.73. The two respondents groups rated regarding to women's under estimation of abilities and perceiving themselves as less skillful and passive, a 'major cause' that inhibited women's participation in leadership position. To this point, 120(63.5%) of the respondent agreed that women under estimate themselves affect their participation to educational leadership and 19(10%) of the respondent disagreed on the item that women underestimate themselves affect their participation to educational leadership. This finding points out that women's low self- concept and lack of confidence has always put them in the position to underestimate their ability, which could be due to early socialization. The t-test result with p-value of 0.63 greater than 0.05 indicates that both teacher and educational leader do not have statistically significant differs in their average agreement towards the item.

As it is indicated in table 8 item4, Women considering themselves to have low level of acceptance than men were rated also as a 'major cause' with a weighted mean score of 3.64. Both respondent groups (teachers and educational leaders) have an individual mean score of 3.62 and 3.75 respectively. With this regard, majority 109(57.7%) of the respondent agreed that women considering themselves to have low level of acceptance than men affect the participation of women to educational leadership whereas 31(16.4%) of the respondent disagreed that women consider themselves to have low level of acceptance than men. T-test was computed to identify the mean difference of the two groups but no statistically significant difference perception between teachers and educational leaders. That is the calculated p-value (0.59) is greater than alpha value (0.05) that implies no significant difference in perception between teachers and educational leaders on the item. Thus, this indicates that consideration of women themselves to have low level of acceptance than men is one of the major factors hindering women's participation in educational leadership which may be the result of the societal culture and attitudes. Therefore, one may conclude from the finding that women under estimate their abilities

due to the impact of culture. It reduces their ability to actively and effectively participate in decision making and to lead. This finding is supported by the findings of Strachan et.al (2010) concluded that gender and culture are interwoven and reduce women participation in leadership and decision making.

Both Teachers and educational leaders view on Attitude of women towards themselves was no statistically significant difference in opinion between the two groups of respondents on all items in the table. The p-values calculated for the indicators were greater than alpha value (0.05). Generally; all the items have mean values above 3.74 that rated them as major causes. Therefore, one may conclude from the finding that women self-concept have been among the challenge faced to participate on leadership position in educational institution.

4.2.6. Women Home Responsibility

Women perform dual roles of production and reproduction. In the family and the society, women perform a variety of jobs daily. Most often, their work remains invisible but it contributes a major part of the world economy. In this section, respondents required to rate their level of agreement on items related to family and home responsibility that are believed to be a factor to women's under representation using a five point Likert scale (i.e strongly Agree = 5, Agree = 4, moderate = 3, disagree = 2, and strongly disagree = 1). For the simplicity of the analysis, the mean values were interpreted as follows. ≤ 2.49 = 'minor cause', 2.50 – 3.49 'moderate cause' and ≥ 3.50 'major cause'. (See table 9 below)

Table10: Respondents Views on Family and Home responsibility

Family and home responsibility		Groups of Respondents				Total		t-value	p-value
		Teachers		Educationa		(N= 189)			
		N	%	N	%	N	%		
Women's responsibility of family and home affect their participation in educational leadership.	SD	6	3.8	1	3.4	7	3.7	0.575	0.566
	DA	8	5.0	4	13.8	12	6.3		
	U	44	27.5	7	24.1	51	27		
	A	58	30.0	7	24.1	65	34.4		
	SA	54	33.8	10	34.5	64	33.8		
Total		16	100	29	100	18	100		
Mean		3.85		3.72		3.83			
SD		1.065		1.192		1.083			
Women's role of child bearing, and taking care of family affect their involvement in educational leadership.	SD	7	4.4	-	-	7	3.7	-1.057	0.292
	DA	16	9.4	3	10.3	19	10		
	U	29	18.8	5	17.2	34	18		
	A	54	33.8	8	27.6	62	32.8		
	SA	54	33.8	13	44.8	67	35.4		
Total		16	100	29	100	18	100		
Mean		3.83		4.06		3.86			
SD		1.128		1.032		1.114			
Women are more responsible to home or family related issues	SD	6	3.8	1	3.4	6	3.2	-0.608	0.544
	DA	14	8.8	2	6.9	16	8.5		
	U	32	20.0	3	10.3	35	18.5		
	A	36	22.5	10	34.5	46	24.3		
	SA	72	45.0	13	44.8	85	45		
Total		16	100	29	100	18	100		
Mean		3.96		4.10		3.98			
SD		1.159		1.080		1.146			
Women's lacks of support from family (partner) affect their participation.	SD	9	5.6	1	3.4	10	5.3	0.041	0.967
	DA	15	9.4	4	13.8	19	10		
	U	29	18.1	7	24.1	36	19		
	A	47	24.4	4	13.8	51	27		
	SA	60	37.5	13	44.8	73	38.6		
Total		16	100	29	100	18	100		
Mean		3.83		3.82		3.83			
SD		1.191		1.255		1.198			
Average mean scores		3.86		3.93		3.9			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

As could be seen on Table 9, item 1, respondents asked to rate women's family responsibility as a factor for under representation women in educational leadership. As reflected on the table it had the third highest grand mean score of 3.83 indicating the issue to be a 'major cause' that could possibly prevent women's entry into higher leadership positions. The individual mean scores of the two groups of respondents are 3.85 and 3.72 for teachers and educational leaders

respectively. Therefore, both groups of respondents rated it as a 'major cause' for the underrepresentation of women. T-test was employed to check if there is significant difference in perception between the two groups of respondents. The p-value obtained (0.56) is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between teachers and educational leaders on the item. In respect to this majority 129(68.2%) of the respondent agreed that family and home responsibility affect the participation of women to educational leadership whereas 19(10%) of the respondent disagreed that family and home responsibility affect their participation to leadership position. Therefore, one may conclude that women home and family responsibility affect their participation on educational leadership position. These, the finding supported by Shakeshaft et al., (2007), that "family and home responsibilities are more likely to affect the career patterns of women than of men"

As depicted on Table 9, item 2, respondents asked to rate women role of child bearing, and taking care of family as a factor for under representation. As reflected on the table it had the 2nd highest grand mean score of 3.86 indicating the issue as 'major cause' that could possibly prevent women's entry into higher leadership positions. The individual mean values for the two groups were 3.83 and 4.06 for teachers and educational leaders respectively with a mean difference 0.23 rating the factor as a 'major cause' as well. Therefore, both groups of respondents rated it as a 'major cause'. In this regard, 127(67.1%) of the respondent agreed that women's childbearing and taking care of family affect the participation of women and 26(13.8%) of the respondent disagreed that women's childbearing affect their participation in educational leadership. T-test was computed for the item and the p-value obtained (0.29) is greater than the alpha value (0.05). Therefore, the comparison of the two means indicates that no statistical significant difference in perception between the two groups of respondents towards the item. So, I conclude from the finding that women's role of child bearing and taking care of the family was a major cause that block their involvement to the field.

Concerning item 3, on table 9, respondents were asked to rate their perception where women are more responsible to home and family related issues than men. This issue was ranked first with a grand mean of 3.98. The individual mean scores of the two groups was 3.96 and 4.10 for teachers and leaders respectively. Thus, all rated the issue as a 'major cause' for the underrepresentation of women. The comparison of the two mean was tested using t-test to see if there was any significant difference regarding perception between the two groups. The obtained

p-value (0.54) is greater than alpha value (0.05). Therefore, the test revealed that there is no statistical significant difference observed on the issue between teachers and educational leaders. In respect to this, 131(69.3%) of the respondent agreed that women are more responsible to family related issue than men whereas 22(11.6%) of the respondent disagreed family and home related issue is responsible to women than men. Based on the findings generally it is safe to conclude both groups of respondents agreed that women are more responsible to home and family related issues and this is a major factor hindering women's entry to educational leadership position.

In relation to item 4, on Table 9, absence of support and encouragement from family or partner as a factor for women's participation had a grand mean score of 3.83. The individual mean values are 3.83 and 3.82 for teachers and educational leaders respectively rating the item as a 'major cause' for the under representation women in educational leadership. This implies that absence of support from family especially partner is a major cause for women's scarce in the educational leadership positions. T-test was employed to check if there is significant difference in perception between the two groups of respondents. The p-value obtained (0.96) is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between teachers and educational leaders regarding the item. In respect to this, 124(65.6%) of the respondent agreed that lack of support from family affect the participation of women and 29(15.3%) of the respondent disagreed that lack of family support affect the participation of women. With regard to this, interviewees were asked to give their opinion. They explained that, support from husband is determinant. Except few, most husbands do not want their wife to be a leader. They accuse their wives as if not paying attention to their family.

In general, the average mean for all items in the above table was 3.90 rating family and home responsibility as a major cause for women's under representation in leadership roles. This implies that women expected to give time for their family. Thus, one may conclude from the above finding family responsibility affects women involvement in position due to lack of support from partner, responsibility to family related issues and child bearing and taking of family care. The finding supported by Marshal (1985) home and family responsibility on women is also another factor for lack of aspiration to educational leadership.

4.2.7. Institutional Factors Affecting Women's Participation

This part of the analysis was attempted to investigate the major possible institutional factors that are believed to act as barriers to women's participation in educational leadership in Gambella regional state particularly MajanegZone. The major factors were listed below and rated by the respondents. The findings are depicted below in table 10.

Table10. Respondents' Perception on Institutional Factors Affecting Women's Participation

Institutional factors		Groups of Respondents						t-value	P-value	
		Teachers (N=160)		Educational leaders (N=29)		Total (N=189)				
		N	%	N	%	N	%			
Educational institutions have less transparent selection, hiring and promoting policies and practices		SD	9	5.6	3	10.3	12	6.3	1.239	0.217
		DA	22	13.8	6	20.7	28	14.8		
		U	43	26.9	6	20.7	49	25.9		
		A	39	24.4	8	27.6	47	24.8		
		SA	47	29.4	6	20.7	53	28		
Total			160	100	2	100	189	100		
Mean			3.58		3.27		3.53			
SD			1.205		1.306		1.222			
Educational institutions have no official effort to make females active participants in leadership		SD	15	10.0	3	10.3	18	9.5	-0.664	0.507
		DA	31	19.4	2	6.9	33	17.5		
		U	49	30.6	12	41.4	61	32.3		
		A	37	22.5	6	20.7	43	22.8		
		SA	28	16.9	6	20.7	34	18		
Total			160	100	29	100	189	100		
Mean			3.18		3.34		3.2			
SD			1.222		1.203		1.218			
Educational institutions have sex segregation at a time of selecting and hiring.		SD	21	13.1	2	6.9	23	12.2	1.083	0.280
		DA	40	25.0	15	51.7	55	29.1		
		U	48	30.0	6	20.7	54	28.6		
		A	34	21.3	3	10.3	37	19.6		
		SA	17	10.6	3	10.3	20	10.6		
Total			160	100	29	100	189	100		
Mean			2.91		2.65		2.87			
SD			1.188		1.110		1.178			
Lack of establishing women's professional network in leadership.		SD	12	7.5	1	3.4	13	6.9	-0.881	0.379
		DA	21	13.1	2	6.9	23	12.2		
		U	37	23.1	10	34.5	47	24.9		
		A	48	30.0	6	20.7	54	28.6		
		SA	42	26.3	10	34.5	52	27.5		
Total			160	100	29	100	189	100		
Mean			3.54		3.75		3.57			
SD			1.222		1.122		1.207			
Lacks of women role models in educational institutions affect their participation.		SD	9	5.6	-	-	9	4.8	-1.704	0.090
		DA	20	12.5	3	10.3	23	12.2		
		U	48	30.6	8	27.6	56	29.6		
		A	48	30.6	8	27.6	57	30.1		

	SA	35	20.6	10	34.5	44	23.3		
Total		160	100	29	100	189	100		
Mean		3.48		3.86		3.53			
SD		1.121		1.025		1.113			
Lacks of visibility by institution affect their participation.	SD	9	5.6	1	3.4	10	5.3	-1.179	0.240
	DA	16	10.	4	13.8	20	11.9		
	U	46	28.	6	20.7	52	24.8		
	A	59	36.	7	24.1	66	30.5		
	SA	30	18.	11	37.9	41	28.4		
Total		160	100	29	100	189	100		
Mean		3.53		3.79		3.57			
SD		1.081		1.206		1.101			
Lack of Mentors and support system	SD	12	7.5	-	-	12	3.8	-2.075	0.039*
	DA	21	13.1	2	6.9	23	10.6		
	U	24	15.0	5	17.2	29	15.3		
	A	50	31.3	7	24.1	57	30.2		
	SA	53	33.1	15	51.7	68	35.9		
Total		160	100	29	100	189	100		
Mean		3.69		4.20		3.77			
SD		1.263		0,977		1.236			
Less committed to apply affirmative action in practice	SD	11	6.9	1	3.4	12	6.3	-0.904	0.367
	DA	16	10.0	3	10.3	19	10		
	U	42	26.3	5	17.2	47	24.9		
	A	46	28.8	11	37.9	57	30.2		
	SA	45	28.1	9	31.0	54	28.6		
Total		160	100	29	100	189	100		
Mean		3.61		3.86		3.64			
SD		1.192		1.104		1.178			
Average mean scores		3.47		3.59		3.53			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

Regarding item 1 in table 10, respondents were rated their view regarding lack of transparent selection, hiring and promoting policies and practices as a ‘major cause’ preventing women from seeking higher leadership positions in education. Both respondents had an individual mean score of 3.58 and 3.27 respectively for teachers and educational leaders and grand mean score of 3.53. This reflects that teachers rated it as a ‘major cause’ while educational leaders rated the issue as ‘moderate cause’. This means that teacher respondent highly agree that educational institution have less transparent selection hiring and promoting policies affect women participation. Furthermore, T-test was employed to check if there is significant difference in perception between the two groups of respondents means the teachers and educational leaders. The p-value obtained (0.21) is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between the two groups. In this respect, 100(52.9%) of the respondent agreed that institution have less transparent selection, hiring and promoting policies and practices affect the involvement of women and 40(21.1%) of

the respondent disagreed that institution have less transparent selection, hiring and promoting policies and practices affect the involvement of women. Therefore, this indicated that educational institutions have less transparent selection; hiring and promoting policies as well as practices affect the participation of women. On the contrary, the WEO heads interviewed responded that their institution have transparent selection, hiring and promoting policies and practices. We perform according to the directives of MoE (2009).

As it is indicated in table 10 item2, the mean scores of teachers 3.18 and educational leaders 3.34, reveals lack of effort to make females active participants in educational leadership position was moderate with a grand mean of 3.20. This indicates that, even though both groups of respondents have rating the issue moderate level of agreement to the item. In other words, both groups agreed that lack of official effort to make females active participant, were as a moderately affect the participation of women to educational leadership. The majority of respondents 77(40.7%) agreed that lack of official effort to make females active participant affect the participation of women whereas 51(27%) of the respondent disagreed lack of official effort to make females active participant affect women participation in educational leadership. The t-test result with p-value of 0.50 greater than 0.05 indicates that the two groups of respondents does not have statistically significant difference regarding view of teachers and educational leaders on the item.

With regards to item 3 in Table 10 above respondents rated occupational segregation at a time of selection and hiring as a 'moderate cause' possibly preventing women from entering the male dominated field. Its average mean was 2.87 with individual mean values of 2.91 and 2.65 for teachers and educational leaders respectively. With this regard, 57(30.2%) of the respondent agreed that sex segregation affect the participation of women whereas 78(41.3%) of the respondent disagreed sex segregation affect the participation of women. T-test was calculated and showed that there was no a statistically significant difference in the level of agreement between teachers and educational leaders. The p-value 0.28 is greater than alpha value (0.05) that implies there is no existence of statistically significant difference between the two groups. Teachers and educational leaders moderately agreed on the existence of sex segregation at a time of selection and hiring is apparent in the educational institutions.

As could be seen on Table 10, item 4, respondents asked to rate their view regarding organizations support for women's to form their own network. As reflected on the table it had rated grand mean score of 3.57 indicating the issue to be a 'major cause' that could possibly in limiting women's entry into higher leadership positions. The individual scores of the two groups of respondents are 3.54 and 3.75 for teachers and leaders respectively with a mean difference 0.21. Therefore, both groups of respondents rated it as a 'major cause'. In respect to this, 106(56.1%) of the respondent agreed that lack of establishing women's professional network affect the participation of women to educational leadership position whereas 36(19%) of the respondent disagreed thatlack of establishing women's professional network affect the participation of women to educational leadership position. T-test was employed to check if there is significant difference in perception between the two groups of respondents. The p-value 0.37 is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between the two groups. Thus, this indicates that women's lack of support and encouragement to form their own network is a major cause for women's under representation in educational leadership. Therefore, one may conclude that lack of professional network is a barrier to women participation in educational leadership. The finding is supported by Shekeshaft (1985), lack of established network as a barrier for women.

As can be seen on Table 10, item 5, and respondent were requested onlack of women role models in educational institutions affect their participation. Teachers rated the item as 'moderate cause' whereas educational leaders rated the item as 'high cause' with individual mean values of 3.48 and 3.86 respectively. Its average mean was 3.53 indicates a 'major cause'. In respect with this, 101(53.4%) of the respondent agreed that lack of role model in educational institution affect the participation of women in educational leadership and 32(16.9%) of the respondent disagreed that lack of role model in educational institution affect the participation of women in educational leadership. Therefore, this indicates that lack of women role model is highly preventing women's underrepresentation in educational leadership. T-test was calculated and showed that there was no a statistically significant difference in the level of agreement between teachers and educational leaders. The p-value 0.09 is greater than alpha value (0.05) that implies there is no existence of significant difference between the two groups. Therefore, one may conclude that lack of role model is one of the barriers to women entry into and advancement in educational leadership. The finding is supported by Shekeshaft(1989), lack of opportunity to see other women in variety of administrative position, to hear how these women describe their lives, and

to compare themselves with women just one step farther up the hierarchy have been sighted as reasons women have to move into administrative position in large number.

As pointed on Table 10, items 6, 7, and 8 had average mean greater than 3.50 rating the items as 'major causes'. Both groups have individual mean scores above 3.50 rates the issue as 'high level cause'. There were no statistically significant differences observed on the items between the two groups of respondents in item 6 and 8 whereas there is statistically significant difference observed on item 7. Since the obtained p- values (0.24 and 0.36) are greater than alpha value (0.05) but the p-value of item 7 which is, 0.03 is less than alpha value that implies there is existence of significant difference between the two groups. In this regard, 107(56.6%), 125(66.1%) and 111(58.7) the majority of respondents regarding item 6, 7 and 8 respectively agreed that lack of visibility, lack of mentors and less committed affirmative action in practice affect the participation of women to educational leadership position. On the other hand, 30(15.8%), 35(18.5%) and 31(16.4%) of respondents disagreed that lack of visibility, lack of mentors and less committed affirmative action in practice affect the participation of women to educational leadership position

Generally, grand mean for all items in the table 10 was 3.53 which indicate that institutional factors are the major causes for women's low participation in educational leadership. Thus, one may conclude from the findings that, lack of women role models, lack of visibility, lack of mentors and support system and lack of commitment to apply affirmative actions are the major causes for women's underrepresentation in educational leadership in Majaneg Zone. These findings supported by the findings of Gupton and Slick, 1996; Ouston, 1993; Shakeshaft et al. 2007; Sperandio and Kagoda, (2010) written in the literature.

4.2.8. Lack of Opportunity to Education and Training

Education policy is one of the remedies that can facilitate the participation of women in one way or another way. In this section, an attempt was made to assess the view of respondents on the effect of the past unequal opportunity to education and training on women's participation in educational leadership. Four items were considered in the study and respondents were asked to rate their level of agreement by a five point scale (i.e. strongly agree = 5, Agree = 4 undecided = 3, Disagree=2, strongly disagree=1). For the sake of analysis, the obtained mean scores were

interpreted as follows: ≤ 2.49 = 'Disagree, 2.50-3.49= 'Moderately Agree' and ≥ 3.50 'highly agree'. (See table 11 below)

Table11. Respondents' Views on Lack of Equal Opportunity to Education and Training (in the past)

Lack of equal opportunity to education and training	Groups of Respondents						t-value	p-value		
		Teachers (N=160)		Educational leaders (N=29)		Total (N =189)				
		N	%	N	%	N			%	
Women had less training, educational opportunity and professional development than men in the past.		SD	16	10.0	-	-	16	8.5	-2.371	0.022*
		D	19	11.9	1	3.4	20	10.6		
		U	22	13.8	7	24.1	29	15.3		
		A	35	21.9	5	17.2	40	21.2		
		SA	68	42.5	16	55.2	84	44.4		
Total			160	100	29	100	189	100		
Mean			3.75		4.24		3.82			
SD			1.373		0.950		1.327			
Most women have low level of educational qualification than men due to unequal opportunity in the past.		SD	5	3.1	-	-	5	2.6	-2.269	0.024*
		D	11	6.9	2	6.9	13	6.9		
		U	42	26.3	4	13.8	46	24.3		
		A	50	31.3	6	20.7	56	29.6		
		SA	52	32.5	17	58.6	69	36.5		
Total			160	100	29	100	189	100		
Mean			3.83		4.31		3.90			
SD			1.059		0.967		1.057			
The current education and training policy that encourages women's participation in educational leadership is not well implemented		SD	25	15.6	1	3.4	26	13.8	-0.575	0.568
		D	34	21.3	4	13.8	38	20.1		
		U	36	22.5	16	55.2	52	27.5		
		A	37	23.1	5	17.2	42	22.2		
		SA	28	17.5	3	10.3	31	16.4		
Total			160	100	29	100	189	100		
Mean			3.05		3.17		3.07			
SD			1.332		0.928		1.277			
Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation.		SD	7	4.4	-	-	7	3.7	-0.765	0.438
		D	9	5.6	3	10.3	12	6.3		
		U	52	32.5	8	27.6	60	31.7		
		A	59	36.9	10	34.5	69	36.5		
		SA	33	20.6	8	27.6	41	24.1		
Total			160	100	29	100	189	100		
Mean			3.63		3.79		3.66			
SD			1.012		0.977		1.006			
Average mean scores			3.56		3.88		3.72			

*Indicates existence of significant difference at alpha value (0.05) and degree of freedom (187)

As indicated in table 11, item 1 respondents were requested to rate if women had less training and educational opportunity in the past. Both teachers and educational leaders rated it as 'highly agreed' with the average mean of 3.82, and individual mean scores of 3.75 and 4.24 respectively. The two groups have similar level of agreement on the issue. The t-test result with p-value of 0.02 less than 0.05 indicates that the two groups of respondents do statistically significantly differ in their average ratings towards the item. In this respect, 124(65.6%) of the respondent agreed that less training, educational opportunity and professional development in the past affect the participation of women in educational leadership and 36(19%) of the respondent disagreed that lack of opportunity to education and training in the past affect the participation of women in educational leadership. Therefore, the findings indicate that less training and educational opportunity in the past contributed to hinder women's participation in educational leadership. That means unequal access to education and training is one of the major factors hindering women's participation to the position.

As shown in table 11 item 2, respondents were asked to indicate their agreement whether most women have low level of qualification than men. Accordingly, the grand mean value of the item was 3.90 that ranked the issue as the first that indicated a high level of agreement. The individual means scores were also 3.83 and 4.31 for teachers and educational leaders respectively rating it as a 'highly agree' that low level of educational qualification due to unequal opportunity in the past affect their participation. Majority 125(66.1%) of the respondent agreed that low level of educational qualification due to unequal opportunity in the past affect the participation of women in educational leadership position and 18(9.5%) disagreed that low level of educational qualification due to unequal opportunity in the past affect their participation. T-test was calculated and the p-value of 0.02 is less than alpha value (0.05). Therefore, this implies that there is statistically significant difference in perception between teachers and educational leaders on the item. Thus, most women have low level of educational background that affects them to participate to different fields. For instance, to be 1st and 2nd cycle primary school leader, the candidate should be first degree holder and for high schools Master's Degree.

As pointed out in item 3, on Table 11, respondents were asked to indicate their level of agreement whether the current education and training policy that encourages women's participation well implemented or not. Majority 73(38.6%) of the respondent agreed that

education and training policy that encourage women participation is not well implemented whereas 64(33.8%) of the respondent disagreed that education and training policy that encourage women participation is not well implemented. The average mean score 3.07 that rated it as 'moderately agree'. The individual mean scores of the two groups were 3.05 and 3.17 respectively reflecting the same rating. The t-test result with p-value of 0.56 greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in their average ratings towards the item. Therefore, the finding indicated that the current education and training policy that encourages women's participation in educational leadership is less implemented. Thus, this lack of proper implementation of the policy affects women's participation in educational leadership.

As can be seen on Table 11, item 4 ranked third with a weighted mean of 3.66. The individual mean values for the two groups of respondents were 3.63 and 3.79 respectively for teachers and leaders. Majority 110(58.2%) of the respondent agreed that lack of careful mentoring and evaluation of the policy implementation enhance women participation affect their involvement in educational leadership and 19(10%) of the respondent disagreed that lack of careful mentoring and evaluation of the policy implementation enhance women participation affect their involvement in educational leadership. Both groups of respondents highly agree on the issue. The t-test result with p-value of 0.44 greater than 0.05 indicates that the two groups of respondents have no statistically significant differs in perception between teachers and educational leaders towards the item. Thus, from the result obtained clearly understood that lack of careful monitoring and evaluation of policy affect women's participation in educational leadership positions in Majaneg Zone.

Finally, the Grand mean for all items on the table 11 was 3.72 that rated lack of equal opportunity to education and training in the past as a major cause of women's under representation in educational leadership. Therefore, one may conclude that inequalities of women in educational opportunity in the past can limit the number of educated women that results in underrepresentation of women in educational leadership positions today. But the current country's educational policy makes no distinction in gender. It has addressed the importance of girl's education. It clearly stated that the government will give financial support to raise the participation of women in education (MoE, 1994).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with the summary of the major findings and recommendations that the student researcher proposes and assumed to increase women's participation in educational leadership in Majaneg Zone.

5.1. Summary

The study was aimed to assess factors affecting women's participation in educational leadership in Majaneg Zone of GRS with the following purposes in mind:

- To examine the extent to which women teachers aspire for positions in educational leadership in education sector of Majaneg Zone;
- To examine the effect of the selection and placement criteria on women's participation in educational leadership in the Zone;
- To assess the attitudes of teachers, school leaders and Woreda and Zone education office heads on women's ability, skills and competence; and
- To identify major factors that affect women's participation in educational leadership in Majaneg Zone.

In order to attain the objectives of the study, the following basic research questions were stated and answered.

- To what extent do women teachers aspire for positions in educational leadership in Majaneg Zone?
- Do the criteria used in the selection of educational leaders affect women's participation to educational leadership positions?
- What are the attitudes of teachers and educational leaders towards women's ability, skill, and leadership competence in the zone?
- What are the major factors that prevent women's participation in educational leadership in Majaneg Zone of GPRS?

A descriptive survey design was employed in this study to look in to what really affect the participation of women in educational leadership and used to make a detailed description of existing leadership phenomenon. The related literature was reviewed. The zone has two Woreda, both were selected *purposively*. 6(100%) government secondary schools were included by using *census sampling techniques* and out of the 34 government 1st and 2nd cycle primary schools in the Zone 6(17.6 %) were included *purposively* in the study where women serve either as principals

or vice principals because to bring information about the general problems and prospect of women in leadership.

Participant in the study were selected using *multi stage sampling techniques*. 160(50%) of teachers were selected through *proportional sampling techniques* from the sample schools; 26 school leaders were selected using *comprehensive sampling techniques*, 2(100%) Woreda education office heads and 1 ZEO head included using *census sampling techniques*. In general, 117 males and 72 females totally 189 respondents participated in the study.

Three data collecting tools were used to carry out the study. These include questionnaire, interview and document analysis. The entire questionnaire distributed was returned and usable. Interviews were conducted with 1 ZEO head, 2 WEO heads and 6 female school leaders. Lastly, data was carefully tallied, analyzed and interpreted. Relevant data analysis tools such as mean, standard deviation, Average mean, t-value, p-value and percentage are used for analysis.

5.1.1. Women's Aspiration to Educational Leadership

With regards to this, women highly devalued (3.66), fear competition (3.72) and lack self-confidence (3.53). On the other hand, they moderately aspire (3.37), seek for position (3.38) and apply (3.26) to become educational leader. The majority of the respondents agreed that women's participation in educational leadership is affected by their aspiration due to lack of self-confidence, fear of competition and societal attitude towards their ability.

The finding indicate that women have low level of aspiration to become educational leader, due to devaluation by the society; fear of competition, lack of self-confidence. The t-test revealed that p- value is greater than alpha value which shows that there is no statistical significance difference between the two group which is the teachers and educational leaders towards the item. In general, the average mean value for all items in this table was 3.52 that rated aspiration to educational leadership as a major factor for their underrepresentation on the position of educational leadership. Thus, this reflects that women's participation in educational leadership is hindered by their aspiration in Majaneg zone.

5.1.2. The Effects of Selection Criteria on Women's Participation in Educational Leadership

Majority of the respondents agreed that professional qualification (3.74); work experience (3.76), performance appraisal results (3.61); political affiliation (3.66) and adequate and relevant professional training (3.53) used as a key selection criteria affect women's participation. On the other hand, oral and written exam (3.44) and quality of personal profile (3.20) have moderate effect on women's participation in educational leadership. Statistical Significance difference was observed in perception between teachers and educational leaders regarding the effect of professional qualification and political affiliation.

The interview held with WEO heads confirmed that political affiliation does not affect women's participation. It included due to the fact that a leader should know the current policy, strategies, constitution and practice accordingly. However, female educational leaders assumed that women low participation in political affairs hinder their visibility in educational leadership. The document analysis obtained from MoE (2009) regarding the selection criteria for educational leaders nothing was noted to encourage women candidates. This indicated that only candidates that pass the stated criteria were selected without gender consideration. WEO heads also said that the criteria are fixed therefore, no way to encourage women's participation. Thus, it is possible to say that the criteria did not prepared in line with the educational policy that say education policy were encourage participation of women in educational leadership (MoE, 1994).

5.1.3. Women's Leadership Ability, Skills and Competence

In relation to women's leadership ability, skills and competence the findings indicate that most of the indicators had average mean value above 3.50 rating women's competence as high except four items (8, 13, 18 and 19) that deal with women's ability to consistency in decision making; to understand the local school community as well as ability to solve conflict and ability to minimize conflict within the work environment in advance that are rated as moderate competence.

Thus, it is possible to say women are competent in leadership except in few skills. Significant difference were observed concerning women's ability to read the organizational informal systems (0.042); Women's ability to understand the local school community and the border economic, political and policy context (0.000); and Women's ability to treat all staffs as well as students accordingly (0.021) and Women's ability to solve conflict in advance (0.012) that are less

at alpha value (0.05). The average mean result rated or viewed from all items were 3.64. These findings indicate that women are competent enough in leadership. Therefore, women's ability, skills and competence less contribute to the under representation of women in educational leadership.

5.1.4. Socio-Cultural Factors

The study showed that, the patriarchal ideology (3.88); view that men are always decision makers (3.82); men's perception of themselves as being more competent capable and efficient (3.68); women's do not have ability and skill to lead (3.73) and gender socialization (3.65) were regarded as major causes. However, the finding indicates that there were statistically significant differences of opinions between the two groups on People think women do not have the ability and skills to be a leader, most people still think the decision making power rests with men and Male feel more competent, capable and efficient in leadership than women. In general, socio cultural factor is rated as a major cause with average means score of 3.93 that plays a great role in limiting women's participation on the position of leadership.

5.1.5. Attitude of Women towards themselves

In relation to the assessment of major problems encountered by the attitudes of women themselves, still was acknowledge the world as "masculine"(3.70); women's poor risk taking (3.58); women's underestimation of their ability and skills (3.73) and women's consideration of themselves to have low level of acceptance than men (3.64) were regarded as major causes that hinder their participation in leadership. Therefore, attitude of women towards themselves was rated as major cause for the underrepresentation of women in leadership roles with average mean score of 3.74. There is no statistically significant difference observed on the items based on the response of teacher and educational leaders. Thus factor also play a predominant role on preventing women for the position.

5.1.6. Home Responsibility

Concerning the major problems with respect to family and home responsibility, the two respondent groups rated four related points. Women are more responsible to home and family related issues (3.83); women's role of child bearing and taking care of family (3.86); Women are more responsible to home or family related issues (3.98) and lack of support from family or partner (3.83) were regarded as major causes for women's under representation. In general, the average mean for all items was 3.90 rating family and home responsibility as a major cause that greatly affect women's participation in educational leadership. There is no statistical

significantly differ on the response of the group. This factor also play a great role on the underrepresentation of women's on educational leadership position.

5.1.7. Institutional Factors Affecting Women's Participation in Educational Leadership

The study identified six institutional factors that could possibly be major causes that prevent women's participation in educational leadership: Educational institutions have less transparent selection, hiring and promoting policies and practices (3.53); Educational institutions have no official effort to make females active participants in leadership (3.20); sex segregation at a time of selecting and hiring. (2.87); lack of establishing women's professional network in leadership (3.57); lack of women role models in educational institutions (3.53); lack of visibility or offering less opportunity to females in organizations (3.57); lack of mentors and support system (3.77) and lack of commitment to apply affirmative action in practice (3.64) and. On the other hand, institutional lack of official effort to make females active participant in leadership (3.20) and having sex-segregation at a time of selection and hiring (2.87) were regarded as a moderate causes that hinder women's entry into leadership. A significant difference was appeared between the two groups in perception of lack of mentors and support system. However, with the average mean of 3.53 institutional factors are considered as major causes for less participation of women in leadership.

5.1.8. Lack of Equal Opportunity to Education and Training in the past

Regarding lack of equal opportunity to education in the past respondents showed high conformity that women also hindered from participation in leadership by the major causes that include having less training and educational opportunity in the past (3.82); low level of educational qualification than men (3.90); lack of careful monitoring and evaluation of the policy implementation to enhance women's participation (3.66) whereas lack of proper implementation of education and training policy that encourage women's participation was regarded as moderate cause. Moreover, significant difference of opinion was observed between the two groups on item 1 and 2. Generally, lack of equal opportunity to education and training in the past is a major cause of women's underrepresentation in educational leadership with average mean score of 3.72.

5.2. Conclusions

Based on the findings the following conclusions can be drawn.

- Women participation in educational leadership is hindered by their less aspiration to apply for educational leadership positions. So, one may conclude from the finding women have low intrinsic motivation to leadership position due to different factors such as lack of self-confidence and fear of competition were prevent women to aspire to leadership position.
- As noted in the findings, among the selection criteria, professional qualifications, performance appraisal results, political affiliation and work experience affect women's participation in educational leadership. Therefore, one may conclude that the recruitment and selection criteria is not encourage women to leadership position prevent the entrance of women to the leadership position in Mejaneg Zone.
- Research result revealed that the overall perception of society mainly teachers and educational leaders has changed towards women leaders' ability, skill and leadership competence. They recognize and accept their competence in most skills concerning administrative, communication, decision making, interpersonal and conflict management. However, still women underrepresented in leadership positions in education. Therefore, one may conclude from the finding that, women do not have significant difference in ability, skill and competence in leadership as compared with men.
- As indicated in the findings several factors affect women's participation in educational leadership. Therefore, one may conclude from the findings there are different barriers that affect social and psychological developments of women that limit their participation in educational leadership.

5.3. Recommendations

To tackle the problems that affect women's participation and improve their involvement in educational leadership, the following recommendations are proposed in view of the above findings.

- To tackle these problems and improve their aspiration to become educational leader awareness creation, raising and bringing attitudinal change should be undertaken by Zone and Woreda education offices through training, experience share and workshops.
- To overcome the impacts of the criteria mentioned on findings, women should be exposed to different pre-administrative activities (experience) such as unit leader and department head; they must be well educated to fulfill the professional qualification required, and also must be competitive, competent through performance to overcome the effect of performance appraisal results.
- The study revealed that women were found to be competent in most of the skills. However, in order to participate effectively in leading education and develop their abilities, skills and competence; Women should have the required knowledge, experience and skills of educational leadership and REB, ZED and WEO should provide short term and long term training for women leaders to enhance or develop their experience in leading education system.
- One of the factors that limit women's participation is socio-cultural factor. One can clearly understand that these factors can affect social and psychological developments of women that in turn affect their participation in leadership. Therefore, Men should develop positive attitudes and think that women have equal ability with them and the society also should trust women's ability to lead through awareness rising and The other thing to be done is to change the way children are raised and socialized. Parents should provide their daughters equal opportunity to develop their decision making and leadership capabilities and must train sons to respect their sisters as equals.
- The family and home responsibility can be minimized by having family-friendly policies to improve the pressures of home responsibility and create a culture of mutual commitment that make it easier to competent female leaders.
- Woreda education office and schools should develop and design gender sensitive workshops and training about family shared responsibilities and gender role perceptions that are conducted with men so as to make them more receptive to females.

- WEO and ZED should encourage women leaders by providing technical support like mentoring, networking, and develop follow up mechanisms in which women's will practice their leadership roles. This can be done by empowering women and allowing them to take part in leadership and decision making.
- WEO and ZED should encourage women education by upgrading their skills and these makes them better qualified personnel to participate in leadership.
- WEO and ZED should be created and encouraged by awarding role model females in schools.

Therefore , based on these recommendation and the scarcity of related research on the zone, the researcher believe that further research needed to identify factor affecting women's participation in educational leadership in Majaneg zone of GPRS and finally to come up with different measures that was help to improve their participation in educational leadership in the zone.

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Part II. Questions on women participation on educational leadership

1. About women’s Aspiration to Educational leadership

The following sentences are assumed to indicate the extent of women’s aspiration to educational Leadership. Therefore, indicate the extent of aspiration of women to educational leadership by putting “✓” mark in one of the boxes provided for your agreement or disagreement.

Use the following scales

Strongly Agree (5), Agree (4), moderate(3), Disagree (2), and Strongly Disagree (1).

No	Women’s aspiration to educational leadership	Scales				
		5	4	3	2	1
1	Women have less aspiration (ambition) to become educational leader.					
2	Women do not seek leadership positions in education.					
3	Women apply for educational leadership less frequently					
4	Women lack self-confidence to apply to educational leadership that affects their aspiration					
5	Women fear competition that affect aspiration					
6	Devaluation of women by the society affect their aspiration					

2. Recruitment and Selection Criteria used in the Selection and Placement of Educational Leaders

The following are expected to be taken as criteria used for selecting educational leaders (educational officers and principals). Thus, indicate the extent to which the selection criteria affect women’s participation in educational leadership in your respective School, Woreda or Zone by Putting “✓” mark in one of the boxes provided to each possible criteria.

Use the following scales

Very High (5), High (4), Moderate (3), Low (2), Very low (1).

No	Recruitment and Selection Criteria	Scales				
		5	4	3	2	1
1	Professional qualifications (Diploma, Degree, MA/MSc)					
2	Work experience (leadership experience)					

3	Performance appraisal results					
4	Oral or/and written tests					
5	Quality of personal file (profile)					
6	Adequate and relevant profession training (graduating in education or educational leadership)					
7	Political background (affiliation to the ruling party)					

3. Women's Leadership Skill and Competence

The following are some of the assumed leadership skills and competencies. Please, indicate your opinion (feeling) on the following activities concerning the ability, skills and competence of women educational leaders by putting "✓" mark in one of the boxes provided.

Use the following five scales to answer the questions.

Very Good (5), Good (4), Medium (3), Poor (2), and Very poor (1)

No	Women's leadership skill and competence	Scales				
		5	4	3	2	1
1	Women's ability to implement rules and regulations effectively and efficiently.					
2	Women's ability to promote optimum use of the material, financial and human resources					
3	Women's ability to effectively plan and coordinate all desired activities and resources towards the achievement of educational goals					
4	Women's ability to delegate duties effectively					
5	Women's ability to develop and communicate vision					
6	Women's ability to read the organizational informal systems.					
7	Women's ability to clarify and instruct staff how to apply rules and regulations.					
8	Women's consistency in decision making					

9	Women's ability to make decisions that consider the situation					
10	Women's ability to participate subordinate in decision making					
11	Women's confidence in decision making					
12	Women's ability to mobilize and motivate people.					
13	Women's ability to understand the local school community and the broader economic, political and policy context					
14	Women's ability to treat all staff as well as students accordingly.					
15	Women's ability to provide professional counseling to concerned staff and students whenever necessary.					
16	Women's ability to encourage and support other women (acting as a Mentor, role models)					
17	Women's ability to listen and contribute to the work of a team					
18	Women's ability to solve conflict in advance					
19	Women's ability to minimize conflicts that occur within the work environment.					
20	Women's ability to solve conflicts that occur within the work environment.					

4. About Factors Affecting Women's Participation in Educational Leadership

4.1. Socio-Cultural Factors

The following are believed to be socio-cultural factors that affect women's participation in educational leadership. Please, indicate the extent of your agreement on these factors that affect women's participation in educational leadership in the zone by putting "✓" mark in one of the boxes provided for each possible factor.

Use the following scales.

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Socio-cultural factors affecting women’s participation in educational leadership	Scales				
		5	4	3	2	1
1	Girls and boys are socialized differently to assume different roles (gender role socialization).					
2	People think women do not have the ability and skills to be a leader.					
3	The patriarchal (cultural) ideology that dominated the culture affects women’s participation in educational leadership.					
4	Most people still think the decision making power rests with men.					
5	Male feel more competent, capable and efficient in leadership than women.					

4.2. Attitude of Women towards Themselves

The following are supposed to be women’s attitude (self-concept) towards themselves. Thus, indicate the extent of your agreement on the following statements by putting “√” mark in one of the boxes provided for each possible factors.

Use the following scales.

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Attitude of Women towards Themselves	Scales				
		5	4	3	2	1
1	Women still acknowledge the world as “masculine”					
2	Women exhibit poor risk taking of themselves					
3	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership					
4	Women consider themselves to have low level of acceptance than men					

4.3. Family and Home Responsibility

The following might be some of the statements related to women’s family and home responsibility that affect their participation in educational leadership. Thus, indicate extent of your agreement by putting “√” mark in one of the boxes provided against each statement.

Use the following scales.

Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Family and Home Responsibility	Scales				
		5	4	3	2	1
1	Women’s responsibility of family and home affect their participation in educational leadership.					
2	Women’s role of child bearing, and taking care of family affect their involvement in educational leadership.					
3	Women are more responsible to home or family related issues					
4	Women’s lack of support from family (partner) affects their participation.					

4.4. Institutional Factors Affecting Women’s Participation in Educational Leadership.

The following are some of the expected institutional factors affecting women’s participation in educational leadership. Therefore, indicate the extent of your agreement by Putting “√” mark in one of the boxes provided for each possible factor.

Use the following scales.

Strongly Agree (5), Agree (4), moderate (3), Disagree (2), and Strongly Disagree (1)

No	Institutional factors affecting women’s participation in educational leadership	Scales				
		5	4	3	2	1
1	Educational institutions have less transparent selection and promoting policies and practices					
2	Educational institutions have no official effort to make females active participants in leadership					
3	Educational institutions have sex segregation at a time of selecting and hiring.					

4	Lack of supporting women to form professional network in leadership.					
5	Lack of women role models in educational institutions affects their participation.					
6	Lack of visibility (offering opportunities to males than women) by institution affects their participation.					
7	Lack of Mentors and support system					
8	Less committed to apply affirmative action in practice					

4.5. About Unequal Opportunity of Education, and Training (in the past)

The following are related to education, and training opportunity of women. Therefore, indicate your degree of agreement by putting “✓” mark in one of the boxes provided for each possible factor. Use the following five scales to answer the questions

Strongly Agree (5), Agree(4), moderate(3), Disagree (2), and Strongly Disagree (1)

No	Lack of equal opportunity to education, training and promotion	Scales				
		5	4	3	2	1
1	Women had less training and educational opportunity than men in the past.					
2	Most women have low level of educational qualification than men.					
3	The current education and training policy that encourages women’s participation in educational leadership is not well implemented					
4	Lack of careful monitoring and evaluation of the policy implementation that enhance women’s participation					

1. In your opinion, what are other major factor that might contribute to the under representation of women in educational leadership?

2. State what possible strategies or action should be taken to attract and increase the participation of women in educational leadership?

3. In your opinion, whose concern is to maximize their participation in educational leadership?_____

Appendix B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview Guide for Women Principals, Woreda Education Office Leaders as well as Zone Education Office head.

General Instructions:The main purpose of this interview is to gather primary and relevant data on factors that affect women's participation in educational leadership. It is also aimed at identifying the possible strategies that could be implemented to improve and maximize the participation of women educational leaders.

You have been selected to participate in this study; therefore, you are kindly requested to answer the questions in order to give the necessary information on the different issues related to the study. The success of this study depends upon your honest and genuine response to the questions. The information will be used for academic purposes and your response will be kept confidential.

Thank you in advance for your Cooperation

Part I: Background Information

1. Woreda _____
2. Educational background, _____
3. Work experience _____
4. What is your current position in your School, Woreda or Zone? _____

1. Interview questions for Women Principals, and Educational Leaders

1. What were the problems you faced during recruitment and selection to this position?
2. Did you receive on the job training after attaining the leadership position? If so, what were they?
3. Do women leaders aspire for position in educational leadership?
4. What are the selection and placement criteria used for selecting educational leaders?
5. How do you see your employee's perception towards your leadership skill and competencies in performing leadership functions?
6. Could you tell me the major factors that might contribute to the underrepresentation of women in educational leadership?
7. What should be done to improve their participation in the profession in the future?

2. Interview Questions for woreda and Zone level Educational Officials

1. From your practical experience and observation how do you evaluate the current standing of women in educational leadership (school levels) in the zone?
2. What are the selection and placement criteria used for selecting educational leaders? Do these criteria affect their involvement in educational leadership? How?
3. Does your institution encourage women to leadership positions? How?
4. What is your attitude towards women educational leaders' skill and competence in performing leadership functions in education?
5. What major factors do you think hinder women to come to educational leadership positions?
6. What alternative ways do you think would encourage women to come to educational leadership positions?

Thank you again for your Cooperation

Appendix C

Independent Samples Test for the analysis of obtained data

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ws1	Equal variances assumed	6.185	.014	.725	187	.469	.159	.219	-.273	.590
	Equal variances not assumed			.611	34.444	.545	.159	.260	-.369	.686
ws2	Equal variances assumed	.459	.499	.939	187	.349	.212	.226	-.233	.657
	Equal variances not assumed			.847	35.939	.403	.212	.250	-.295	.719
ws3	Equal variances assumed	.482	.488	-1.894	187	.060	-.421	.222	-.859	.017
	Equal variances not assumed			-1.873	38.488	.069	-.421	.225	-.875	.034
ws4	Equal variances assumed	.000	.998	-.993	187	.322	-.224	.226	-.669	.221
	Equal variances not assumed			-1.008	39.331	.320	-.224	.222	-.674	.226
ws5	Equal variances assumed	2.188	.141	-.379	187	.705	-.081	.213	-.500	.339
	Equal variances not assumed			-.338	35.684	.737	-.081	.238	-.564	.403
ws6	Equal variances assumed	2.275	.133	-1.323	187	.187	-.312	.236	-.778	.153
	Equal variances not assumed			-1.462	42.704	.151	-.312	.214	-.743	.119
rs1	Equal variances assumed	.153	.696	-2.141	187	.034	-.428	.200	-.823	-.034
	Equal variances not assumed			-2.168	39.265	.036	-.428	.198	-.828	-.029
rs2	Equal variances assumed	.406	.525	-.522	187	.602	-.112	.215	-.535	.311
	Equal variances not assumed			-.487	36.778	.629	-.112	.230	-.578	.354
rs3	Equal variances assumed	.263	.609	-1.434	187	.153	-.328	.229	-.779	.123
	Equal variances not assumed			-1.455	39.327	.154	-.328	.225	-.784	.128
rs4	Equal variances assumed	.069	.794	-.496	187	.620	-.113	.228	-.564	.337
	Equal variances not assumed			-.521	40.589	.605	-.113	.218	-.553	.326
rs5	Equal variances assumed	10.446	.001	-.365	187	.715	-.098	.269	-.628	.432
	Equal variances not assumed			-.475	52.951	.637	-.098	.206	-.512	.316
rs6	Equal variances assumed	.682	.410	-.720	187	.473	-.177	.246	-.663	.308
	Equal variances not assumed			-.798	42.866	.429	-.177	.222	-.625	.271
rs7	Equal variances assumed	2.138	.145	3.300	187	.001	.828	.251	.333	1.323
	Equal variances not assumed			3.518	41.178	.001	.828	.235	.353	1.304
wl1	Equal variances assumed	.283	.596	-.502	187	.616	-.112	.224	-.553	.329

	Equal variances not assumed			-.546	42.042	.588	-.112	.206	-.527	.302
wl2	Equal variances assumed	.058	.810	-1.088	187	.278	-.232	.213	-.652	.189
	Equal variances not assumed			-1.194	42.430	.239	-.232	.194	-.624	.160
wl3	Equal variances assumed	.058	.809	-1.285	187	.200	-.262	.204	-.665	.140
	Equal variances not assumed			-1.299	39.225	.201	-.262	.202	-.670	.146
wl4	Equal variances assumed	5.768	.017	2.113	187	.036	.412	.195	.027	.796
	Equal variances not assumed			1.729	33.887	.093	.412	.238	-.072	.895
wl5	Equal variances assumed	3.273	.072	-.792	187	.429	-.178	.224	-.620	.264
	Equal variances not assumed			-.689	35.092	.495	-.178	.258	-.701	.346
wl6	Equal variances assumed	3.126	.079	-2.048	187	.042	-.459	.224	-.902	-.017
	Equal variances not assumed			-2.262	42.716	.029	-.459	.203	-.869	-.050
wl7	Equal variances assumed	.190	.663	-1.027	187	.306	-.216	.210	-.630	.199
	Equal variances not assumed			-1.018	38.578	.315	-.216	.212	-.644	.213
wl8	Equal variances assumed	.191	.663	-.031	187	.975	-.007	.231	-.463	.449
	Equal variances not assumed			-.032	40.020	.975	-.007	.223	-.459	.444
wl9	Equal variances assumed	1.628	.204	-1.595	187	.112	-.369	.231	-.825	.087
	Equal variances not assumed			-1.731	41.906	.091	-.369	.213	-.799	.061
wl10	Equal variances assumed	.101	.751	-1.195	187	.234	-.262	.219	-.694	.171
	Equal variances not assumed			-1.118	36.868	.271	-.262	.234	-.737	.213
wl11	Equal variances assumed	.968	.326	-.658	187	.512	-.146	.222	-.584	.292
	Equal variances not assumed			-.689	40.472	.495	-.146	.212	-.574	.282
wl12	Equal variances assumed	2.085	.150	-.756	187	.450	-.174	.230	-.628	.280
	Equal variances not assumed			-.675	35.686	.504	-.174	.258	-.697	.349
wl13	Equal variances assumed	1.495	.223	3.825	187	.000	.899	.235	.435	1.362
	Equal variances not assumed			3.436	35.834	.002	.899	.262	.368	1.429
wl14	Equal variances assumed	1.104	.295	-2.332	187	.021	-.510	.219	-.941	-.079
	Equal variances not assumed			-2.463	40.810	.018	-.510	.207	-.928	-.092
wl15	Equal variances assumed	.198	.657	-1.547	187	.124	-.331	.214	-.753	.091
	Equal variances not assumed			-1.432	36.594	.160	-.331	.231	-.799	.137
wl16	Equal variances assumed	1.990	.160	-1.641	187	.102	-.387	.236	-.852	.078
	Equal variances not assumed			-1.732	40.791	.091	-.387	.223	-.838	.064
wl17	Equal variances assumed	1.422	.235	-.737	187	.462	-.165	.224	-.606	.277
	Equal variances not assumed			-.669	36.110	.508	-.165	.246	-.664	.335
wl18	Equal variances assumed	.158	.691	2.530	187	.012	.563	.223	.124	1.002

	Equal variances not assumed			2.348	36.648	.024	.563	.240	.077	1.049
wl19	Equal variances assumed	3.347	.069	-1.707	187	.089	-.380	.223	-.820	.059
	Equal variances not assumed			-1.481	35.051	.147	-.380	.257	-.902	.141
wl20	Equal variances assumed	1.070	.302	-1.476	187	.142	-.353	.239	-.824	.119
	Equal variances not assumed			-1.589	41.599	.120	-.353	.222	-.801	.095
sc1	Equal variances assumed	.072	.789	-1.601	187	.111	-.372	.232	-.830	.086
	Equal variances not assumed			-1.568	38.190	.125	-.372	.237	-.852	.108
sc2	Equal variances assumed	.012	.913	-2.358	187	.019	-.482	.204	-.885	-.079
	Equal variances not assumed			-2.333	38.494	.025	-.482	.206	-.900	-.064
sc3	Equal variances assumed	.004	.949	-1.916	187	.057	-.388	.203	-.788	.012
	Equal variances not assumed			-1.958	39.587	.057	-.388	.198	-.789	.013
sc4	Equal variances assumed	1.154	.284	-2.158	187	.032	-.451	.209	-.863	-.039
	Equal variances not assumed			-2.409	43.204	.020	-.451	.187	-.828	-.073
sc5	Equal variances assumed	1.017	.315	-2.636	187	.009	-.572	.217	-1.001	-.144
	Equal variances not assumed			-2.874	42.133	.006	-.572	.199	-.974	-.170
aw1	Equal variances assumed	.126	.723	-1.921	187	.056	-.350	.182	-.709	.009
	Equal variances not assumed			-1.764	36.376	.086	-.350	.198	-.752	.052
aw2	Equal variances assumed	4.308	.039	-1.099	187	.273	-.249	.227	-.697	.198
	Equal variances not assumed			-1.229	43.282	.226	-.249	.203	-.659	.160
aw3	Equal variances assumed	.286	.594	-.483	187	.630	-.115	.238	-.585	.355
	Equal variances not assumed			-.477	38.486	.636	-.115	.241	-.603	.373
aw4	Equal variances assumed	2.352	.127	-.535	187	.594	-.134	.250	-.627	.359
	Equal variances not assumed			-.592	42.810	.557	-.134	.226	-.589	.322
fh1	Equal variances assumed	1.407	.237	.575	187	.566	.126	.219	-.306	.558
	Equal variances not assumed			.531	36.555	.598	.126	.237	-.354	.606
fh2	Equal variances assumed	.261	.610	-1.057	187	.292	-.238	.225	-.681	.206
	Equal variances not assumed			-1.124	41.090	.268	-.238	.212	-.665	.189
fh3	Equal variances assumed	1.190	.277	-.608	187	.544	-.141	.232	-.598	.316
	Equal variances not assumed			-.639	40.597	.526	-.141	.221	-.587	.305
fh4	Equal variances assumed	.930	.336	.041	187	.967	.010	.242	-.468	.488
	Equal variances not assumed			.039	37.712	.969	.010	.251	-.499	.519
if1	Equal variances assumed	.369	.544	1.239	187	.217	.305	.246	-.181	.791
	Equal variances not assumed			1.172	37.148	.249	.305	.261	-.223	.833
if2	Equal variances assumed	.122	.727	-.664	187	.507	-.164	.246	-.649	.322

	Equal variances not assumed			- .672	39.218	.506	-.164	.243	-.656	.329
if3	Equal variances assumed	.141	.707	1.083	187	.280	.257	.238	-.212	.726
	Equal variances not assumed			1.135	40.528	.263	.257	.227	-.201	.715
if4	Equal variances assumed	.420	.518	-.881	187	.379	-.215	.244	-.696	.266
	Equal variances not assumed			-.935	40.992	.355	-.215	.230	-.679	.249
if5	Equal variances assumed	.489	.485	-1.704	187	.090	-.381	.224	-.822	.060
	Equal variances not assumed			-1.813	41.111	.077	-.381	.210	-.805	.043
if6	Equal variances assumed	.954	.330	-1.179	187	.240	-.262	.222	-.700	.176
	Equal variances not assumed			-1.092	36.606	.282	-.262	.240	-.748	.224
if7	Equal variances assumed	3.107	.080	-2.075	187	.039	-.513	.247	-1.001	-.025
	Equal variances not assumed			-2.476	46.780	.017	-.513	.207	-.930	-.096
if8	Equal variances assumed	1.239	.267	-.904	187	.367	-.215	.238	-.685	.254
	Equal variances not assumed			-.953	40.761	.346	-.215	.226	-.671	.241
le1	Equal variances assumed	6.035	.015	-1.846	187	.066	-.491	.266	-1.017	.034
	Equal variances not assumed			-2.371	51.886	.022	-.491	.207	-.907	-.075
le2	Equal variances assumed	.223	.637	-2.269	187	.024	-.479	.211	-.896	-.063
	Equal variances not assumed			-2.417	41.151	.020	-.479	.198	-.879	-.079
le3	Equal variances assumed	10.003	.002	-.449	187	.654	-.116	.258	-.626	.394
	Equal variances not assumed			-.575	51.559	.568	-.116	.202	-.522	.289
le4	Equal variances assumed	.033	.857	-.765	187	.445	-.156	.203	-.557	.245
	Equal variances not assumed			-.784	39.680	.438	-.156	.198	-.557	.245

Appendix D

Descriptives Summary for the data presented

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
ws1	teachers	160	3.40	1.035	.082	3.24	3.56	1	5
	leaders	29	3.24	1.327	.246	2.74	3.75	1	5
	Total	189	3.38	1.083	.079	3.22	3.53	1	5
ws2	teachers	160	3.42	1.090	.086	3.25	3.59	1	5
	leaders	29	3.21	1.264	.235	2.73	3.69	1	5
	Total	189	3.39	1.118	.081	3.23	3.55	1	5
ws3	teachers	160	3.20	1.098	.087	3.03	3.37	1	5
	leaders	29	3.62	1.115	.207	3.20	4.04	2	5
	Total	189	3.26	1.108	.081	3.11	3.42	1	5
ws4	teachers	160	3.50	1.122	.089	3.32	3.68	1	5
	leaders	29	3.72	1.099	.204	3.31	4.14	2	5
	Total	189	3.53	1.118	.081	3.37	3.69	1	5
ws5	teachers	160	3.71	1.024	.081	3.55	3.87	1	5
	leaders	29	3.79	1.207	.224	3.33	4.25	1	5
	Total	189	3.72	1.051	.076	3.57	3.88	1	5
ws6	teachers	160	3.62	1.192	.094	3.43	3.80	1	5
	leaders	29	3.93	1.033	.192	3.54	4.32	2	5
	Total	189	3.67	1.171	.085	3.50	3.83	1	5
rs1	teachers	160	3.68	.994	.079	3.52	3.83	1	5
	leaders	29	4.10	.976	.181	3.73	4.47	2	5
	Total	189	3.74	1.001	.073	3.60	3.88	1	5
rs2	teachers	160	3.75	1.046	.083	3.59	3.91	1	5
	leaders	29	3.86	1.156	.215	3.42	4.30	1	5
	Total	189	3.77	1.061	.077	3.61	3.92	1	5
rs3	teachers	160	3.57	1.136	.090	3.39	3.75	1	5
	leaders	29	3.90	1.113	.207	3.47	4.32	2	5
	Total	189	3.62	1.136	.083	3.46	3.78	1	5
rs4	teachers	160	3.16	1.143	.090	2.98	3.34	1	5
	leaders	29	3.28	1.066	.198	2.87	3.68	2	5
	Total	189	3.18	1.130	.082	3.02	3.34	1	5
rs5	teachers	160	3.28	1.388	.110	3.06	3.50	1	5
	Leaders	29	3.38	.942	.175	3.02	3.74	2	5
	Total	189	3.30	1.328	.097	3.11	3.49	1	5
rs6	teachers	160	3.51	1.244	.098	3.32	3.71	1	5
	leaders	29	3.69	1.072	.199	3.28	4.10	2	5
	Total	189	3.54	1.218	.089	3.36	3.71	1	5
rs7	teachers	160	3.79	1.259	.100	3.60	3.99	1	5
	leaders	29	2.97	1.149	.213	2.53	3.40	1	5
	Total	189	3.67	1.276	.093	3.48	3.85	1	5
wl1	teachers	160	3.82	1.126	.089	3.64	3.99	1	5

	leaders	29	3.93	.998	.185	3.55	4.31	2	5
	Total	189	3.84	1.106	.080	3.68	3.99	1	5
wl2	teachers	160	3.98	1.075	.085	3.81	4.14	1	5
	leaders	29	4.21	.940	.175	3.85	4.56	2	5
	Total	189	4.01	1.057	.077	3.86	4.16	1	5
wl3	teachers	160	3.67	1.014	.080	3.51	3.83	1	5
	leaders	29	3.93	.998	.185	3.55	4.31	2	5
	Total	189	3.71	1.013	.074	3.56	3.85	1	5
wl4	teachers	160	3.69	.912	.072	3.55	3.83	1	5
	leaders	29	3.28	1.222	.227	2.81	3.74	1	5
	Total	189	3.62	.974	.071	3.48	3.76	1	5
wl5	teachers	160	3.65	1.071	.085	3.48	3.82	1	5
	leaders	29	3.83	1.311	.243	3.33	4.33	1	5
	Total	189	3.68	1.109	.081	3.52	3.84	1	5
wl6	teachers	160	3.51	1.133	.090	3.33	3.68	1	5
	leaders	29	3.97	.981	.182	3.59	4.34	2	5
	Total	189	3.58	1.121	.082	3.42	3.74	1	5
wl7	teachers	160	3.82	1.039	.082	3.66	3.98	1	5
	leaders	29	4.03	1.052	.195	3.63	4.43	2	5
	Total	189	3.85	1.041	.076	3.70	4.00	1	5
wl8	teachers	160	3.27	1.153	.091	3.09	3.45	1	5
	leaders	29	3.28	1.099	.204	2.86	3.69	1	5
	Total	189	3.27	1.142	.083	3.11	3.43	1	5
wl9	teachers	160	3.63	1.164	.092	3.45	3.81	1	5
	leaders	29	4.00	1.035	.192	3.61	4.39	2	5
	Total	189	3.69	1.150	.084	3.52	3.85	1	5
wl10	teachers	160	3.53	1.069	.085	3.36	3.70	1	5
	leaders	29	3.79	1.177	.218	3.35	4.24	1	5
	Total	189	3.57	1.087	.079	3.42	3.73	1	5
wl11	teachers	160	3.54	1.109	.088	3.37	3.72	1	5
	leaders	29	3.69	1.039	.193	3.29	4.08	1	5
	Total	189	3.57	1.097	.080	3.41	3.72	1	5
wl12	teachers	160	3.55	1.109	.088	3.38	3.72	1	5
	leaders	29	3.72	1.306	.243	3.23	4.22	1	5
	Total	189	3.58	1.140	.083	3.41	3.74	1	5
wl13	teachers	160	3.31	1.134	.090	3.14	3.49	1	5
	leaders	29	2.41	1.323	.246	1.91	2.92	1	5
	Total	189	3.17	1.206	.088	3.00	3.35	1	5
wl14	teachers	160	3.59	1.095	.087	3.42	3.76	1	5
	leaders	29	4.10	1.012	.188	3.72	4.49	2	5
	Total	189	3.67	1.096	.080	3.51	3.83	1	5
wl15	teachers	160	3.60	1.041	.082	3.44	3.76	1	5
	leaders	29	3.93	1.163	.216	3.49	4.37	1	5
	Total	189	3.65	1.064	.077	3.50	3.80	1	5
wl16	teachers	160	3.48	1.181	.093	3.29	3.66	1	5
	leaders	29	3.86	1.093	.203	3.45	4.28	1	5
	Total	189	3.53	1.174	.085	3.37	3.70	1	5

wl17	teachers	160	3.59	1.083	.086	3.42	3.76	1	5
	leaders	29	3.76	1.244	.231	3.29	4.23	1	5
	Total	189	3.62	1.107	.081	3.46	3.78	1	5
wl18	teachers	160	3.36	1.084	.086	3.19	3.53	1	5
	leaders	29	2.79	1.207	.224	2.33	3.25	1	5
	Total	189	3.27	1.119	.081	3.11	3.43	1	5
wl19	teachers	160	3.34	1.064	.084	3.18	3.51	1	5
	leaders	29	3.72	1.306	.243	3.23	4.22	1	5
	Total	189	3.40	1.110	.081	3.24	3.56	1	5
wl20	teachers	160	3.54	1.202	.095	3.36	3.73	1	5
	leaders	29	3.90	1.081	.201	3.49	4.31	2	5
	Total	189	3.60	1.188	.086	3.43	3.77	1	5
sc1	teachers	160	3.59	1.145	.091	3.41	3.77	1	5
	leaders	29	3.97	1.180	.219	3.52	4.41	1	5
	Total	189	3.65	1.155	.084	3.49	3.82	1	5
sc2	teachers	160	3.66	1.010	.080	3.50	3.81	1	5
	leaders	29	4.14	1.026	.190	3.75	4.53	2	5
	Total	189	3.73	1.024	.075	3.58	3.88	1	5
sc3	teachers	160	3.82	1.009	.080	3.66	3.98	1	5
	leaders	29	4.21	.978	.182	3.84	4.58	2	5
	Total	189	3.88	1.011	.074	3.73	4.02	1	5
sc4	teachers	160	3.76	1.057	.084	3.59	3.92	1	5
	leaders	29	4.21	.902	.167	3.86	4.55	2	5
	Total	189	3.83	1.045	.076	3.68	3.98	1	5
sc5	teachers	160	3.60	1.094	.087	3.43	3.77	1	5
	leaders	29	4.17	.966	.179	3.80	4.54	2	5
	Total	189	3.69	1.093	.080	3.53	3.84	1	5
aw1	teachers	160	3.65	.885	.070	3.51	3.79	1	5
	leaders	29	4.00	1.000	.186	3.62	4.38	2	5
	Total	189	3.70	.909	.066	3.57	3.83	1	5
aw2	teachers	160	3.54	1.148	.091	3.36	3.72	1	5
	leaders	29	3.79	.978	.182	3.42	4.16	1	5
	Total	189	3.58	1.125	.082	3.42	3.74	1	5
aw3	teachers	160	3.71	1.178	.093	3.53	3.90	1	5
	leaders	29	3.83	1.197	.222	3.37	4.28	1	5
	Total	189	3.73	1.179	.086	3.56	3.90	1	5
aw4	teachers	160	3.63	1.263	.100	3.43	3.82	1	5
	leaders	29	3.76	1.091	.203	3.34	4.17	1	5
	Total	189	3.65	1.236	.090	3.47	3.82	1	5
fh1	teachers	160	3.85	1.065	.084	3.68	4.02	1	5
	leaders	29	3.72	1.192	.221	3.27	4.18	1	5
	Total	189	3.83	1.083	.079	3.68	3.99	1	5
fh2	teachers	160	3.83	1.128	.089	3.66	4.01	1	5
	leaders	29	4.07	1.033	.192	3.68	4.46	2	5
	Total	189	3.87	1.115	.081	3.71	4.03	1	5

fh3	teachers	160	3.96	1.160	.092	3.78	4.14	1	5
	leaders	29	4.10	1.081	.201	3.69	4.51	1	5
	Total	189	3.98	1.146	.083	3.82	4.15	1	5
fh4	teachers	160	3.84	1.192	.094	3.65	4.02	1	5
	leaders	29	3.83	1.256	.233	3.35	4.31	1	5
	Total	189	3.84	1.198	.087	3.66	4.01	1	5
if1	teachers	160	3.58	1.205	.095	3.39	3.77	1	5
	leaders	29	3.28	1.306	.243	2.78	3.77	1	5
	Total	189	3.53	1.223	.089	3.36	3.71	1	5
if2	teachers	160	3.18	1.223	.097	2.99	3.37	1	5
	leaders	29	3.34	1.203	.223	2.89	3.80	1	5
	Total	189	3.21	1.218	.089	3.03	3.38	1	5
if3	teachers	160	2.91	1.189	.094	2.73	3.10	1	5
	leaders	29	2.66	1.111	.206	2.23	3.08	1	5
	Total	189	2.87	1.178	.086	2.70	3.04	1	5
if4	teachers	160	3.54	1.223	.097	3.35	3.73	1	5
	leaders	29	3.76	1.123	.209	3.33	4.19	1	5
	Total	189	3.58	1.208	.088	3.40	3.75	1	5
if5	teachers	160	3.48	1.121	.089	3.31	3.66	1	5
	leaders	29	3.86	1.026	.190	3.47	4.25	2	5
	Total	189	3.54	1.113	.081	3.38	3.70	1	5
if6	teachers	160	3.53	1.081	.085	3.36	3.70	1	5
	leaders	29	3.79	1.207	.224	3.33	4.25	1	5
	Total	189	3.57	1.102	.080	3.41	3.73	1	5
if7	teachers	160	3.69	1.264	.100	3.50	3.89	1	5
	leaders	29	4.21	.978	.182	3.84	4.58	2	5
	Total	189	3.77	1.236	.090	3.60	3.95	1	5
if8	teachers	160	3.61	1.192	.094	3.43	3.80	1	5
	leaders	29	3.83	1.104	.205	3.41	4.25	1	5
	Total	189	3.65	1.179	.086	3.48	3.81	1	5
le1	teachers	160	3.75	1.374	.109	3.54	3.96	1	5
	leaders	29	4.24	.951	.177	3.88	4.60	2	5
	Total	189	3.83	1.327	.097	3.63	4.02	1	5
le2	teachers	160	3.83	1.059	.084	3.67	4.00	1	5
	leaders	29	4.31	.967	.180	3.94	4.68	2	5
	Total	189	3.90	1.058	.077	3.75	4.06	1	5
le3	teachers	160	3.06	1.333	.105	2.85	3.26	1	5
	leaders	29	3.17	.928	.172	2.82	3.53	1	5
	Total	189	3.07	1.278	.093	2.89	3.26	1	5
le4	teachers	160	3.64	1.012	.080	3.48	3.80	1	5
	leaders	29	3.79	.978	.182	3.42	4.16	2	5
	Total	189	3.66	1.006	.073	3.52	3.81	1	5