

ASSESSMENT OF GENDER IMBALANCE
IN ORGANIZATIONAL SETTINGS
THE CASE OF
JIMMA UNIVERSITY

BY
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A RESEARCH PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE
BACHELOR OF DEGREE IN MANAGEMENT

MAY, 2002
JIMMA, ETHIOPIA

Jimma University
Library Periodical

JIMMA UNIVERSTY
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT

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ABSTRACT

Gender imbalance is examined in light of its potential impact in the performance of the organization. The objectives of the study to assess the status of the University with regard to gender and to proposed feasible course of actions.

Primary and secondary data was collected for undertaking this study. The collected data was analyzed by using such simple descriptive statistical method. The result shows the presence of gender imbalance in the academic and administrative part of the University.

Generally the study conclude that gender imbalance is a problem in the academic and administrative staff of the University, also it has an effect on the performance of organization and development of country as a whole.

ACKNOWLEDGEMENTS

First of all, I would like to forward my deepest gratitude to my advisor Ato Getachew H/Mariam for giving me continuous advice and constructive criticism in the preparation of this paper. I also extend my appreciation to W/t Bethlehem Tsetargatchew and W/t Enanu Tilahun and university gender committee to their Valuable assistance.

Special thanks goes to W/r Kokebe Wolde for typing all contents of this research paper and to all my friends for their support of proof reading and other support.

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CHAPTER - I

INTRODUCTION

Gender has been an issue of serious attention in the past and continues to be a major development issue in the world, particularly in the developing world where social economic and political factors aggravate the existing gender imbalance.

Ethiopia is a country of ethnic and cultural diversity. As a result, gender roles and relations vary widely across regions, cultures, and religious groups. In recent years, gender imbalance issues have come into the agendas of national and international agencies.

Gender inequality is a common form of discrimination. It can most often be detected in work settings. Many forms of gender inequality exist. These include sex segregation, differences in authority, and inequalities in promotion and pay.

Many organizations discriminate against their female employees through sex segregation. Most women are more likely to be found in secretarial jobs, rather than on assembly lines. Many men don't like to work alongside women because they feel their own work overlooked. "segregation depresses the women's performance, goals, aspiration, and options" (Storey 48). Many women choose jobs labeled as "women jobs" (teachers, nurses, social workers or librarians) in order to succeed within their occupation.

"One of the key obstacles to women's advancement is that the higher one climbs on the corporate ladder, the more likely one is to have subordinates. Our society remains quite resistant to the notion of women having authority" (Jacobs 11). "

The expression of the 'glass ceiling' has become a familiar term for describing the invisible but powerful barriers to advancement for women executives" (Jacobs 153).

Another form of discrimination is the difference in promotions between men and women. One reason for this is the fact that men don't like to take order from "inferior" women, so the men get the jobs higher on the corporate ladder. Many women are not given the promotions they deserve because it is believed they can not maintain the authority the positions require. Instead, raises are given to the men, even to those who don't deserve them based on performance goals or objectives.

→ "Promotions are variable by sex and class: Men have more promotions than women and more of them take place at the top of hierarchies where women are less well-represented" (Walby 25).

All of the above gender inequality exists due to the fact that society views the female's work as less worthy than the males work.

According to Reskin and Paddvic (1994), there are three dimension in gender inequality: sexual division of labour, devaluation jobs lebeled as " women jobs", and social construction of gender on the job. Many factors contribute to the inequality experienced by men and women, such as sex differences in preferences and productivity, cultural beliefs, men's efforts, and employer's actions.

→ The first dimension is sexual division of labour is the dividing of labor based on one's sex. Many employers give tasks involving lifting heavy objects to men because they believe the male sex is stronger than the female sex.

"Women's work" is often thought less prestigious than jobs held by the opposite sex. This is a second dimension that a form of devaluation of females jobs. " Women are hired in to less desirable jobs and once a job becomes associated with women, it is devalued in the organizational context " (Tomaskovic – Dever 24). This devaluation is one of the leading causes unequal distribution between occupational classes. The highest percentages of women are teachers, nurses, social workers of librarians. All four fields are labeled " female".

The third dimension is the social construction of gender on the job. The construction of gender refers to the process of exaggerating and transforming biological differences between females and males in to socially meaning ful differences. Finally, differenting women and men through socialization and the action of social institutions.

An example of this would be speaking of a boss and secretary. Most people would just assume that the boss was male and the secretary female.

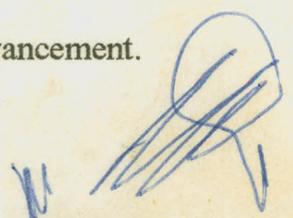
According to Zenebwork (7th October , 1995), there are numerous causes of gender imbalance in the organization:

1. Education:- Many women do not get the opportunity to join higher education insinuations due to traditional and cultural factors.

2. Stereo types or sex labelling to jobs:

Most executives still perceive women as mothers and nurtures of children and their place is the " home ". They do not want to see women holding top management positions as they want women to be at lower posts or in part time employment so they can take time off to attend to family affairs.

This would indeed have negative effect on the woman's career advancement.



3. Socialization of women:

socialization has a very serious bearing on the women's career. At young age, girls are to abide to many societal norms that are inhibiting the girls from speaking their minds, doing what they want to do.

4. Organizational climate:-

In many organization, executives are not aware of the important roles they play at the executive level. Because of lack of awareness, the executives try to protect the women. This attitudes of executives towards the women affect the creativity and the vigour that women could contribute towards the advancement of the organization and their own personal growth.

5. Women's Behavior that Affect.

Their career progression:

This is career due to a number of factors

- Focusing on current job
- Confidence
- Inability to delegate

6. Lack of policies Targeted to improve the advancement of women

A number of national and international policies are not designed to include all women in development and in decision making.

7. Status of women employment in the organization:

The participation of women in the labour market accounts 75 million or 38% of the total labour force of this the sector distribution are: agriculture 76%, Informal sector 17%, moder sector 5% and unemployment 1.6%. This also affirms that the concentration of women employees is in the bottom of the echelon.

1.2. STATEMENT OF THE PROBLEM

Gender imbalance appears to be the major problem in Jimma University. The symptoms of the problem is visible both in academic as well as in the administrative wing of the university. In many faculties there are no female instructors. In some faculties, such as public health, even though, the profession such as nursing labeled to be feminine, still there are more male staffs than females.

Generally, gender imbalance is more apparent in the level of instructors and managerial positions. Females employees have assumed lower levels in the organization, positions that appeared low prestigious such as clerical, secretarial and cleaning (Janitorial) etc are occupied by female employees. This problem of gender imbalance has caused difficulty on the organizations activity and even causing resistance in the covers of changing the attitude of people towards gender issues.

1.3. OBJECTIVE OF THE STUDY ^②

General Objective

The general objective of the study is to assess gender imbalance in the University and to identify the main causes and effects on the ^{wok}University in particular and its connotation in the nation in general. ^{lyoe}

Specific objective

- ◆ To investigate the number of women and men in professional activities and other administrative spheres
- ◆ To identify the main causes and effects of gender imbalance in the university ^{wok}
- ◆ To investigate the main reason, why women occupy the bottom to management level than male.
- ◆ To identify how the University ^{wok} plans to improve the unequal distribution of men and women among administrative and professional posts.

DEFINATION OF TERMS

I. Sex Versus Gender

^{ha} A. **Sex** - refers to the biological differences between males and females including the primary sex characteristics that are present at birth and the secondary sex characteristics that develop latter.

B. **Gender** - refers to the culturally defined ways of acting as a male or a female that become part of an individual's personal sense of self.

SIGNIFICANCE OF THE STUDY

This study will try to look in to one of gender imbalance which will affect efficiency and effectiveness of the organization and development of the nation as a whole.

In more specific forms the result of this study may,

- Assist a policy maker to formulate comprehensive and more realizable national gender policy and laws based on historical and relevant information about various aspect of gender.
- Help planners and gender issue policy maker to draw and execute more practical programmes after taking in to consideration the past gender role experience, and of equally men and women utilization.

CHAPTER - II

METHODOLOGY

Method of sampling

The number of employee to be studied is determined by using stratified sampling technique. All employee in this study is divided in to two; academic and administrative staff of Jimma University (Main Campus). From the total number of employee 20% has been taken as a sample from administrative and academic staff,

The formula is by this technique

$$\begin{aligned} & \text{Total population} \times 20\% \\ & 836 \times 20\% = 167 \end{aligned}$$

For administrative staff (main campus)

$$\begin{aligned} & \text{Total number} \times 20\% \\ & 531 \times 20\% = 106 \end{aligned}$$

For academic staff (main campus)

$$\begin{aligned} & \text{Total number} \times 20\% \\ & 305 \times 20\% = 61 \end{aligned}$$

To identify the specific respondents from the two strata a random sampling technique have been used; i.e., using lottery method.

Sampling techniques are not used for determining the number of employees who are found in managerial positions just are selected by system randomly technique.

METHOD OF DATA COLLECTION

For this study one complete questionnaire, structured interview and secondary source (documentary data) have been used to collect the required data.

The questionnaire consists of English and Amharic type to collect the data from the whole organization employees.

The main purpose of this questionnaire is to get the attitude, perception and problem from the administrative and academic staff.

Structured interview had been used for managers found at different organizational level. The purpose of this interview is to understand the main causes and effects of gender imbalance in the university.

Secondary source (documentary data) is used to assess the unequal distribution of female and male employees and also to assess their female and male occupational status both in the academic and administrative staff. This data collected from the different offices of the organization.

CHAPTER - III

RESULT

For this study 167 respondents were taken as a sample out of 836 employee. From these only 149 were able to fill out the survey questions. 49 of them were from academic and the remaining 100 were from administrative staff of the University. Out of the 49 academic staff 44 were male and the rest were female, and out of the 100 administrative staff 60 were male and the rest were female.

The finding of the study are present in the following tables and paragraphs.

Table -1: Causes of gender imbalance in the University

Types of causes	Number	Percentage
Organization policy	5	3.36
Social and Cultural factor	30	20.13
Educational status	106	71.14
Other possible reasons	8	5.37

The survey result reveals that the main cause for the observed gender imbalance was the educational status of females in the society. In addition to educational status, social and cultural factors also have a significant contribution, other possible factors mentioned by respondents were: lack of awareness, lack of affirmative action, lack of opportunity and gender bias are identified to be other potential causes.

Table – 2: Effect of gender imbalance the development of the organization and the country

Item	Effect	Percentage	No effect	Percentage
Gender Imbalance on development	104	70	45	30

Respondents were asked whether gender imbalance has effect on performance of the organization and the development of the country.

The above table shows 70% (104) responded that gender imbalance has an effect on development either on organization or country as a whole.

These respondents were asked to elaborate further effects of gender imbalance stated on the organization and in country at large.

The response is summarized as follows:

- Gender imbalance creates economic backwardness and cultural influence on the society
- It create inferiority complex on female
- It discourages female students in the University as well as secondary and primary schools
- It happens lack of confidence in the working place
- Female contribution on the organization and the country is low as compare to male.

The survey show that all the action specified on the questionnaires was taken by the University to improve unequal distribution of men and women among administrative and professional post.

The action that were taken by the University to improve the gender imbalance were as follows:

- Strategy and policy
- Affirmative action program
- Gender committee
- Tactical plan and others

CHAPTER - IV

DISSCUSSION

These results of the survey clearly show the presence of gender imbalance in the University. Besides, gender imbalance is predominantly manifested in academic wing of the University.

The following table obtained from the personnel office of the University reveals that the real presence of gender imbalance in the University.

Table – 1: Frequency distribution of sex in administrative and academic staff of the University

Item	Male		Female		Total
	Number	Percentage	Number	Percentage	
Academic worker	291	95.41	14	4.59	305
Administrative worker	272	51.22	259	48.78	531
Total	563	100.00	273	100.00	836

Source: personnel office of Jimma University.

The table above shows that more than 95% of the academic workers are males and females constitute less than 5%.

When we see the administrative staff of the University the number of males and females is almost balanced. However, most of females are found at the bottom of organizational hierarchy. The table below shows the frequency distribution of administrative workers at different organization level.

Table – 2: Frequency distribution of female administrative worker at different organizational level.

Position level	Number	Percentage
Higher level	3	3
Middle level	37	37
Lower level	60	60

As the above table shows 60 (60%) of respondents out of female administrative worker occupy lower level of the organization's hierarchy. Therefore, from the above two tables, gender imbalance in the University can be expressed by both by comparing females in their number and position in the organization.

Causes of Gender Imbalance in the University

The study assessed different causes of gender imbalance in the University. The following are major causes of gender imbalance.

Educational status

The result of the study shows educational status of females is the main cause for such gender imbalance.

The data obtained from personnel office of the University denotes that most of the females working in administrative wing are below grade 12 that means out of the total administrative staff 139 (54%) are grade 4 – 8, 116 (45%) grade 9 – 12 and only 4 (1%) have reached at diploma level.

The cause for this educational status of females should be seen from educational status of females at the country level as a whole.

According to Yelfign Worku (P.6-8) Oct. 24 – 25. 2000. Although girls education such an important factor, society is not yet aware about it and girls face various difficulties throughout the different levels of the education system. Some of the problems they encounter at different levels include the following.

Out of school factor: In this regard girls are expected to be knowledgeable concerning household management and in different activities that are to be done around the home.

Attitudinal factors: There is still the attitude of the society and parents that girls do need much education and they prefer that girls get married and have children rather than go to school.

Economic factor: The education of children becomes costly specially for parents with many children and with limited income. Even when no tuition fee exists as in the cases of primary schools in the country, other costs attached to schooling such as stationary and other supplementary materials become expensive for poor parents to afford sending their children to school.

Sociological factors: These factor include how girls and boys are brought up when they grow and how they use expected to do. Societies expectation has an impact on how they react to situations.

Technological factors: The attitude that prevails that girls should be limited to the home and family and not to traditionally male dominated activities, hinders their participation in science and technological area. The strict division of labour

assigned by society to male and female also has an impact on the choice of subjects later in their schooling.

In School Factors: Schools that lack the basic facilities for learning do not create a good learning environment for students. The availability of having water and separate toilets makes it convenient for girls to feel comfortable during their menstrual periods.

Due to the various factors mentioned, repetition and drop out of girls is higher than that of boys.

At the beginning when they enter school there is already a gap between girls and boys and the time they complete primary the number of girls gets very small because many will have dropped out. Those who passed grade eight examination may not continue their secondary education because the secondary schools are situated in bigger towns far away from the students homes and parents do not dare to send their daughters to such a far distance.

Further more, the school leaving examination becomes a bottle-neck and many of them fail to succeed. Thus at the tertiary level the number of girls becomes insignificant.

To give emphasis to the final effect of such factors at tertiary level, we will compare the number of females and males joined Jimma University in 1992, 1993 and 1994 E.C.

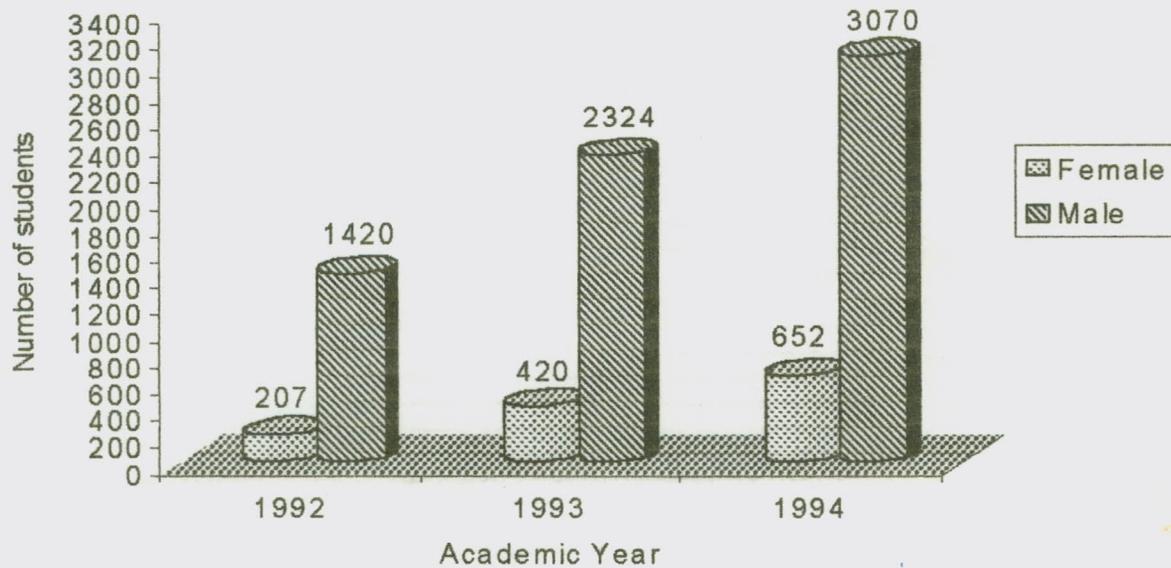


Fig. 1: The histogram indicates female and male students distribution in the University

Source: Jimma University Office of the Registrar

The above histogram shows that the difference in number of male and female students that have joined Jimma University in three consecutive years. Due to some affirmative action taken at national level the growth rate of female students is larger in 1993 when we compare it with 1992 data and the same is true in 1994 as it compared with 1993 that means male growth rate in 1993 E.C. was about 63.6% where as female growth rate in the same year was 102.8% and in 1994 E.C. male growth rate was 32%, where as female growth rate was 55%.

The other causes of gender imbalance is social and cultural factor. Out of the total of 149 respondents 30 (20.13%) suggest this factor as a cause for gender imbalance in Jimma University.

As it is mentioned in Jimma University, gender tactical plan prepared by gender committee – many of the problems faced by females comes from deep-seated societal attitudes, which themselves derive from cultural and religious beliefs. Fundamental problems here include a cultural and religious beliefs. Fundamental problems here include a cultural belief in the innate inferiority of women, the impact of religious beliefs in the lesser status of women, and the dependency of women on men for finance and management. This leads to a lack of consideration of women and their needs and hence to early or forced marriages, excessive child-bearing, poor health, poor education, low expectations by men and women themselves, and a lack of control by women over their own lives.

Organization policy is also mentioned as one of the causes of gender imbalance in Jimma University by few respondents.

According to Zenebework B., (P. 27 – 28, Oct. 7, 1995) management consultant, In many organizations executives are not aware of the important roles they play at the executive level. Because of lack of awareness, the executives try to protect the women. This true discrimination against the women capability although it is not done overtly. In fact this attitude of executives towards the women affect the creativity and the vigour that women could contribute towards the advancement of the organization and their own personal growth.

The protective attitude of the executives would also arrest the women's focus towards exposing herself to other opportunities where she could exercise her expertise.

There are also other possible reasons to be the cause for gender imbalance was suggested by some of the respondents these include: lack of awareness, lack of affirmative actions, lack of opportunity and gender bias.

In Jimma University gender tactical plan mentioned. (June 2001).

Lack of awareness: A problem seen at all levels is the general lack of interest in and understanding of gender issue, a feeling that “gender is not important” , there are various aspects to this; gender blindness (an inability to see the effect of gender), lack of gender awareness (not understanding the problems associated with gender); apathy about considering something that might involve extra work; lack of commitment by senior management, and lack of implementation of those gender sensitive policies which do exist. One disappointing aspect of this is the apparent necessity to ‘reward’ people to take an interest in gender issues. Also, in some cases there is antagonism to the idea of gender initiatives, perhaps by males who fear that such initiatives adversely affect their status and power.

Lack of affirmative action: Which is making positive actions to improve the status of women in the organization and in the society as a whole. Such as improving facilities, providing training etc..

According to Zenebework B. (P. 28, Oct. 7, 1995) a number of national and international polices are designed to include women in development and in decision making of the many it mentioned the Abuja declaration specifies that “ Atleast one out of five of all vacant government professional posts be filled by a women”. ... is a very serious and well though endeavor. But for this policy to be implemented, contributions of many individual and institutions are required. At individual level mean that executives need to change their attitudes towards women’s stereotype employment and recruitment policies where as at institutional level – indicates organizations may have to start preparing the grounds for research, counseling and training for women.

Lack of Opportunity

The major opportunity loss of women may be education, Zenebework B. (P. 28, Oct . 7, 1995) in his paper mentioned that women do not get the opportunity to join higher education institutions due to traditional and cultural factors. The enrollment of girls in such institutions are still lower than that of men. In the case of Ethiopia, for example the enrollment of girls in higher education account 12 – 14% maximum this means that by the time they complete their higher studies. There will be very few women employed in organizations.

In addition, research conducted at Jimma University campus in academic year 2000 – As mentioned in quarterly news letter of JU – Innovation Vol. 3 No. 4 – People were asked whether they agreed and disagreed on the statement that “women are less intelligent than men” most of the respondents (including females) believe that women are less intelligent than men. However , this idea is not true. If women were given the opportunity, they could have performed as well as male. They are not less intelligent, just less often educated and encouraged. This also the idea shows gender bias, that mentioned as a factor for gender imbalance.

* Effect of gender imbalance for the organization and country development.

The study clearly shows the gender imbalance existing in the organization has an effect on organization success and development of the country as a whole. During the survey respondents have ventured the following:

1. Gender imbalance hinders women contribution towards the development of the organization success and the development of country as a whole.

Women and girls education is a key to development. The economic and social returns of girls is of paramount importance in that it benefits both the girls themselves and the society at large.

It is clear that women can equally be able to generate ideas that help in making a decision for solving the problem. This will be in line with the strategy that the organization set using its human resources efficiently and effectively to achieve its goals and the country as a whole, they will obtain a chance to contribute towards the country development. Since they are the citizens of the country so it is expected from them to do what they can rather than to be an observer.

2. It creates a lack of motivation for those female students in the University as well as secondary and primary school.

Existence of a large number of female workers both in the University academic and administrative area will create encouragement and confidence to express their attitude and ideas they have. This will be a good motivation for them to work hard and make on consider them as a reference to perform or accomplish their work in the area they propagate. For instance, if there were many female instructors in the University they would become encouraged to become like them and able to replace them tomorrow.

3. It may create an inferiority complex

The existence of a less number of female workers in the University may be concentrated by the rest female students as if they are unable to fit the position and consider themselves as they were inferior to male.

4. It may create a problem to breakdown the existing wrong perception about female that means the existing social and cultural influence observed.

The existing wrong cultural influence about female in our country create a big problem for existing unequal distribution especially in government works.

Consider a female whose mother is working in an office the positive influence she obtains from her educated mother has a great advantage. She marks towards better feeding habits and towards better physical, psychological and mental health of the child. One top of that one she marks towards introducing acceptable behaviour that help the child towards socialization and into action with family members and with others outside of the home. If one child in the family and many children in the nation are brought up in this manner, then the nation will gain a lot from its citizens and this can be greatly helped by an educated mother.

Women who are exposed to schooling have a positive attitude towards the education of children. Surveying in the school and continuing further education will delay early marriage and early pregnancy. More over, the education of mothers will help in the financial, support of families, it will increase the income of the family and help for a better standard of living. So simply consider the change that happen in the existing cultural aspect.

* Actions taken by the University in order to reduce the existing gender imbalance and effect in the University, the University set policies and strategies. These policies and strategies are affirmative actions, gender committee, and tactical plan.

In the University affirmative actions are performed in different ways to improve the number of females.

The actions are performed by giving priority for female staff for scholarship and training opportunities both locally or abroad. And also there is an affirmative action for female students in the University. This is performed by giving tutorial class in order to support in their education help them continue their education.

The other strategy was gender committee, who perform their action by running the existing affirmative action program to promote female staffs and students. Studying the extent of problem and designing solutions and preparing awareness programs. The main task of the committee is to narrow down the existing gaps in gender both in academic and administrative area of the University and follow up the implementation of gender Main- Streaming. *Steps*

Finally when we come to the University tactical plan, it is designed to specify gender issues activity for the future.

Mainly concentrate on giving priority for females during recruitment who meet the minimum criteria in order to increase their number in the University.

Generally the existing strategy of the University is some how encouraging but it still require a lot of work from different ways to minimize the problem existed.

CHAPTER - V

CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

So far it has already discussed, Gender imbalance is clearly reflected in Jimma University both in academic and administrative staff and this can be expressed in there number and there position in this organization.

Also, this study endeavors to identify the major causes of gender imbalance in Jimma University administrative and academic staff according to their magnitude and severity. The study has identified educational status of females, social and cultural factors, organizational policy and other such as lack of awareness, lack of opportunity and gender bias etc. When we examine these causes according to there magnitude and severity, educational status and social and cultural factors placed in the first row, but other factors such as organizational policy, lack of awareness or gender bias, lack of opportunity etc.. have relatively lower contribution for such gender imbalance in the University administrative and academic staff. There fore, we can see that this extensive gender imbalance is esteemed basically from the gender imbalance which is being deep rooted in the country as a whole, however there are also factors that aggravated this conditions in the University such as problem in its policies, lack of awareness, lack of opportunity and gender bias etc..

In addition, this study assessed the effect of this gender imbalance in the University and in the country as a whole and the action taken by the University to minimize this condition.

Concerning the effect, it has already mentioned in the discussion part of the study that it greatly hinders the women contribution and the development of the University and the country as a whole.

Concerning the action taken by the University, even if several actions taken by the University, the problem is not yet solved because as it mentioned above. It is largely the effect that we observe in the University (in particular organization) than the cause, but it does not mean that actions taken by the University are not important.

5.2. RECOMMENDATION

In the context of Ethiopia women's National policy, the process of positive discrimination or an affirmative action, must be exercised to ensure equity and equality of women in the University and where ever. Among other things the following need to be considered:

1. Women employee should get priority for hiring, promotion, training and career development.
2. Those women who make qualified decision making must be identified and placed in the available posts with in the structure.
3. The vocational training and the special skills possessed by each women needs to be valued to bring about change in status and career development.
4. Though it needs the conduction on further studies the issue of training and scholarships grant must include the usually forgotten non-technical middle and lower level staff members. Training and scholarship if strictly arranged on the

basis of organization and individual need they can be materialized in a reasonable way.

5. The comments and suggestion made in this study on the situation of women's education is valuable. Therefore, the concerned departments and service in the Ministry of Education and Organizations (Universities) under it are requested to pay attention to this crucial issue.
6. Attaining gender equality in terms of maintenance of gender equality in school enrollment levels, quality and results, in both formal and non-formal education.
7. Strengthening gender committee at organizational levels throughout the country.

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8. Your respond question N^o. 7, If yes, in what way specify _____

9. Do you think gender imbalance is sensitive issue in the University?

a) Yes No

10. Your respond question N^o. 9, If, N^o, why? _____

11. Your respond question N^o. 9, If yes, why? _____

12. What do you think the cause of gender imbalance in your organization?

a) Educational status

b) Political factor

c) Cultural factor

d) Organization policy

e) If other, please specify _____

Dear Respected Respondent

This questionnaire is prepared to measure your attitude towards the number of male and female are not equal in the organizational settings the case of Jimma University.

The response thus gathered will be used in research effort Undertaking as part of my graduation thesis. There fore, there is no impact on your job and organization activity. Having symapathic awareness of this fact, you are respectfully invited to provide genuine responses as per requirement of each question.

Thank you,

I. General Background Information

Please Specify your position _____

Please indicate your sex _____

(1) Male

(2) Female

II. Perception

1. Do you think there are more number of males than females in Jimma University both academic and administrative staff?

a) Yes b) No

2. If yes, what is the reason for this?

a) Organization policy

b) Social factor

c) Educational status

d) If other, please specify _____

3. Do you think there is equal recognition for the tasks being performed by females and males in the University?

a) Yes b) No

4. If No, what is the reason?
- a) Females are less educated than male
 - b) Females are less intelligent than male
 - c) Cultural influence
 - d) If other, please specify _____
5. Do you think that more number of male than female have effect on organization a success?
- a) Yes
 - b) No
6. Your response to question N^o. 5, If yes, in what way? please specify _____
7. Do you think that equal number of male and female are beneficial to the development of organizations and for the country as a while?
- a) Yes
 - b) No
8. If yes, in what way? please specify _____
9. If No, why (please state) _____
10. Do you think that in the University adequate number of females are found in all managerial position?
- a) Yes
 - b) No
11. If No, in which managerial positions they are found?
- a) Higher level
 - b) Middle level
 - c) Lower level
12. Your response to question No. 11, If in lower level, what do you think the reason?
Please state _____,

- 4 የቁጥር 3 መልስዎ አይደለም ከሆነ ምክንያቱ ምንድነው ይላሉ?
 ሀ/ ሴቶች በትምህርት ደረጃ ከወንዶች ያንሳሉ ስለማሳል ነው
 ለ/ ሴቶች በዕውቀት ከወንዶች ያንሳሉ ስለማሳል ነው
 ሐ/ የባህል ተጽዕኖ ነው
 መ/ ሌላ ምክንያት ካለዎት ይግለጹ _____
- 5 የሴቶችና የወንዶች ቁጥር አለመመጣጠን በዩኒቨርሲቲው ዓላማ ላይ ተጽዕኖ ያሳድር ይመስልዎታል?
 ሀ/ አዎን ለ/ አይደለም
- 6 የተራ ቁጥር 5 መልስዎ አዎን ከሆነ በምን መንገድ ይመስለዎታል: በዚህ ላይ ይግለጹ _____
- 7 የሴቶችና የወንዶች ቁጥር መመጣጠን (አኩል) መሆን በዩኒቨርሲቲውና ጠቅላላ አገሪቱ ዕድገት ላይ ጠቃሚ ይመስለዎታል?
 ሀ/ አዎን ለ/ አይደለም
- 8 የተራ ቁጥር 7 መልስዎ አዎን ከሆነ በምን ዓይነት መንገድ ይመስልዎታል?
 ከዚህ ላይ ይግለጹ _____
- 9 የተራ ቁጥር 7 መልስዎ አይደለም ከሆነ ምክንያቱን ይግለጹ? _____
- 10 በዩኒቨርሲቲው ውስጥ በቂ የሴቶች ቁጥር በአስተዳደር ሥራ ላይ ይገኙ ይመስልዎታል?
 ሀ/ አዎን ለ/ አይደለም
- 11 የተራ ቁጥር 10 መልስዎ አይደለም ከሆነ: በየትኛው የአስተዳደር ቦታ ላይ በብዛት ይገኙ ይመስለዎታል?
 ሀ/ በከፍተኛ ቦታ
 ለ/ በመካከለኛ ቦታ
 ሐ/ በዝቅተኛ ቦታ
- 12 የተራ ቁጥር 11 መልስዎ በዝቅተኛ ቦታ ከሆነ ምክንያቱ ምን ይመስለዎታል?
 እባክዎን ምክንያቱን በዚህ ላይ ይግለጹ _____

↓

Appendix

Dear Respected Respondent

This questionnaire is prepared to measure your attitude towards the number of male and female are not equal in the organizational settings the case at Jimma University.

The response thus gathered will be used in research effort Undertaking as part of my graduation thesis. There fore, there is no impact on your job and organization activity. Having symapathic awareness of this fact, you are respectfully invited to provide genuine responses as per requirement of each question.

Thank you,

I. General Background

Please specify your position _____

Specify your sex _____

1. Do you have strategy /Policy/ in the University to improve the number of male more than female problem?
 a) Yes No
2. Your respond question N^o. 1, If yes, in what way, specify _____
3. Do you have affirmative action in the University?
 a) Yes No
4. Your respond question N^o. 3, If yes, in what way specify _____
5. Do you have gender committee in the University?
 a) Yes No
6. Your respond question N^o. 5, If yes, specify task of the committee _____
7. Do you have tactical plan in the University?
 a) Yes No



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