

**FEMALE TEACHERS' ATTITUDE TOWARD SCHOOL
LEADERSHIP POSITION IN NORTH SHEWA ZONE SECONDARY
SCHOOLS, OROMIA REGIONAL STATE**

MA THESIS

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DEDICATION

This thesis is dedicated to my wife, Roman Ayenew Alemu, and my sons Mikiyas Girma and Yosan Girma; with much love, admiration and appreciation.

STATEMENT OF THE AUTHOR

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ABBREVIATIONS AND ACRONYMS

CSA	Central Statistical Agency
ESDP	Education Sector Development program
MoE	Ministry of Education
NSHZEO	North Shewa Zone Education Office
NSHZ	North Shewa Zone
TTC	Teachers' Training College
TVT	Technical and Vocational Training
UNESCO	United Nations Educational Scientific Cultural Organization
UN	United Nations
WEO	Woreda Education Office
ZEO	Zone Education Office

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Female Teachers' Attitude toward School Leadership Position at North Shewa Zone Secondary Schools, Oromia Regional State

Girma Gudeta

ABSTRACT

The purpose of the study was to analyze female teachers' attitude toward school leadership position and major factors that affecting their attitude in North Shewa Zone Secondary Schools, Oromia Regional State. To conduct this study, descriptive research design was employed. The participants of this study were 108 female teachers selected by using random sampling techniques from sampled schools. Three secondary school principals, three vice principals, four department heads, three secondary school supervisors, and one zone education office supervisor were involved in the study. The data were collected by using questionnaire, interview and document reviews. Both quantitative and qualitative data analysis were employed in order to reach at results. The findings of the study revealed that female teachers attitude toward secondary school leadership position tend to be relatively positive in holding lower leader ship position but negative at the top leadership position. In addition, major finding of the study revealed that, female teachers do not have plan to be school leadership position.

The major factors that affect female teachers' attitude toward school leadership position at NSHZ were recruitment and hiring practice do not attract females, females are reluctant to accept responsibility of school leadership position and lack of confidence in their capabilities, qualification and experience at leadership position. Zone and woreda education offices have no allocation of financial resources for continuous capacity building training to change attitude of female teachers toward secondary school leadership position. Lack of model female teachers on secondary school leadership position negatively affected female teachers' attitude toward secondary school leadership position in NSHZ. Continuous awareness creation should be offered to female teachers to change their attitude toward school leadership position, this should be done by school leader, woreda and zone educational offices.

1.

INTRODUCTION

The 21 century motto is changing female teachers' attitude toward school leadership position, this will be done by eliminating discrimination against gender.

1.1. Background of the Study

In global system there were a continuous awareness, which realized that changing the attitude of female teachers' toward school leadership position. Supporting this idea many researchers emphasized the rational for altering the attitude of female teachers toward leader positions. UNESCO (1994) stated that women participation in leadership position is to share equal responsibilities and have rights as citizens.

However, the leadership roles that females play in school had drawn the attention of scholars to investigate their roles in school leadership and in more economically developed countries such as (Costa Rica, Hong Kong , Singapore ,the Philippines ,China, South Korea and some Islamic countries), there are high rate of females in primary ,secondary ,and higher education that precipitated females to take part in educational administrations (Handyman, 2000 and Sidney ,2005).

In China, it can be expected that more women will assume school leadership positions as China strives to modernize its educational and economic system in the twenty-first century although the process can be slow and gradual because of strong emphasis on male dominance in their traditional culture. Similar feminizations trend have been documented in some educational system within developing countries (Handyman, 2000: Sidney, 2005). In African societies, it is believed that men lead and women follow (Grant, 2005). In this context, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006). Similarly, Hojgaard (2002) notes that societal conventions regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain.

The traditional perceptions of women as inferior to men also continue in African culture to justify the subordination of women and representation them in position like secretaries, office attendants. This division of labor for women and men resulted creating negative

attitude with women toward school leadership position (Sloane and Williams, 2000). In African societies, it is believed that men lead and women follow (Grant, 2005). According to this context, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common now a day.

In Ethiopia, school leaders has been male dominated, to this consequence the government has set a plan to increase the number of model female teachers, creating suitable opportunities to change female teachers attitude toward leadership position as well as appointing women at leadership position (MoE, 2006). Although, government set several strategies to create awareness for female teachers bring toward leadership positions there are still resistances.

Research finding show that women's representation is mainly in positions like secretaries, office attendants and data entry clerks (MoE, 2005) and until recently, 95% of all secretaries, stenographers and typists were women. In management positions the number of women participation remains negligible, less than 10% and the factors that contribute to gender inequality is the fact that men and women perform different jobs in category of "men jobs" and "women jobs ". While women jobs are often associated with lower value in terms of skill requirements and are lower paid, "men jobs" are often considered as higher value and higher paid (Addis, 2005).

To this effect, in many organizations we find positions such as secretaries, typist and janitors being occupied by women whereas managerial positions that are better and are often entertained by men (Melzer, 2002). Women in Ethiopia are mainly limited to shoulder the hard and unpaid household responsibilities such as Child rearing and feeding the family, farming and taking care of domestic animals.

Despite females' contribution to the development of the society and the country at large they did not got the chance of development equally as their male counterparts. Specifically, in school leadership positions; due to the multifaceted problem that based on gender (Kagode, 2008). According to this author, many barriers women must face before assuming school leadership position are including family commitments, low self-esteem, female teachers'

attitude to be leadership positions, lack of many model females in school leadership and lack of opportunity and encouragement within the educational administration system.

Supporting the above idea Berhanu (2011) in his study indicated that Women's participation in educational leadership was so low as compared to males.

The present literature supports the above idea that women still with small percentage of involving in decision-making (Nzomo, 1995). Therefore, this study sought to examine female teachers' attitude toward school leadership position in secondary schools of North Shewa Zone, Oromia Regional state.

1.2. Statement of the Problem

Women's scarcity in managerial and decision making sphere is global phenomena. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact, women account for no more than 15% managers and this issue has received the attention of international organizations (OnSong, 2004). Several reports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Thayer-Bacon, 2008). In East Asia, the need for women in school leadership position is regarded as important issue to ensure sensitivity within school for the wellbeing of adolescent girls to enable girls beginning to consider career choices with role models to stimulate women to participant in decision making and to address issue of social justices by providing gender equality between adults within educational system (Johnson, 2001). Women hold 14 percent of school leadership position in Korea (Kiamba, 2005), 13 percent of Chinese leadership position and the majority of senior school management in Singapore. However, they were half of the world population; females' world leaders in power are very low; particularly in school leadership (Schien, 2007). There were several dilemmas that complicated female teachers' attitude toward leadership position. The problems were varies, may be lack of model female leadership, family problems, the attitude of female toward school leadership were a factor (Kagode, 2008).

Women faced cultural and social barriers that affect their attitudes toward leadership position. Among major challenges that affect female teachers' attitude toward school leadership position like stereotyped notions about women, stakeholders perceive male lead better than female and some female teachers had negative attitude toward leadership position compared to their male counter parts (Kamau, 2004).

Some African countries like Zambia had been implementing the policy of balancing the attitude of females toward leadership position in school following the rules of selection of school leadership. This simple regulation had meant that female teachers attitude on school leadership position is now less gender biased that balance leadership (MoE, 2006).

The Ethiopian government has endorsed a number of legal documents aimed at eliminating discrimination against women. One such document is the Gender Equality which was put into effect in (United Nations, 2007). The government approved the National Plan of Action on Education for All, which aims at achieving gender equity in education by 2015 (Do, n. d.). The national goal of the Strategy is to: improve women's quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate in and benefit from all aspects of politics, economy, culture and social areas (United Nations, 2007).

One of the specific objectives of the strategy was the Ethiopia government commitment to changed female teachers attitude toward school leadership position and increased the number of women in leadership positions at all levels and in all sectors (MoE, 2006). This is the reason why I was initiated to carry out this research. This study will be help make these unseen forces explicit and explain some ways to break them down and thus widen the path for women's advancement.

In practice, however, it had been observed that female teachers attitude toward school leadership position was not changed as the government planned. Thus, consequence were resulted women underrepresented in the leadership positions with in the education system (ESDP, 2010). This was the reason why the researcher initiated to carry out the research. This study was analyzed unseen challenges and explain some ways to break it.

Although, research had been done on involvement of females in educational management, for example; Catherine (2011), David (2013), Lucia (2005), none had been done to address

female teachers' attitude toward school leadership position in secondary schools of North Shewa Zone, Oromia regional state.

For instance, Netsanet (2013) conducted research on opportunities and strategies that encourage the participation of women in educational leadership. Her major findings were well planned policies and strategies that encourage the participation of women in educational leadership and giving quota system during recruitment. This research different from the above by fill the gap identifying major factors that affecting female teachers' attitude toward school leadership position in NSHZ.

The absence of research that has been conducted on female teachers' attitude toward leadership positions in secondary school initiated the researcher to conduct the study to investigate the factors that affect female teachers' attitude toward leadership position in NSHZ.

1.3. Research Questions

This descriptive survey was analyzed female teachers' attitude toward school leadership position in NSHZ. To attain this, the study was focused on answering the following research questions.

1. What is the status of female teachers' participation in school leadership position in secondary schools of NSHZ?
2. What is female teachers' attitude toward school leadership position in secondary schools of NSHZ?
3. What factors affect female teachers from holding leadership position in North Shewa zone secondary schools?
4. What effort were made so far by school leaders, zone education office and supervisors to change the attitude of female teachers toward leadership position?

1.4. Objectives of the Study

1.4.1. General objective

The main purpose of the study was to assess female teachers' attitude toward school leadership position in North Shewa Zone secondary schools, Oromia regional state.

1.4.2. Specific objectives

With regard to the specific objectives, the study was attempts:

- To analyze the status of female teachers' participation in school leadership position secondary schools of NSHZ.
- To identify female teachers' attitude toward school leadership position at NSHZ.
- To identify factors that affecting female teachers' attitude from holding leadership position in NSHZ secondary schools.
- To examine the effort made by school leaders, zone education office and supervisors to change female teachers attitude to leadership position.

1.5. Significance of the Study

This study aims at determined the barriers that affect female teachers' attitude toward secondary school leadership position. The suggestions from the study may create better female teachers' attitude toward leadership position by formulation and implementation of affirmative action that could increase women involvement in secondary school leadership.

The study findings would helped Zone Educational Office (ZEO) to plan for equity and equality in recruitment, appointment and promotions in secondary schools leadership positions.

The ZEO will be benefited from the research in such a way that secondary school female teachers' were developed good attitude toward competing equally with their males' counterparts in their engagement to secondary schools leadership positions. This study can be used as the base for policy makers.

Besides, the results of the study can used as secondary source for other researcher who will be conducted similar research topic that is related to this study.

4.6. Delimitations of the Study

To make the study more manageable and feasible, it was delimited in selective government secondary schools of NSHZ, Oromia Regional State. To manage the study well, the researcher restricted to study the major factors that affect female teachers' attitude toward school leadership position. Furthermore, investigating all factors which affect female teachers' attitude toward school leadership position were very difficult. Therefore, to make the study manageable it was attempted to focus on major challenges related to organizational, social and personal interest.

To make the study more manageable eight selective secondary schools (grade 9-10): Chagel, Abdisa Aga, Degem, Muketuri , Debretsige, Go'atsihon, Gebreguracha and Abichu secondary schools, the reason was due to financial and time constraints to conduct study in all secondary schools in the Zone is the main reasons. This study was sought the views of five Department heads, three vice principals, three principals, three secondary schools supervisors, one zone education office supervisor and 108 female teachers of sample secondary schools in NSHZ, Oromia regional state.

The sample technique used in this study was probably sampling, assure to represent the other schools by giving equal chance, in addition to this none probably sampling-purposive was used considering to get adequate information; through primary and secondary source of data. The instrument was used to collected data from the respondents were questionnaire, interview and document reviews.

The findings were only generalized to NSHZ secondary schools, Oromia regional state.

1.7. Limitations of the Study

The main limitation of the study was some of female teachers were not as cooperative as expected and as a result, from 108 questionnaires administered to female teachers' respondents, 104 were correctly filled and returned. Moreover, few female teachers filled the open-ended part of the questionnaire hastily. Among other things during interview time some school principal, vice principals and secondary school supervisors did not show willingness to deliver right information. The researcher reacted with the respondents wherever the environment is conducive for them, and took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research.

1.8. Organization of the Study

This study was organized into around five chapters based on the study objectives. The first chapter deals with presenting the purpose of study, basic research questions, significance and Delimitation of the study. Chapter two reviews the available literature. The methodological approach and design of the study is discussed in chapter three. Chapter four provides the results and discussions of the study. Findings, Conclusions and recommendations make up the fifth chapter.

1.9. Operational Definition of Key Terms

Attitude: In this study it is the way female teachers feeling become toward school leadership position.

Female teachers: women teachers who have been participating on teaching process in secondary schools grade 9-10.

Leadership: It refers to an activity that can be performed by principal, vice principal, department heads, and unit leaders.

Secondary schools: It refers to first cycle of secondary schools having grades 9-10.

2. REVIEW OF RELATED LITERATURE

This chapter presented concepts of leadership, female and leadership, female leadership behavior, barriers to female teachers' attitude toward school leadership and strategies for enhancing female teachers toward school leadership position.

2.1. Concepts of Leadership

The two functions of leadership are providing direction and exercising influence. Each of these functions can be carried out in different ways, and such differences distinguish many models of leadership from one another. Leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and team work and the deployment of support and cooperation from people outside the organization (Yukl, 1994).

Therefore, leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students. Indeed, the contribution of effective leadership is larger when it is needed most; there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors within the school also contribute to such turnarounds, leadership is the catalyst. It is quite fore leaders to foster a sense of belonging in the school community. It takes lots of dialogue thinking, trust and guts to ensure the positive development of human beings. In addition, leader is someone who helps others to any more

than they ever thought possible. It is not about telling people what to do, but inspiring them to see what they are capable of, helping them get hurt (Cohen, 1994).

In addition, quality of leadership determines the device between a team loving about what they are directing versus one that is following orders. Because leadership is a key to every school's success, but there is no rigid prescription of practices, skills or behaviors that will create effective school leadership, rather leadership is situational and adaptive. School leaders must work effectively over time with staff to build organizational leadership that reflects high levels of empowerment and vision (Leithwood and Riehl, 2003).

According to Tefno (2009) leadership is the continuous work of mobilizing people to believe in regarding to share vision that result to in high achievement of every student. It is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment.

With similar manner Tefno in Esayas (2012) argues that, school leadership influences pedagogical goals and school visions leading instructional program to promote learning-teaching and development for students' improvement, further he stated as: *"I believe that the core work of teachers in seeking to promote quality learning for the all children that all management tasks serve that core work (p.8)."*

As Grigoriou (2012) stated that despite the established presence of women in the profession field, female teachers' attitude toward leadership position is minimal, school leadership in particular.

2.2. Female and Leadership

The research work on gender differences in leadership style is mixture of different views. On one hand there are researchers who said that leadership style of women differs from men leadership style. Hughes (2000) said that women style of leadership is "interactive" and men leadership style is "command-and-control." Female leaders show care and they share ideas and coach their subordinates well but male do not have these qualities. For them their career objective, results and goals are important than anything else. Unlike female, male leaders keep distance from their subordinates and they do not show much concern for their subordinates (Cole, 2006). According to the above findings females are better leadership than male.

Women hold works that are, on average, inferior in many respects to those held by men (Coleman, 2002), (Lewin, 2001) and (Boulding, 2005). They have been found, on average, to have less autonomy, closer supervision, and more limited promotional opportunities than men. Yet women's attitude towards their work are often more favorable than men's (Choon, 2001). Three possible explanation for this disparity are tested in this article. First, men and women may have different evaluations of works because the value different characteristics of work. Second, women may be more satisfied because they focus on their roles as homemakers, rather than on their roles as workers, and derive additional satisfactions from this sphere. Third, men and women may have different personal expectations and use different comparison groups in arriving at evaluations of their works. For instance, women may compare themselves to other working women than men (Kamau, 2004).

2.3. Conceptual Models on Women Participation in School Leadership

Over the past two decades, several interrelated conceptual models have been adapted from the social sciences and used to explain the underrepresentation of women in educational leadership. These models, the social model, organizational model, individual model and international model could be revealed one after the other.

2.3.1. Social Model

The social model looks for explanations neither in women as individuals nor in educational systems, but in society as a whole. Schmuck (2009) refers to this as the "social perspective" and Shake shaft (1989) as the "social structure of society as the root cause of inequities". This model "assumes women and men have been taught to identify their roles and separate" and those institutional and societal practices reinforcing these differences account for the lack of women in leadership positions (Estler, 2007). In this model there are different socialization patterns for young boys and girls that are institutionally reinforced well into adulthood. As Schmuck explains, the folkways and norms of the society coincide with different socialization patterns and channel women and men into different areas of work, which are assigned differential pay and status. The assumption of this model is that the absence of women in leadership positions is due to the different socialization patterns of men and women (Grady 2012). This model suggests that in order for women to move into positions of administrative leadership, they must first deny societal norms and values.

2.3.2. Organizational Model

The second model, the organizational model, or to use Schmuck's (2008) terminology, the "organizational perspective," explains men's and women's differential career aspirations and achievements not as a function of different psychological predispositions but as an effect of the limited opportunities for women that accompany systemic gender bias (Burstyn&Tallerico,2006).

It turns attention away from the individual to the educational system itself, with its complex of institutional structures, policies, and practices. According to this argument, women do not participate because men are given special treatment in both promotional and administrative leadership, they must first deny societal norms and values.

2.3.3. Individual Model

The third model, the individual model, assumes people are promoted according to their ability that is the basis for promotion and that men occupy the most senior positions in educational administration because they hold the best qualifications. This model implies that men are more competent than women because men are chosen for administrative positions so often. In the literature, this model is also compared to Schmuck's (2008) "individual perspective", Shake shaft's "internal barriers", Ortiz and Marshall's, (1988) "person-centered explanations".

Despite these multiple labels, all see to explain the persistent and continuing gender segregation in the teaching profession from a psychological orientation. That is, they look to women themselves for "cause", exploring such things as personal traits, characteristics, abilities, or qualities. Individual attitudes such as motivation, self-image, confidence, and aspirations also fall into this area (Burstyn &Tallerico, 2006). However, as Schmuck (2008) explains, when the focus is on person-centered causation, individuals are "held responsible for their own problems, with the solutions to those problems found in terms of changing the defect or weakness in the individual".

This belief is often reflected in statements such as "they are not assertive enough"; "they don't want power"; "they lack self-confidence"; "they don't apply for the jobs". Although these statements may be valid for some female, such emphasis on females' so-called internal barriers lends itself to what Shake shaft describes as "blame the victim! Perspective (1989). The assumption of this model is emphasizing a number of variables influencing women's

aspiration and access to educational leadership encompassing international variables for instance, the existence of international agreement about gender equality, National variables for instance, government responses to international gender equality, standards in employment and women access to the work place, organizational variables for instances, opportunity to purchase.

2.3.4. International Model

Household child care support result in gender equality in educational leadership. However, gender equality in educational leadership will be low if the variables from international to personal level could not encourage women's aspirations to school and women's access to educational leadership. Therefore, based on the strength and weakness of the models the researcher's analytical frame work for the study is organizational model and the international (ground theory)model that considers female teachers underrepresentation in school leadership as a result of limited opportunity" Estler(2007) and multiple factors as the root cause for women underrepresentation in educational leadership. These four ways of conceptualizing the under-representation of women in educational leadership reflect longstanding debate over the causes and meanings of inequalities in the education profession. An assumption underlying each model is that continued gender asymmetries must be more thoroughly understood to be remedied (Tallerico& Burstyn, 20066).What follows in this study was a brief examination of some of the factors that affect female teachers" participation in educational leadership.

2.4. Barriers to Female Teachers attitude toward School Leadership

Women, though they have always been represented as educators, have rarely been well represented in positions of influence and control in education (Gaskell, 1992). From mid-nineteenth century struggles for women to be accepted in academies, to early twentieth century struggle for them to finally be accepted with in all positions in school system; there have been great efforts by women and men for greater equity in education (Gaskell, 1992; Gaskell et al., 1989; Prentice, 1991). The researcher inferior from the above idea is that, continued emphasis focuses on efforts to change women attitudes toward school leadership position as equal as male counter parts.

Increased awareness of the need for greater equity coupled with the problem of the present disproportionate has become the focus of a number of researchers as they seek explanations for barriers which hinder female attitude toward in leadership positions (Shakeshaft, 1989; Sadker et al., 1991). Among the several models forwarded for describing the barriers have been those such as the "women's sphere model", "organizational socialization model" (Ortiz & Marshall, 1988), the "meritocracy model" (Estler, 1975) and the "deficit model" (Acker, 1983). The factors operating within the models have generally been defined as intrinsic or extrinsic in source, and result from our socialization in an androcentric world. Colonial and patriarchal perspectives, broad social and cultural forces, are pervasive at the "macro structural" level and serve to exclude women and minorities from positions of professional leadership (Richards, 1988).

Low self-esteem, lack of confidence, motivation or aspiration are often reasons given for female teachers' attitude toward the position of leadership. These psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the women's psyche at fault, but the social structure of society that is root cause of the inequities (Apple, 1986; Shakeshaft, 1989). Women aspire to leadership but societal and organizational barriers prevent women from acknowledging or acting upon their aspirations. The researcher summarize from the above idea is that female attitude toward leadership position is hindered by the negative attitude rooted through societies.

There is a lot of research on how female and male behaves in leadership roles. It is a fact that female have to face a lot of barriers as compared to male's counterparts to be a leader in a male dominated environment (Shakshaft, 1989). This difference is reflected in a behavior of male and female leaders. This different can change the views of people about leadership style of women that they can move to top positions in an organization. Feminists have fear that the view of gender differences in leadership style can cause barriers in the career growth of females in leadership positions. It also feared that idea of female behaving same as male leaders do will take in born qualities of females for which they are known and these qualities are a factor behind their success (Eagly et al., 2001). Females have strong communication skills and rational approach to solve a problem (Choon, 2001).

From research results it is proved that females are fewer tasks oriented and more social and they involve other's suggestions in making decisions. They follow "transformational" way of leading (Melero, 2004).

Men do not involve others in decision- making. They take decision by themselves and implement them while women leaders tend to involve others in decision-making before implementing those decisions. They encourage their subordinates to give ideas and suggestions and they lead from behind while men lead from front as they take decision by themselves (Choon, 2001).

Across the world factors that affect women's attitude toward school leadership position roles are not the same (Schein, 2007). Women with in a particular society are affected by:

- The beliefs, norms, and expectations of the individual's with in a particular culture (Puddington, 2008).
- Technological and distribution infrastructure (Chan & Qingyang, 2006).
- Economic factors and the level of development of country, including services that provide a competitive advantage (Hill, 2008b).
- Fundamental social and developmental considerations like education, healthy, and the physical environment (Schein, 2007).
- The business environment, including taxes, procedures, corruption, labor, competition and finance (World Bank, 2007a).
- Lack of female role model among teachers, particularly in developing countries (Coleman, 2001).

2.4.1. Organizational factors

According to Schein (2007) barriers to women leadership exist globally and the higher the organization level, the more obvious gender gap. The existence of a fewer female in secondary schools can be corroborated using this statement.

Young and MvLeod (2001) stated, "many school board members ,search consultants , search committee members ,practicing administrators , and private citizens continue to believe old myths that have prevented women from becoming school leaders in the past" (p. 494). Assumptions about appropriate activities related to concerns about whether or not a women can do the job. For example, the school board may lack confidence in a female

manager's competency to oversee the construction of the new building, and when she completes the task successfully the board is surprised.

Discrimination against women leadership is over world wide spread, particularly in developing world, Ethiopia included. For many organizations including schools, work and home life should be kept separate for women who are in positions of power. This view creates a barrier for women teachers whose personal lives are inseparably linked to their working life (Vander Westhuizen, 2000). According to the above findings the low value the societies have for female leaders affects their attitude towards participating in leadership positions.

2.4.2. Individual and societal factors

Shake shaft (1989) refers to internal or psychological barriers as "those that can be overcome by individual change whereas external barriers require social and institutional change" (p. 82). Some of the internal barriers recognized to women include the following: lack of confidence, motivation, and aspirations; deficiencies in credentials and experience; and Socialization and gender stereotyping. Each one of these will be reviewed in greater depth.

2.4.2.1. Poor self-image or lack of confidence

Different researchers Adler and Israeli (1988), Jordan et al. (1991), Obemeyer (1995), Guyton and Slick (1996) state the reasons why females do not succeed in ladder of leadership is that efficiency in self-confidence, fear of success, lack of personal independence, lack of clear professional goal setting, fear of rejection and competition and lack of aspiration. As the results of their socialization process and sex role stereotyping, majority of women lack self-confidence to be school leadership (Obemeyer, 1995). Self-confidence affects the way females are perceived as well as the ways they perceive themselves. The self-confidence has a substantial impact on individual chances for being perceived as the group emergent leader Andrews cited in (Shake shaft, 1989). Similarly, Lerner and Spanier cited in Yalew (1991) reported by summarizing the assumption of others that discuss the self-concept and self-esteem of males which disturb them to struggle to do high status tasks where assertiveness dominance, high level of confidence and activity

demanding. Whereas females are pressured to search those tasks that are labeled as low status and where interpersonal relationships are highly involved.

On the other hand, Shake shaft (1989) argues that lack of confidence; aspiration and lack of personal independence are something, which measured by male lenses of definitions. She pointed out that lack of aspiration or motivation of females resulted from the burden of family responsibilities, lack of opportunities, and lack of favorable work environment. In addition, she elaborates that females' lack of confidence as the product of lack of experience in the sphere of administration and it should also viewed then, as the product of a system that keeps women separated from experience that would help to develop confidence in the public sphere. Thus, which has often seen as the personal failing of women lack of self-confidence may be more accurately seen because of sex-structured society that generates a belief reinforced by the organizational system that prevents women from developing confidence in public sphere activities through male dominated world of professional administration. The researcher infer from the above findings that females' self-confidence is emerged from lack of experience and favorable work environment than lack of confidence.

The other problem of females to seek managerial position is fear of success, which exposes the women personal lives. Working with high achievement women and men, she worries about the expectation of negative consequence for example, social rejection, disapproval, not being liked and loss of femininity (Jordan et al., 1999). As Heilman cited in Yalew (1997) states, it seems that women choose careers of low status even when there is the possibility of getting high status because of fear of success. In relation to this Banddura cited in Yalew (1997) elaborates that a sense of competence develops by observing others' success or failure that we think as similar to ourselves. Then women who fail to get managerial position may develop fear of success.

Jordan et al. (1999) states the degree to which women minimize and reject signs of their effectiveness, what they know and what can do. They minimize their intellectual worth and their inner motivations and they work hard to hide their inabilities. Similarly, Owns (1998) the following: *Female tend to change their sex role identity to reflect male roles while they seek to involve in educational management.* In addition, many women underestimate their

ability. Women themselves recognize that the world is masculine overall; those who fashioned it, ruled it and still dominate it today are men. As far as their perception they do not consider that they are responsible for it. Moreover study reveals Owns (1998) women tend to anxiety than men when confronted with situations of achievements. Finally, lack of clear professional goal setting frequently affects the aspirations of female to leadership positions. Many women have not carefully planned their rise to the top management (Guyton & Slick, 1996). In light of this Addis (2001) realized that there is a strong correlation between women's lack of career advancement and their lower career goals. Females do not plan their upward movement. They pursue their options in unplanned manner, as simply opportunities occurred.

Low self-esteem, lack of confidence, motivation or aspirations often reasons given for women's low representation in position of educational leadership. There is some evidence to indicate that women lack confidence in applying for promotion, and that in contrast to their male colleagues, they only apply for jobs for which they are fully qualified (Shake shaft, 1989). Research reported by Shake shaft (1993) supports the perception that female tend to receive less constructive criticism than males in carrying out their work. As the result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and allowing their confidence to be unnecessarily damage. Some would suggest that these psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the women's psyche at fault, but the social structure of society that is the root cause of the inequities (Shake shaft, 1989). In the past, women's lack of credentials may have been a factor. However, the number of women in graduate school implies an increase in confidence, motivation and credentials. More and more women are becoming better qualified for the job, but unfortunately, this is not necessarily securing them positions in the administrative field (Grady's, 1992). In investigating why women with administration certification were not employed in an administrative position is that the major obstacle was women's unwillingness to apply for administrative positions. Further reasons cited were that they preferred their current positions and were not interested in administrative work.

Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (1995) found a marked lack of self-confidence. Although, Guyton (1998) notes that female administrators rarely see themselves as experts, often expressing a lack of confidence about seeing themselves at the top. Contrary to this, Grogan (1996) found the administrator aspirants to be very confident of females' abilities and qualifications to lead school districts. Similarly, Grogan and Brunner (2005a, b) report that 40% of women in senior central office positions feel competent to take on district leadership positions. Low self-esteem and lack of self-confidence may be different than leadership identity, which is the feeling of belonging to a group of leaders or to a specific level of leadership (Brown & Irby, 1996). Maybe it is this lack of leadership identity, rather than low self-esteem that also continues the perception of women that they must get more information, more education, and more experience prior to seeking an administrative position (Young & McLeod, 2001). Or maybe it is the reality that for a women to be considered equal, female must be better prepared than man with whom she is competing for a job.

2.4.2.2. Family and home responsibilities

It was frequently observed that extensive family responsibilities especially those involving marriage, child care and household activities can affect females' career achievements (Fagenson, 1993). The traditional expectations of women's major roles in life are those of wife, mother and home makers. Women workers still tend more than men to tolerate the main burden of family responsibilities as well as paid and unpaid work; these double work burdens hinders their upward movement to management positions (Almaz, 1997). From the above findings researcher infer that the burdens of family responsibility affects female attitude toward leadership positions.

Adler and Israeli (1983) states that societal expectations of women are greater in terms of family responsibilities; such as care for elderly of children, and husband are exclusively that of she has to participate fully in service no one raises eyebrows if a male who is also a manager just stays an hour and leaves the service house or does not attend a service because of "meetings". They also note that, it is in the family dominion that women pay the highest

price. Today it is generally believed that marriage constitute an advantage for men who want to make career, but a real handicapped for women who have the same motivations. Not only does marriage provide with logistic support /housework and emotional security/but also a grantee of stability and reliability in the eyes of contrast, women, once married and, especially with in considerably increase their domestic burden and multiply the obstacles to buildings career. In relation to this family role, involvement can have a negative impact on achievement even when the women themselves may not choose to their career involvement based on long held stereotypes often assume that married women especially those will and should play a primary care taker role within their families (Fagenson,1993).

Furthermore, as Fagenson (1993) multiple roles of women in the family, society, traditional norms and in the work place posse on double or multiple burden which hinders their career progress and advancement to managerial positions. She also realizes that if a mother is the manager beside her managerial tasks she will be required to take care of her children, like taking them hospital when they are ill, going market to purchase goods for them and staying at home when the caregiver leaves in order to satisfy families need.

Accordingly, many women managers no longer want to have to choose between career and family aspirations, the unequal sharing of family responsibilities continued to determine their carrier advancement (Almaz, 1997). Thus, home and family responsibilities posse obstacles on women aspiration in administration in two possible ways. First, the woman not only must effectively manage all of her tasks but she must also contend with the majority of male educational officials who wrongly believe that not only she is unable to manage the balancing act but that it is in appropriate for her to attempt it. Second, the impact of home making roles is especially difficult for women's progress in the administrative areas (Shake shaft, 1989).

In light of this Nussbaum & Glover (1995) females suffer from "sever time" since they are caring double burden of domestic and bread wining responsibilities. Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or

because those who hired believed that women would be hindered by family commitments. According to Shake shaft (1999), a direct weakness and one reason for females in attaining administrative positions is the reality based factor of family responsibility.

2.5. Strategies for Enhancing Female Teachers' attitude toward School Leadership

Various strategies have been formulated to increase female teachers' attitude towards school leadership, in decision-making and development activities in general. One of the strategies outlined is that research on the causes of absenteeism and drop out among female teachers' on leadership positions should be intensified (United Nations, 1985). As Nzomo (1995) strategies suggests that: the urgent need to establish programs combing gender sensitization, legal awareness raising and civic education of both women and men, with a view to eradicating retrogressive socio-cultural attitudes and values. Providing effective training and support for women aspiring to school leadership positions and removing the barriers women face in developing countries is a challenge that must be met if women are to have a voice in educational development worldwide(Nzomo, 1995). Affirmative action is considered to be more focused towards programs and policies which assist women in achieving equal opportunity through the acquisition of necessary qualifications and experiences. Equity is important to enable more women to have an impact on how schools are run, as well as making available more female role models (Gaskell et al., 1989).

2.6. Level of Women Participation in School

2.6.1. Global context

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

Furthermore, as shown in Ouston (1993) the participation of women in educational leadership was low as compared to men. For instance in England and Whales the

participation of women in secondary schools was 17 percent in 1990 and 18.3 percent in 1991. In general, around the global, the participation of women in decision making positions is low as compared to males.

2.6.2. The Ethiopian context

Similar with that of other developing countries, the problem of gender inequality is a common phenomenon in the rural and urban part of Ethiopia. In our society, women involve mainly in domestic activities while as men involve in outdoor activities like education and community services. In relation to this the FDRE gender perspective guide line (2001:1) shows that, women in the rural part of Ethiopia spend more than 15 hours per day for activities like fire wood collection, water fetching, child care and gardening. Similar with the rural women, urban women of Ethiopia also involve in selling of foods and drinks, petty trades and in both cases, the majority of women participate in informal economic activities. As a result, they have little or no time for schooling and therefore, this creates discrimination of women from men and this attitude, as indicated in World Bank report (2011), can become a trend from generation to generation. So that, this gender stereotyping of males and females in the society creates differences in employment rate and the number of women especially in professional areas becomes low.

Ethiopian women have demonstrated considerable leadership in community and informal organization, as well as in public offices, however, socialization and negative stereotyping women have reinforced the tendency for leadership and decision-making to remain the domain of men. Seyoum cited in Tefano (2009) notes that, in Ethiopia there are many sayings or stereotypical proverbs that reflect the inability of women to play leadership roles below some of them mentioned: women place is in the kitchen that of a man is the court of law, in Afan Oromo, "Dubartiin dubbii fiddi malee dubbii hin fixxu" translated to English women bring a problem but not a solution.

However, a knowledge a woman may be the final decision rests of a man. This and other cultural base stereotype might have compelled women to come high status career particularly that of leadership position and their number is very small compared to their male counterparts Yalew (cited in Frezer, 2009).

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study Area

This study was carried out in government secondary schools in North Shewa Zone Oromia Regional state. North Shewa is one of the zones of the Ethiopian Region of Oromia. North Shewa is bordered on the South by Oromia Special Zone Surrounding Finfinne, on the Southwest by West Shewa, on the North by the Amhara Region, and on the Southeast East Shewa.

Based on the 2007 Census conducted by the central statistical Agency of Ethiopia (CSA), this Zone had a total population of 1,431,305 of whom 717,552 are men and 713,753 women; with an area of 10,322.48 square kilometers, North Shewa had a population density of 138.66. 62% of children are enrolled in primary school, and 12% in secondary schools.

There were 701 primary schools (1-8), 45 secondary schools (9-10), 14 preparatory schools (11-12), 7 Technical and Vocational training (TVT), 1 Teachers' Training College (TTC), and 1 University in North Shewa Zone (NSHEO, 2009).

3.2. Research Design

Descriptive survey design was used in this study. Descriptive survey design involves large sample size and is oriented towards the determination of the status of the given phenomenon (Kombo and Tromp, 2006). It was also assumed that this method was economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

Descriptive survey had also a penetrating power to analyze realistic conditions. It was a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It had been used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp, 2006). Also survey design allowed to use primary and secondary sources of data. The design was allowed the researcher to collect views from the respondents to facilitate descriptions of the participation of women in secondary school leadership as it was the situation in NSHZ Oromia regional state. Thus, the design preferred on this bases.

3.3. Sources of Data

Both primary and secondary sources data were collected from several sources.

3.3.1. Primary sources of data

Primary sources were obtained from sampled woreda secondary school department heads, vice principals, female teachers, principals, supervisors and Zone education office supervisor.

3.3.2. Secondary sources of data

Secondary data was gathered from related documents since 2005-2009 E.C like recorded reports about female teachers to bring leadership position.

3.4. Population, Sample Size and Sampling Technique

3.4.1. Population

The target population consisted of one Zonal educational office supervisor, 13 woredas and one town administration, 45 secondary schools, 296 female teachers, and 14 secondary school supervisors (NSHZ EO, 2016).

3.4.2. Sampling size and sampling technique

To make the sample area manageable and representative from thirteen woredas' and one town administration found in NSHZ Oromia regional state, seven woredas were selected using simple random sampling technique. One town administration was selected by availability sampling technique. According to North Shewa Zone education office there were 296 female teachers in 45 secondary schools (9-10) in the zone, of which 22(48.9%) secondary schools were found in the seven woredas and one town administration. Out of these 22 secondary schools, 8(36.36%) secondary schools one from sampled woredas was selected by simple random method. Gay (2003) recommended minimum sample size of 10%. This was used to ensure that all categories of schools were selected.

In the sampled woreda there were 155 female teachers of these 108(69.7%) female teachers were took by probability sampling technique. In addition to female teachers three principals, three secondary schools supervisors, three vice principals, five department heads were selected with purposively sampling technique assuming that they were more experienced to provide adequate information about female teachers' attitude toward school leadership position. One zonal education office supervisor was took as availability.

Table 2: Summery of Sample Size and Sampling Technique

N a m e o f sample woreda	Respondents	Target population	S a m p l e size in no	Sample in%	S a m p l e technique
Fitche	F e m a l e Teachers	26	16	61.5	S i m p l e random
Kuyu	F e m a l e Teachers	28	20	71.4	Simple random
Wara Jarso	F e m a l e Teachers	16	10	62.5	Simple random
Degem	F e m a l e Teachers	22	15	68.2	Simple random
Debre Libanos	F e m a l e Teachers	18	14	77.8	Simple random
Girar Jarso	F e m a l e Teachers	10	7	70	Simple random
Muketuri	F e m a l e Teachers	16	12	75	Simple random
Abichu Gnea	F e m a l e Teachers	19	14	73.7	Simple random
From schools	Supervisors	8	3	37.5	Purposive
	Principals	8	3	37.5	Purposive
	V i c e principals	10	3	30	Purposive
	Department heads	40	5	12.5	Purposive
Z o n e Education office	Supervisors	1	1	100	Available

3.5. Data Collection Instruments

To collect data from the sampled respondents the researcher was used the tools like questionnaire, interview and document reviews. These instruments were pre-test at Fitche No-2 and Fittal Secondary school on 20 respondents out of sampled schools.

3.5.1. Questionnaire

To gather primary data for the study, questionnaire was developed based on review of the literatures. The questionnaire was constructed in English because the respondents expected able to read and write in English language and administrate to 108 teachers. The questionnaire was consisted of both open- ended and close- ended items. Close- ended questions such as rating scale was used because it is suitable for large scale survey, quick for

respondents to answer, easy to analyze using statistical techniques and enables comparison to be made across group. Open-ended items were suited to allow a free response. It is also more appropriate to produce sensitive information (Scmech & Lewin, 2005).

The first part of the questionnaire was designed to collect information on demographic characteristics of respondents, like marital status, number of children, academic qualification, field of study and experience, assuming that provide some basic back ground information relating to female teachers' attitude towards school leadership positions. The second part of questionnaire consists 8 items and assumed gave response regarding the attitude of female teachers toward school leadership position in NSHZ. The third part of the questionnaires consist 7 items on factors that affecting female teachers to be in leadership position.

The fourth part of questionnaires had 4 items regarding the strategies were in place by school leader, supervisor and zone education office to bring female teachers' toward secondary school leadership position at NSHZ. Respondents were request their response depending on the scale ranging from 1-5 (where 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5= strongly agree).

To ensure validity instruments were developed under close guidance of the supervisor, intensive consultation of relevant literature and a pilot study was carried out to pre- test the instruments. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined with experienced peoples and with pilot- test in two secondary schools out of the sampled school of Fictche No-2 and Fittal secondary schools for 20 respondents. Based on the comments were gave by the above respondents of the piloted school, some modification were made on the questionnaire to make it clear and precise for the main respondents so was obtained the most reliable information.

Additionally, the reliability of the instrument was measured by using Cronbach alpha method with help of Statistical Package for Social Science (SPSS) version 20. So, by using Cronbach alpha method the reliability of the instruments were 0.887 for closed ended questionnaire. This result shows that the instrument used to collect the data from respondents was reliable.

3.5.2. Interview guide

In addition to the questionnaire, a semi-structured interview was conducted with five department heads, three vice principals, three principals, three secondary school supervisors and one woreda Zonal supervisor gave their opinion. The interview was designed on literature review and the questionnaire. Three items were prepared. Interview have been described by Cantrell (1993) as allowing the researcher to gather descriptive data in the subject's own words and to access the unobservable; to walk in the head. She further described it as the backbone of qualitative research. Sherman and Webb (1988) said that in-depth interviews of the participants led meaning to their observed experiences. Cohen (1994) noted that in an interpersonal encounter people are more likely to disclose aspects of them than they would in a less human situation because the interviewer develops greater relationship with the participant.

3.5.3. Document reviews

In addition to questionnaires and interviews, the researcher was gathering information from recorded documents like: the past five years' quantitative data of female teachers' involvement in school leadership position. This tool was used to gather data that is supposed to be relevant to the basic research question that the current status of female teachers in school leadership positions in North Shewa Zone. Thus, this requires the collection of statistical information from the reports and other records of Zone educational office (ZEO) and Schools. Documents existed in schools and Zone Educational officials was also analyzed to respond to the basic research questions especially design that aim to guide the study.

3.6. Procedure of Data Collection

Legal letter was presented on paper describing about the purpose of the research was show for the participant and organization that needs to know about the detail information of the research.

The next step was started with face to face contact with the directors of the sample schools to discuss on the objective of the study. Then questionnaire was administrated to respondents. With schedule questionnaires were collected from respondents. In addition to this, convenient time and date was fixed with the department heads, vice principals,

supervisors and principals for the interview. Besides, the researcher was reviewed documents from selected schools and office.

3.7. Methods of Data Analysis

In accordance with the data collecting instruments that was employed two types of data, qualitative and quantitative data was obtained. Thus, analyzed of the data being collected did in line with the data type.

Data obtain through open-ended questionnaire, interviews, and document reviews were analyzed qualitatively by narrating.

After collecting data through questionnaire the raw data was checked, tallied, and numbered arrange and organized in tables to make it understandable. The questionnaire was analyzed quantitatively and interpreted using statistical tools such as percentage, total mean were computed to find average values against each item scores inline of basic questions. In addition, Cronbach alpha method was used with help of Statistical Package for Social Science (SPSS) version 20.

3.8. Ethical Consideration

Prior to data collection from study participants, the researcher was ensured the participants agreement to participate in the study. All potential study participants were informed about the procedures that was used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondent through permissions and approved. This was made possible by developing positive relationship with the respondents and ensuring that the response they gave had not affect any of their personality and the responses was gatherer kept in coded. Besides, the researcher was show respect for the respondents' values in general and females' respondents in particular. Moreover, a legal letter was presented on paper describing about the purpose of the research was show for the participants and schools that needs to know about the detail of information of the research. Finally, the research was go ahead after all the respondents were understood the objective of the research without any dilemma.

4. RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the data that are divided into two parts. The first part deals with the characteristics of the respondents that describe the marital status, number of children, qualification, field of study and teaching experience of the respondents. The second part of the chapter deals with discussion of the respondents that were obtained through questionnaire, interview and document review. 19 closed-ended and one open-ended questionnaires were distributed to 108 female teachers to be filled. Out of these 104 (96.3%) were properly filled and returned. Moreover, three school principals, three vice principals, three secondary school supervisors, five department heads and one Zonal office supervisor interviewed.

4.1. Background of Respondents

Table 3: Background of Respondents

<u>N</u>	Variable	Categories	Female Respondents	Total %
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			No.	%	
1	Marital status	Married	74	71.15	100
		Unmarried	30	28.85	
		Divorced	0	0	
		Other	0	0	
2	No. of children	No children	41	39.42	100
		1-5	63	60.58	
		Above 5 children	0	0	
3	Qualification	Certificate	0	0	100
		Diploma	5	4.8	
		First degree	99	95.2	
		Second degree	0	0	
4	Field of study	Natural Science	15	14.42	100
		Social Science	56	53.85	
		Other (Sport and language)	33	31.73	
5	Teaching experience in years	1-10	75	72.12	100
		11-20	18	17.3	
		Above 20	11	10.58	

With regard to the background information of the respondents, item 1 of table 3 indicated that 74 (71.15%) of the respondents are married while 30 (28.85%) of them are unmarried. Since the majority of them were exposed to married they had a better understanding social barriers that affect female teachers' attitude toward school leadership position.

Item 2 of table 3 indicated that 63(60.58%) of the respondents had children while 41 (39.42%) had no children. Majority of the respondents were exposed to family responsibilities. From this, one can understand that they were expected to know in detail concerning various factors that affect female teachers' attitude towards secondary school leadership positions.

In relation to the education out of the total respondents 99 (95.2%) were first degree holders and 5 (4.8%) were diploma holders. From this, it can possible to say that the respondents had a better understanding of female teachers' attitude towards secondary school leadership positions. So, they do have the necessary skill in which they have appropriate educational level to participate in secondary school leadership position according to standard set by (MOE, 2002). Therefore, the finding confirms that the

respondents had a better understanding of issues related with women and leadership. Moreover, it was encouraging that all of the women were first degree holders, so that since the minimum requirement for school leadership position requires second degree in school leadership, these women, if they were given the chance of attending further education, they would have the chance to become school principal. Therefore, much should be done to encourage women to participate in school leadership and this requires the commitment of stakeholders to enhance the participation of women principals in secondary schools.

As it can be seen in item 4 of table 3, 15 (14.42%), 56 (53.83%), and 33 (33.73%) of the respondents are graduated in Natural Science, Social Science and others (Language and Physical education) respectively. This indicates that respondents were from different discipline which may have information about female teachers' attitude towards secondary school leadership positions.

In addition, with regard to the work experience of the respondents' item 5 of table 3 shown that, 75 (72.12%) of the respondents had work experience of 1 to 10 years, 18 (17.3%) of them had worked 11 to 20 years, and 11 (10.58%) of the respondents had work experience of above 20 years. From this, we can conclude that most of the respondents were well experienced to attempt questions related to female teachers' attitude toward school leadership positions. From these figure it is possible to conclude that most of the respondents were matured enough to answer and analyze questions related with school leadership.

Generally, the characteristics of respondents revealed that, the majority of them were matured enough, well experienced, well qualified, and they were exposed to family responsibilities. Therefore, the response obtained from the respondents would help to get information that is more reliable and enable to come up with concrete finding and conclusion.

4.2. The status of female teachers' in secondary schools leadership position at NSHZ for the last five years

Table 4: Trends of Female teachers in Secondary School Leadership Position

Year	Total teachers		Department heads	Unit leaders	Vice Principals	Principal s	Supervisors
	M	F					
				F	M		

		M	F	M	F	M	F	M	F	M	F	
200	63	21										
5	5	7	94	46	26	2	26	0	27	1	14	0
200	65	22										
6	6	5	91	49	25	3	26	0	27	1	14	0
200	72	27										
7	7	2	96	54	26	4	28	1	30	0	14	0
200	73	28										
8	5	6	165	60	39	5	38	2	45	0	14	0
200	74	29										
9	0	6	161	64	40	6	38	2	45	0	14	0

Source: NSHZEO

In table 4, it indicated that the 5 years trends of female teachers in secondary schools leadership positions as the ladder of leadership position increase the number of women teachers' involvement in leadership position decrease. That means, the number of female teachers in department head was higher than in unit leaders, and the number of female in unit leaders position was higher than in the position of vice Directors. Moreover, the number of female teachers were rare in Principals' position, and there are none of female teacher at supervisor position. This shows that as the hierarchy of leadership position increase female teachers' participation toward school leadership position decrease. From this, we can analysis that female teachers' less participating toward secondary school leadership position at NSHZ. Supporting the above data all the interviewers secondary school principals, secondary school supervisors and zonal office supervisors were gave their opinions that female teachers' attitude toward secondary school leadership position are negative, that means female teachers' have no interest to take leadership position in secondary school at NSHZ.

4.3. Female teachers' attitude toward secondary school leadership position at NSHN

Under this section, realizing Female teachers' attitude toward secondary school leadership position, the researcher tried to investigate the existing female teachers' attitude toward secondary school leadership position at NSHZ.

For the sake of the analysis, the obtained mean values were interpreted as 1.0 -1.49 strongly disagree, 1.50 - 2.49 disagree, 2.50 – 3.49 fairly agree, 3.50-4.49 agree, 4.50-5.0 strongly agree Bluma (2012).

Table 5: Female teachers' attitude toward secondary school leadership positions

No	Item	1	2	3	4	5	Mean
		%	%	%	%	%	
1	Female do not have plan to be a school leadership.	0	0	1.9	59.6	38.5	4.38
2	Female assume that female will not be successful in leading school if they are a leader.	11.5	17.3	24	25.96	21.2	2.83
3	Female have an interest and motivation to apply for school leadership position.	54.8	31.7	6.7	16.3	0	1.65
4	Men have more qualities than women associated with school leadership.	8.6	10.5	13.4	37.5	29.8	3.69

5	School leadership position is difficult for females.	2.8	6.7	14.4	49.03	26.9	3.92
6	Female is unwilling to accept responsibility as school leaders.	3.8	16.3	10.5	45.1	24.0	3.69
7	Female have interest to supervise and lead in secondary school.	41.3	33.6	16.3	8.6	0	1.92
8	Leadership is more appropriate to males than females.	6.7	8.6	5.7	47.1	31.7	3.88

In table 5, Female teachers' attitude toward secondary school leadership positions were presented. Regarding item 1 of table 5, majority 62 (59.6%) of the respondents agreed with females do not have plan to be school leadership positions. The mean score of the item is 4.38. This finding was similar with that of Guyton & slick, (1996) state as many women have not carefully planned their ascent to the top management. Moreover, supporting this finding, different literature have also described that there is a strong correlation between woman's lacks of planned to higher leadership position and their attitudes toward leader ship position. They follow their options in unplanned manner, as simply opportunities emerged (Addis, 2001). From this, it was possible to conclude that female teachers have no plan to participate in secondary school leadership position.

According to Item 2 of table 5, female teachers that they will not be successful in leading school if they were a leader position, was rated as 27(25.96%) agreed with the mean of 2.83. As a result of respondents were indicated that female teachers were not successful in leading school if they would took a leadership position. Supporting this finding, the other problem of females to seek managerial position is fear of success, which exposes the women personal lives. Working with high achievement women and men, she worries about the expectation of negative consequence for example, social rejection, disapproval, not being liked and loss of femininity (Jordan et al., 1999). As Heilman cited in Yalew (1997) states, it seems that women choose careers of law status even when there is the possibility of getting high status because of fear of success. Supporting this idea Lemessa's (2004) finding stated that female teachers' participation decreases at higher leadership position than lower

position (unit leader, department heads and club heads in the school). Then women who fail to get higher managerial position in the school may develop fear of success.

In item 3 of table 5, the majority 57 (54.8) of female respondents were strongly disagreed on females have an interest and motivation to apply for school leadership positions, while, 17 (16.3%) of them agreed on the issue. The mean value of the responses was found to be 1.65, which indicated below average level of effectiveness. This finding is similar with that observed by Brown (1996) which describe as women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience. Supporting this, most of the interviewed women state as women teachers does not apply for school leadership positions.

The finding from Table 5 of item 4 illustrated that, the response of female teachers toward their leader positions were men have more qualities than women associated with school leadership position, was rated as agreed 39 (37.5%) with mean score of 3.69.

However, the findings of different scholars showed that women leaders are effective when they plan and they have characteristics of transformational leaders; working in collaboration with colleagues and cooperative (Choon, 2001). Therefore, from this one could understand that how the problem of negative attitude was deep-rooted problem with female teachers and how it discouraged women to become school leaders and how females were convinced leadership was given only to males.

In item 5 of table 5, the majority 51 (49.03%) of the respondents confirmed that females assume that school leadership position is difficult for females. However, 3 (2.8%) of the respondents were strongly disagreed on the issue. The mean score of female teachers' responses was 3.92. Concerning this issue Jordan et al. (1991) state that the problem of females assume that leadership position is difficult for females, she worries the expectancy of negative consequence, for example, social rejection, disapproval and loss of femininity.

In responding to item 6 of table 5, 47(45.1%) of the respondents agreed that females are unwilling to accept responsibility. The calculated mean score was 3.69. Regarding this, Grady's (1992) suggests that women have been unwilling to pursue responsibility as school leaders because of the fact that women have been playing traditional role of home makers

while men remaining a leader in every sphere of life. Similarly, the qualitative response from all respondents reflects similar views that most of female teachers have negative attitude toward taking leadership position. However, the interviewee describe the reason why female teacher are unwilling to pursue school leadership is not because of the problem of lack of experience and qualification but their too much home responsibility.

Moreover, Phillips (2010) indicated that various cultural influences including negative stereotyping make the women to become dependent, powerless, and inferior and as a result, women perceive leadership is men job not for women and they underestimate themselves and they would develop low aspiration to become school leader. So that, one can possibly say that as result of deep-rooted negative stereotyping and cultural influences in the society, women in the studied schools of the region, perceive school leadership was given to men. Moreover, they have low self - confidence to hold school leadership position and as result, their participation was low as principals of secondary schools as compared to males.

In item 7 of table 5, the majority 43(4.3%) of the respondents were strongly disagreed on females have an interest to supervise and lead in secondary school leadership position. while, 9(8.6%) of them agreed on the issue. The mean value of the responses was found to be 1.92. From this result one can interpret that female teachers have no interest to be in school leadership position, particularly female teachers who have children.

According to item 8 of table 5 majority of the respondents 49(47.1%) and mean score 3.88 agreed with Leadership is more appropriate to males than females. From this result, we understand that female teachers have negative attitude toward leadership position.

4.4. Major Factors that Affecting Female Teachers' attitude toward School Leadership position

The results presented in subsequent table helps to understand the major organizational, personal and social related factors that affecting female teachers' attitude toward secondary School Leadership position.

Table 6: Factors that affecting female teachers' attitude to be school leadership position

No	Items						Mean
		1	2	3	4	5	
		%	%	%	%	%	
1	Lack of special support to females for leadership positions in the education system of the zone.	0	3.9	9.6	31.7	54.8	4.38
2	Leadership recruitment and hiring practice do not attract female teachers for leadership.	6.7	4.8	8.7	62.5	17.3	3.79
3	Assigning tasks and delegation of authority in school do not encourage female teachers to come school leadership position.	3.9	4.8	12.5	64.4	14.4	3.8
4	Female teachers have negative attitude toward school leadership position.	1.9	2.9	10.6	22.1	62.5	4.42
5	Family responsibilities which burden on female teachers to be leadership position.	9.6	10.6	20.2	24	35.6	3.65
6	Lack of model female school leadership.	2.9	5.8	12.5	33.6	45.2	4.13
7	Gender stereotyping regarding to school leadership position.	1.9	2.9	25.96	37.5	31.74	3.93

As the response given to item 1 of table 6, 57(54.8%) with the mean score 4.38 of the respondents replied that in the education system of the zone, there was lack of special

support to females to win competition for leadership position. But, only 4(3.9%) responded agree to the question in saying that there is special support.

The result of item 2 of table 6 show that the majority 65 (62.5%) of respondents (female teachers) agreed with job recruitment and hiring practice do not attract female teachers for leadership position. The mean value of item 2 was 3.79. Therefore, from the above finding it can be conclude that job recruitment and hiring practice do not attract female teachers for leadership position. Supporting this idea, Shakeshaft (1989) Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is a main barrier limiting female teachers' attitude toward school leadership position.

In item 3 of table 6, 67 (64.4%) with the mean score of 3.8 respondents were requested to reply to the question that the assigning of tasks and delegating authority in school do not encourages female teachers to come to school leadership position. However, 13(12.5%) of respondents replied undecided. This shows that the school system in tasks and delegation authority empower female teachers to come to school leadership.

With regard to table 6 of item 4, Female teachers have negative attitude toward school leader ship position, were rated by the respondents and the finding revealed that, female teachers have negative attitude toward secondary school leadership position. Perception of women leadership was men's job, was rated as strongly agreed with individual mean score of 4.42 Moreover, with regard to this item, the majority of female respondents, 65 (62.5%), agreed that, women attitude toward secondary school leadership position was poor and they perceived that leadership was the job of males not females. This clearly revealed that how females undermine themselves and perceive that leadership was men's job and not for women.

As indicated in Table 6 of item 5, with regard to family responsibility which burden on female teachers as a barrier that hinders women to be school leadership position, was rated as strongly agreed with mean score of 3.65. With regard to this item, the majority females 37(35.6%) strongly agreed that fear of balancing family responsibility was one of the barriers that reduces attitude of women in school leadership position. This indicated the

absence of support from families had contributed female teachers had not good attitude to be school leadership position.

Furthermore, the finding of the interviewee supported the finding of the respondents. Mrs. G (secondary School supervisor) stated that, “since women unlike men were exposed to different domestic activities like looking for children, cooking of food, and washing of cloth, they most of the time, fear of holding leadership positions thinking that if they were involved in the position this would reduce the time for domestic activities.”

Similar with this finding, scholars indicated, since women involved more in domestic activities than men, they lack sufficient time for outdoor activities. The problem would be more aggravated if there was no support from families (Fagesnson, 1993). Therefore, it is possible to say that women in the studied schools were excluded themselves in school leadership position resulted from fearing of balancing family responsibility and professional work.

In relation to item 6 of Table 6, the respondents rated the absence of role models as one of the social related factors that hinders female teachers attitude toward school leadership position, as strongly agreed 47 (45.2%) respondents as individual mean score of 4.13 . This indicates that the absence of role models was one of the factors that contributed to develop bad attitude of female teachers toward secondary schools leadership position. The absence of role models discourages women who aspire leadership position and it gave chance to develop lack of self-confidence to become school principal. Supporting this finding, Coleman (2001) stated that, lack of role model among female teachers, particularly in developing countries negatively affecting female teachers’ attitude toward secondary school leadership position.

In addition to this, the qualitative data obtained from interviewees were gave the following views.

... Lack of many model female teachers who had in secondary school leadership position in the zone, negatively affecting female teachers’ attitude toward secondary school leadership position.

Under the result of table 6 item 7 showed that, 39 (37.5%) of the respondents agreed gender stereotyping regarding to school leadership position affects female teachers attitude

toward school leadership position with mean score of 3.93. Supporting to this finding majority of the interviewees were suggested the following opinions.

... They are many sayings which negatively affecting female teachers' attitude toward school leadership position; these are: female for kitchen than leadership position, female unable to lead and organize in leadership position and female teachers themselves considered as leadership position is the only positions for males.

4.5. Strategies are in place to promote female teachers toward school leadership position

The results presented in subsequent table helps to understand the strategies are in place by school leader, supervisor and zone education office to bring female teachers' toward secondary school leadership position at NSHZ, that help to promote female teachers to bring toward school leadership position in raising the questions about guide lines that school use for leader selection, assertive training program for female and special material and moral support offered for females.

Table 7: Strategies in place by school leader, supervisor and zone education office to bring female teachers' toward school leadership positions.

N	Items	1	2	3	4	5	Mean
o		%	%	%	%	%	
1	Allocation of financial resources for female teachers' capacity building training to promote their participation to secondary school leadership position.	45.2	29.8	25	-		1.78
2	Giving a chance of separate quota to compute among female themselves and with an additional chance to compute with the male counterpart competitors.	37.5	43.3	15.4	3.8	0	1.86
3	Zone educational bureau provides capacity building training to promote female teachers' attitude towards secondary school leadership position.	49.04	41.35	6.73	2.98	0	1.63
4	The provision of recruitment had made for female applicants are guaranteed had be given the priority for recruitment in secondary school leadership position.	27.9	45.2	22.1	4.8	0	2.26

As the respondent result of item 1 table 7 indicate the majority 47 (45.2%) and the mean value was 1.78 of them respond that their institutions have inadequate allocation of financial resources for female capacity building training to bring female teachers' toward secondary school leadership position. However, Education and training policy (ETP, 1994) states that the financial support given for women as a mechanism or strategy to build their capacity through training. Particularly, article (3.9.5:32) stated that the government will give financial support to bring female teachers' toward school leadership position in Education and training policy is very general with promising statement as the strategy. The emphasis given

by Ethiopian education and Training Policy (1994) to support women financially have its own implication. This finding was similar with that of Shake shaft (1985) stated women, more than men, referred to lack of finances as a reason for being unable to continue administrative training.

In their reaction to item 2 of table 7, 45 (43.3%) with mean 1.86 of the respondents disagreed the presence of giving a chance of separate quota for female teachers to compute among themselves and with an additional chance to compute with the male competitors to bring to school leadership position.

On the other hand, as the respondent result of item 3 of table 7 indicated that the majority 51(49.04%) of them respond that zone education bureau have no provides capacity building training to promote female teachers' attitude toward secondary school leadership position. The mean score of all respondents were 1.63, this result shows that female teachers' respondents were agreed with, there is no continuous capacity building training provide to change attitude of female teachers toward secondary school leadership position.

In item 4 of the table, the respondents were asked to whether the provision of recruitment had made for female applicants are guaranteed had be given the priority for recruitment in secondary school leadership position replied that, do not give priority for female teachers to attend secondary school leadership position. Thus, the majority, 47(45.2%) of female teachers respondents were disagreed that the provision of recruitment had made for female teachers applicants are guaranteed had be given the priority for recruitment in secondary school leadership position. But, 5(4.8%) of the respondents were agreed. The mean score of the responses was 2.26. From this, it is easy to suggest that document and guide lines in the school needs to be modify in order to change female teachers attitude toward secondary school leadership position.

5. SUMMERY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusion drawn from the major findings and recommendations made based on the findings.

5.1. Summary

The main purpose of the study was to analyze female teachers' attitude toward school leadership position in North Shewa Zone secondary schools, Oromia regional state. The study basic questions addressing the issues related to the current status of female teachers' in secondary school leadership position, female teachers attitude toward school leadership position, factors affecting female teachers' to be in school leader position, and the effort were made so far by school leaders, zone education office and supervisors to bring female teachers to school leadership position. To seek answers to these questions and to achieve the study objective descriptive survey method was used.

In order to conduct the study, from thirteen woredas' and one town administration found in NSHZ Oromia regional state, seven woredas were selected by probability sampling technique. One town administration was selected by availability sampling technique. Out of 22 secondary schools, 8(36.36%) secondary schools one from sampled woredas was selected by simple random sampling technique.

Then the questionnaire, interview, and document review were employed for the purpose of data collection. From 108 questionnaires dispatched for data collection, 104 (96.3%) questionnaires were correctly filled and returned. However, 4(3.7%) questionnaires were not returned.

With the intention to address the questions the researcher reviewed relevant literature and prepared questionnaires and interview guides for the participants of the study. Accordingly, open and close ended questionnaires were prepared for female teachers. These questionnaires were commented by the research advisors and colleagues and pilot tested to check validity and reliability. After the necessary correction and modifications, the questionnaires were duplicated and distributed to 108 female teachers. Besides, interview was conducted with selected school principals, vice principals, secondary school supervisors and a zone supervisor. Moreover, document analysis was made.

The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage, and mean score, were used to analyses the quantitative data whereas narrative analysis was used for the qualitative data. Based on the analysis of the data, the study came up with the following major findings:

- Majority of the respondents were exposed to family responsibilities. From this we can justify that they were expected to know in detail concerning various factors that affecting female teachers' attitude toward secondary school leadership positions.
- The finding of the study showed that majority of the respondents 99 (95.2%) were first degree holders and 5 (4.8%) were diploma holders. From this we can understand that the respondents had a better understanding of female teachers' attitude towards secondary school leadership positions and they have appropriate educational level to be school leadership position (MOE, 2002).
- The finding of the study indicated that as the hierarchy of leadership position increase female teachers' attitude toward school leadership position decrease.
- Regarding female teachers attitude toward secondary school leadership position, the major finding of the study revealed that, female teachers do not have plan to be school leadership position.
- The finding revealed that female teachers have no interest and motivation to apply for secondary school leadership position.
- With regard to organizational and personal factors, the major finding of the study revealed that: there are lack of special support to female teachers for leadership positions in the education system of the zone. Leadership recruitment and hiring practice do not attract female teachers for leadership position. Assigning tasks and delegation of authority in school do not encourage female teachers to come school leadership position, and female teachers have negative attitude toward school leadership position.
- In addition, female teachers themselves assuming that male leaders are 'better' than female leaders and women are 'inferior' to males, were also the major negative stereotyping barriers that marginalized women not to become school leadership for secondary schools.
- On the other hand, as the finding indicated that their institutions (school, zone and woreda education office) have no allocating special financial resources for awareness creation to change female teachers' attitude toward school leadership position. This result shows that there is no continuous capacity building training

provide to change attitude of female teachers toward secondary school leadership position.

- Finally, the finding showed that the provision of recruitment had made for female teachers applicants are had not be given special support for recruitment in secondary school leadership position.
- As the finding revealed, there are strategies that encouraged the participation of women toward secondary school leadership. These include, hiring and gender policies were updated and reviewed regularly, there were women affairs departments at federal, regional and woreda levels, women could get support from colleagues to be familiar with school culture , and the criteria that were used to select candidates for secondary school leadership, especially implementing affirmative action encouraged the participation of women.

5.2. Conclusions

From the finding it was possible to conclude that status of female teachers participation toward secondary school leadership position relatively increase in holding lower leadership position than at the top leadership position. Also the finding indicated that majority of female teachers have negative attitude toward holding secondary school leadership position. The major factors that affect female teachers attitude toward secondary school leadership position at NSHZ was recruitment and hiring practice do not attract females, females are reluctant to accept responsibility of school leadership position and females have lack of confidence in their capabilities, qualification and experience at leadership position, Zone and woreda education office have no adequate allocation of financial resources for continuous capacity building training provide to change attitude of female teachers toward secondary school leadership position. This means there is no enough effort made by school leaders, supervisors, and zone and woreda education office to bring female teachers for holding leadership position. May be lack of model female teachers on secondary school leadership position negatively affect female teachers' attitude toward secondary school leadership position in NSHZ.

5.3. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

- At zone and woreda education office, financial resources as stated in policy manual (ETP, 1994) should be translated in to practices for building the capacity of female teachers to create positive attitude toward secondary school leadership position. These should be the homework of Zone and Woreda office leader.
- Zone and Woreda Education Office should be given that all necessary support to change female teachers attitude toward secondary school leadership position.
- Female teachers need continuous awareness creation to realize their innate abilities around leadership position they have and teach them to change their negative attitude toward secondary school leadership position. These should be done by school Principals, Supervisors, Zone and Woreda Education Office.
- Female teachers' should be accept their potential contributions in leadership activities to attain developmental goals of the country. In addition, they should willing to accept rather than reluctant school leadership position.
- School leaders, supervisors, zone and woreda education office should generating money model female teachers in different leadership position at school level.
- Zone, woreda and school should be make leadership recruitment and hiring practice attract female teachers for school leadership position.
- Women at any leadership position should develop the sense of "I can lead it!" should have high self-esteem, with full of confidence, and they should build their knowledge and leadership skills through reading and sharing of experience, this should be the homework of all stakeholders (school principals, supervisors, woreda and zone education office and etc).
- Since this study is not the end in the area of female teachers' leadership, further study should be carried out focusing on effectiveness of female teachers' leadership to direct school.

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APPENDIX-A
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
Department of Educational Planning and Management

Questionnaire to be filled by female teachers

The purpose of this study is to assess female teachers' attitude toward school leadership position in secondary schools of North Shewa zone. The information collected through this questionnaire will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to complete the questionnaire carefully. Please, read the instruction and each item in the questionnaire carefully before you give your response. If you want to change any of your response, please make sure that you have cancelled the undesired ones.

Note -No need to write your name

-There is no need of consulting other to fill the questionnaire.

Thank You Very much for your patience and commitment to respond to the entire question.

PART-I-Background Information

Please, put a mark (√) of your choice among the alternatives or supply your own answer with respect to background information on the space provided under each item.

1. School name _____
2. Marital Status: Married Unmarried Divorced Other
3. No of Children _____

4. Qualification: Certificate Diploma First Degree Second Degree
5. Field of Study: Natural Science Social Science Other
6. Teaching Experience in Years _____

PART-II- Please put a tick mark (✓) to indicate the possible answer regarding the attitude of female teachers toward school leadership position in secondary schools at NSHZ.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

No	Items	Rating				
		Scale				
		1	2	3	4	5
1	I do not have plan to be a school leadership.					
2	I assume that female will not be successful in leading school if they are a leader.					
3	I have an interest and motivation to apply for school leadership position.					
4	Men have more qualities than women associated with school leadership.					
5	School leadership position is difficult for females.					
6	I am unwilling to accept responsibility as school leaders.					
7	I have interest to supervise and lead in secondary school.					

8	Leadership is more appropriate to males than females.					
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These items are for objective number two: To identify Female teachers attitude toward school leadership position at NSHZ.

PART-III- Please put a tick mark (√) to indicate the possible answer regarding factors that affecting female teachers' to be secondary schools leadership position.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

N o	Items	Rating Scale				
	A. Organizational Related Factors	1	2	3	4	5
1	Lack of special support to females for leadership positions in the education system of the zone.					
2	Leadership recruitment and hiring practice do not attract female teachers for leadership.					
3	Assigning tasks and delegation of authority in school do not encourage female teachers to come school leadership position.					

B	Personal Related Factors					
4	Female teachers have negative attitude toward school leadership position.					
5	Family responsibilities which burden on female teachers to be leadership position.					
C	Social Related Factors					
6	Lack of model female school leadership.					
7	Gender stereotyping regarding to school leadership.					

These items are for objective number three: To identify factors affecting female teachers to be in school leadership position a NSHZ.

PART-IV- Please put a tick mark (\surd) to indicate the possible answer regarding the strategies are in place by school leader, supervisor and zone education office to bring female teachers' toward secondary school leadership position at NSHZ.

Key: 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5- Strongly Agree

N o	Items	Rating Scale				
		1	2	3	4	5
1	Allocation of financial resources for female teachers' capacity building training to promote their participation to secondary school leadership position.					
2	Giving a chance of separate quota to compute among female themselves and with an additional					

	chance to compete with the male counterpart competitors.					
3	Zone educational bureau provides capacity building training to promote female teachers' attitude towards secondary school leadership position.					
4	The provision of recruitment had made for female applicants are guaranteed had be given the priority for recruitment in secondary school leadership position.					

These items are for objective number four: To examine the effort made by school leaders, zone education office and supervisors to bring female teachers to leadership position.

Part VI Write your opinion for the following open-ended Questions

1. What are the major factors that affect female teachers' attitude toward secondary school leadership positions?

This item is for objective number two: To identify Female teachers attitude toward school leadership position at NSHZ.

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

APPENDIX- B
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
Department of Educational Planning and Management

Interview Questions for School vice Principals, Principals, secondary school supervisors and zonal education office supervisor.

Dear Participants, The ultimate purpose of this study is to assess female teachers' attitude toward school leadership position in secondary schools of North Shewa zone. The researcher studying Master of Degree in School Leadership at the University of Haramaya and I hope that you will be willing to help in giving me relevant information. The information collected through this interview will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to give your response carefully.

1. As to your view, what do you think are the factors that inhibit females from taking leadership position in the schools? Would specify in terms of hiring and recruiting practices that are exercised in your zone?
 - **This item is for objective number three:** To identify factors affecting female teachers to be in school leadership position a NSHZ.
2. What mechanisms are in place to bring female teachers to school leadership position at NSHZ?

- **This item is for objective number four:** To examine the effort made by school leaders, zone education office and supervisors to bring female teachers to leadership position.
3. Please tell me how you got this position. What did you think when you decided to take this role?
- **These items are for objective number two:** To identify Female teachers attitude toward school leadership position at NSHZ.

Thank you very much!