

**ASSESSMENT OF SCHOOL COMMUNITY PERCEPTION ON  
FEMALE PARTICIPATION IN LEADERSHIP POSITION IN  
SECONDARY SCHOOLS : THE CASE OF OROMIA SPECIAL ZONE  
SURROUNDING FINFINNE**

**MA THESIS**

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**Assessment of School Community Perception on Female Participation in  
Leadership Position in Secondary Schools: The Case of Oromia Special  
Zone Surrounding Finfinne, Oromia Regional State**

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## **DEDICATION**

I dedicate this thesis manuscript to my wife, Kecho Lissanu who strongly motivate me to pursue education and to complete my study successfully.

## STATEMENT OF THE AUTHOR

First, I declared that this thesis is my own work and that all source of materials used for this thesis have been listlessly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MA degree at Haramaya University library to make available to borrow under the rule of the library. I strongly declare that this thesis is not submitted to any other institutions, anywhere for the award of any academic degree, diploma or certificate.

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## **ACRONYMS AND ABBREVIATIONS**

CEDAW	Convention on Elimination of all forms of Discrimination Against Women
CSA	Central Statistical Agency
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
ILO	International Labor Organization
KETB	Kebele Education and Training Board
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
OSZSF	Oromia Special Zone Surrounding Finfinne
PTA	Parent Teacher Association
SPSS	Statistical Package for Social Sciences
UDHR	Universal Declaration of Human Rights
UNDFW	United Nations Development Fund for Women
WB	World Bank
WEO	Woreda Education Office
ZEO	Zonal Education Office

## **BIOGRAPHICAL SKETCH OF THE AUTHOR**

The author was born on April 21, 1988 in Guduru Woreda of Horo Guduru Wollega Zone of Oromia regional State. He attended his primary and First cycle secondary school at Kombolcha Junior Secondary School. The author attended his Second cycle secondary school at Fincha secondary school and received his Bachelors of Degree in Civics and Ethical Studies from Wollega University in 2012. The author has served in principal position for three years and he joined the school of graduate study of Haramaya University in 2015 for further studies.

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# **Assessment of School Community Perception on Female Participation in Leadership Position in Secondary Schools: The Case of Oromia Special Zone Surrounding Finfinne**

**Tariku Kebede**

## **ABSTRACT**

*The purpose of the study was to assess impacts of school community perception on female participation in leadership position in secondary school of Oromia Special Zone Surrounding Finfinne. Descriptive survey design was employed with quantitative and qualitative research approach for the study. The subject of the study were 48 teachers and 36 school leaders from 7 secondary school. Stratified proportional random sampling was used to select teacher respondents and availability sampling technique was used to select school leader respondents. Data were gathered through questionnaire and interview. Data collected through questionnaires were analyzed quantitatively using mean and t- test and data obtained from, interviews were analyzed qualitatively. The findings of this study shows that school community perception contributed to underrepresentation of female in leadership position, discouraged female participation in leadership position, minimized school leaders trust to delegate their leadership position, discouraged professional acceptance of female teachers and contributed for existence of low female role model and school community perceive females lack confidence, men did not recognize women as his equal counterparts, females are responsible for lower value in terms of skill requirement and women's are better than men in leadership performance. Similarly, promoting female motherhood behavior, discrimination based on sex, low academic qualification of female, work classification, gender inequality and female's low self-confidence were effects of sex role stereotype. Family responsibility, lack of aspiration, lack of self-confidence, negative school community perception, societal norm and lack of female role model are factors that affect female participation in leadership position. It is thus concluded that school community perception contributed for men dominance of Secondary school leadership position. Finally, women's affairs office and woreda education office should initiate female through training in order to realize their innate abilities and teach their colleagues to change negative community perception toward them through discussion in different public stages .and secondary schools leaders prepare the ground for both female teachers and female students to exercise decision-making and leadership at the base by empowering as chair persons of clubs, committees and 1:5 team leaders.*

# 1. INTRODUCTION

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

## 1.1. Background of the Study

A close look at the literature indicates that women are disproportionately represented in educational leadership as department chairs, academic deans, and university presidents (Seyoum, 1986). In leadership positions the number of women participation remains negligible, 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 (Dominici, & Zeger, 2009 as cited in Martine, 2011).

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 . Similarly, societal perception regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain (Hojgard, 2002). This traditional perceptions of women as inferior to men also continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. The division of labor for women and men resulted in discriminating women in the work place. Research finding in East Africa especially show that women’s representation is mainly in positions like secretaries, office attendants and data entry clerks (Filla, 2011) and until recently, 95% of all secretaries, stenographers and typists were women.

Without gender equality and women’s empowerment policy measures, it is hardly possible for least developed countries like Ethiopia to realize poverty reduction goals, millennium development targets and sustainable development objectives (Ogato, 2013). Hence, ensuring gender equality is a must to have sustainable development and avoid social inequity. As a result, the issue of gender equality as a central feature of all aspects of everyday life and

society has become more and more widespread. Over the decades, issues concerning women have taken new dimensions and received varied treatments by the United Nations and its specialized agencies. The principle of equality of men and women was first recognized in 1945 in the United Nations Charter, and subsequently in the (UDHR, 1948) .Ethiopia is a developing country in East Africa with a huge population of 80.4 million and with diverse cultures and ethnic groups population, women account for 49.7% (CSA, 2013) and 47% (WB, 2010) of the total population and the labor force of the country, respectively. Following the 1994's education and training policy, a large proportion of women in Ethiopia are getting educated and their share in the labor market has been increasing and hence women's role in the economic development of the country cannot be underestimated.

In Ethiopia, school leadership has been male dominated and to this end the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women at leadership position (MoE, 2006). A feminine style of leadership is often motivational than the masculine style of leadership which tends to emphasize individualism, duty and rules (Shakeshaft, 1989). Similarly teachers tended to accept female leaders as school principals because they had good relations with staff, were efficient organizers, self-disciplined, had the ability to bring about positive change often democratically and they are better than males in the area of communicating school goals, supervision and evaluation of instruction, coordinating curriculum, maintaining high visibility, promoting professional development and providing incentives for learning (Helgesen, 1990)

In contrast to the above even when they have equal opportunities to get the necessary professional qualification they tend not to reach the higher position and females are grossly underrepresented in positions of educational leadership at educational institutions including secondary school principals, supervisors and other administrative bodies (MoE, 2010).

## **1.2. Statement of the Problem**

It is obvious that women hold half of the world population statistically (ILO, 2010). This logic should have let them possess high proportion in different administration echelon so that they could play significant role in economic, social, cultural and political development of a country. However, the role of females in development, particularly in developing countries is usually

ignored, underestimated and over looked. They are often in a disadvantage position in terms of participation, prestige, promotion and pay level (Wilson, 2004). According to Jojgaard (2002), the societal perception regarding gender and leadership traditionally excludes women, and top leadership was viewed as a masculine domain.

Every society has its own stereotypic behavior patterns where the male and females are expected to follow. By concept stereotypes are cognitive belief that associates a group of people with certain types of characteristics. The ways male and female children treated and brought up in the family consultation and labels they receive from the society, only because of they are males and females color their perception of themselves (Yalew, 1997). Mostly men in the society are considered as efficient, competent and successful while women perceived as inefficient, incompetent and unsuccessful in some situation especially in leadership position (Rose, 1989).

This is because many cultures in Africa still perceived female leaders negatively and are not prepared to accept female leadership (Coleman, 2009). Moreover, Kabaka's (2002), study in Tanzania found that female head of school were perceived to be passive in leadership situations while males were perceived as more direct and active. In Zimbabwe, men hold more educational leadership positions even though women comprise sixty percent of teachers, the group from which school administrators are most often drawn (Wilson, 2004 ). Concerning actual relationship between female leaders and school communities, Makura (2009) found that parents in Zimbabwe did not have good relationship with female heads and so they failed to corporate with them, sometimes by refusing to attend meetings and transferring their children to male head schools.

Prior researches suggest that the situation in Ethiopia is not different. According to Yalew (1997), in Ethiopia, it is a fact that women's proportion in leadership positions is very small in relation to their number in the country population. The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Hirut, 2014). Despite desirable changes that are currently taking place particularly in terms of raising higher education participation rate the fact remain that, there is

still an automatic association of women with the domestic, private sphere, with roles associated with support and nurturing, and an association of men with work in the public sphere ( Hirut, 2004).

For instance, in Addis Ababa City Administration, Men dominate in almost all positions of principal; in 2014/15, only two female principals were represented from the whole city where 63 government secondary schools were available. According to this data, female principals occupy only 3.17% and men occupy the remaining 97.9% (Hirut, 2014). In line with the above, in Oromia special zone surrounding Finfinne , there is underrepresentation of women at educational sectors especially at secondary schools leadership position. According to Oromia special zone surrounding Finfinne, Educational desk report (2016/2017) among 15 government secondary school founded in zone all principals' positions are currently dominated by men teachers.

Thus, the current under-representation of female teachers in school leadership position in the zone and the fact that the previous study on gender in Ethiopia focused much on factors that affect women's to get school leadership position in secondary schools (Hirut, 2014, Lemessa, 2014, Leliftu, 2014) and presence of a research gap on Assessment of school community perception on female participation in leadership position in secondary schools motivated the researcher to study impacts of school community perception on female participation in school leadership position in secondary schools of Oromia special zone surrounding finfinne.

### **1.3. Research Questions**

1. How do the school communities perceive female participation in leadership position in secondary schools of Oromia special zone surrounding Finfinne?
2. What are perception of school community perception on female teachers to assume secondary schools leadership position in Oromia special zone surrounding Finfinne?
3. To what extent does sex role stereotyping affect women's participation in leadership position in Secondary School of Oromia Special Zone Surrounding Finfinne?
4. What are the factors that prevent women to assume leadership position in Secondary Schools of Oromia Special Zone Surrounding Finfinne?



## **1.4. Objective of the Study**

### **1.4.1. General objective**

- The general objective of this study is to assess school community perception on female participation in leadership position in secondary schools of Oromia special zone surrounding Finfinne.

### **1.4.2. Specific objectives.**

- To assess how the school community perceive female participation on leadership position in secondary school of Oromia special zone surrounding Finfinne.
- To assess school community Perception on female teachers to be school leadership position in secondary school of Oromia special zone surrounding Finfinne
- To determine the extent to which sex role stereotyping affects female's participation on leadership position in secondary school of Oromia special zone surrounding Finfinne.
- To pinpoint factors that affect female participation in leadership position in secondary school of Oromia special zone surrounding Finfinne.

## **1.5. Significance of the Study**

The study was to help zonal education desk administrators to create awareness on impacts of community perception on female participation in leadership position in secondary schools. To this effect, it serves females to understand community perception toward their leadership role, and to design strategies for changing societal attitude through highly competing for secondary school leadership position. Oromia special zone surrounding finfinne education office may benefit from the research in such a way that secondary school stakeholders may develop good perception toward female competence equally with their male counterparts in their engagement to secondary schools leadership. In addition to the above, the result of the research used as secondary source for a researcher who will conduct similar research topic that is related to this study

## **1.6. Delimitation of the Study**

In order to make the study more manageable and feasible the study was delimited to impacts of school community perception on female participation in secondary school leadership position. This was being made possible because school leadership is a broad term that encompasses leadership from lower level of educational institution to the leadership of higher educational institution. To minimize the scope of the study, the researcher was restricted to study impacts of school community perception on female participation to be school principals, vice principals and school supervisors in first cycle secondary school of Oromia special zone surrounding Finfinne.

To this end, an attempt was made to assess impacts of school community perception, assessing school community perception to ward female leaders, challenges female face to be school leader in terms of sex role stereotyping and factors that affect female participation in leadership position. In addition to the above, due to time and financial constrains this study was limited to assess 7 government first cycle secondary schools out of 15 secondary schools founded in the zone and it does not include all stakeholders except teacher, principal, vice principal , Supervisors, PTA, KETB, and woreda education office .

## **1.7. Limitation of the Study**

While conducting this study, the researcher faced the following major problems; shortage of reference material on women leadership in education which took the researcher much time for searching reference and low access to internet services. Another limitation was some of KETB and PTA heads were busy and had no enough time to respond the interview and they were creating delaying tactics by giving appointment for various reasons. However, the researcher used maximum effort to overcome these challenge.

## **1.8. Definition of key Terms**

**Leaders:** Principals, vice principals and supervisors who are leading school activities.

**Leadership:** The process of influencing the activities of an individual or group towards the achievement of teaching –learning.

**Perception:** is defined as the way in which teacher, principals, vice principal supervisor PTA, KETB and Woreda education office administrator's notes participation of leadership in secondary schools.

**School- Community;** A group of people such as teacher, principals, vice principal supervisors, PTA, KETB and woreda education office administrators who are directly or indirectly benefited from the school.

**Secondary school:** Secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades).

**Sex role stereotyping:** The generalized belief the school community holds that particular behaviors are characteristics of one sex group as opposed to the other.

## **2. REVIEW OF RELATED LITERATURE**

The literature review of the study contains: concepts of leadership, leadership in education, women and leadership, women and men leadership style, status of women participation in educational leadership position in Ethiopia, impacts of school community perception on female leadership and Ethiopian education policy toward women educational leadership. The literature review also include factors that affect female participation on school leadership such as school community perception, lack of self -confidence, socio cultural barriers, too many tasks and responsibilities, and aspiration level. In addition to the above, it includes strategies to advance women's participation in school leadership like mentoring, networking with staff, academic credential and promoting gender equality.

### **2.1. Concepts of Leadership**

Leadership is the ability to direct people towards the achievement of goals and it is associated with the setting of goals and visions to the future and to go pass through the process to achieve the desired goals. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation (Chandan, 1999). Leadership is even used as a universal means for any social problem and leadership exists only in relationships and perception of employees involved (Yukl , 1994).

### **2.2. Leadership in Education**

Educational leadership is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words Educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod, 2009). There is great interest in educational leadership in the early part of the 21<sup>st</sup> century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, there is recognition that schools require

effective leaders, if they are to provide the best possible education for their learners (Bryman, 1996).

Leadership has long been seen as a key factor in school effectiveness and much interest in educational leadership has increased over the last two decades. This has been due to a number of factors, often related to political demands placed on the education systems. The growth of School- based governance in many countries over the past two decades has meant more influence for the school and therefore a greater role for the school principals, as powers and responsibilities have gradually been devolved from local or national levels to the school ( Martine, 2011). This has inevitably led to a growth in the importance of the school principal's individual role as leader and therefore a greater interest in leadership as a key factor in school effectiveness and improvement (Harris, 2008). In relation to school context, leadership is a collection of jobs and responsibilities that are performed by the school principal to attain the school objective and to bring the desired change (Bush, 2009).

### **2.3. Women and Leadership**

Leadership has generally been associated with men and male traits of behavior, and as a consequence the perception of a leader is dominated by male stereotypes (Yalew, 1997). The study of female and male executives with similar backgrounds concluded that women tended to manage in different ways than men. The study found that female executives were more interested in transforming people's self-interest into organizational goals by encouraging feelings of individual self-worth, active participation, and sharing of power and information (Rosener, 1990).

There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification (Adler,1991).They have been denied equal access to education, training, and gainful employment opportunities, and their involvement in policy formulation and decision making processes have been minimal. Cultural expectations also contribute to the notion that women should be polite in every situation.

Furthermore, when an incongruity exists between gender role and leadership role, prejudice often results, which may account for why it is more difficult for women to become leaders and achieve success than for their male counterparts. Obviously, women play a vital role in the

community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, societal, and cultural marginalization (yalew, 1997)

#### **2.4. Women and Men Leadership Style**

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as leading and women seeing leadership as facilitating (Schaefer, 1985). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized. Women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning. Women educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching (Conner, 1992).

There are several differences in the ways men and women typically approach leadership. Women see themselves at the center of a network, or web of inclusion", where communication, or the flow of information throughout the organization is so vital. They are concerned with keeping relationships in good standing, and are able to pace themselves and integrate their work and home life. Women exhibit strengths in planning and communication, human relations and skills, and the ability to focus on ends as well as means. Women's experiences and expectations as women and mothers, in addition to their acquired management and human relations skills, often make them better managers (Helgesen, 1990) .

As noted above, Rosener (1990), in a survey of male and female executive with similar age, jobs and education, found that women tended to be more transformational in their leadership style than men. Using their version of transformational leadership model, Kouzes and Posner(1990) found that female leaders were more likely than male leaders to practice 'modeling the way' and 'encouraging the heart' thus identifying women as more likely to be sensitive to subordinates' needs. The behaviors which women apply the most and more than men are people development, expectations and rewards, and role modeling. Women also apply inspiration and participative decision making slightly more than men. Female and male leaders

equally use intellectual stimulation and efficient communication. Men use individualistic decision making, control and corrective action more than women

Male and female leaders in organizations tended to exhibit similar amounts of task-oriented and people-oriented leadership behaviors (Powell, 1990). Kolb (1999) asserted that two decades of research indicated few, if any leadership differences in the leadership behaviors of male and female leaders noting that leadership styles have to do with how a person relates to people, tasks and challenges. A person's style is usually a very personal and distinctive feature of his or her personality and character. A style may be democratic, centralized, decentralized, emphatic, detached, extroverted, introverted, assertive, passive, engaged or remote.

However, females, like males have the skill to lead an organization but the difference lies on their participation and on the way that they influence people. Females unlike males use skills like impressions that fit with the culture; they value people, relationships, honesty, collaboration, and achievement of common goal and from these features. We can conclude that they are more transformational leaders than males (Brundrett, 2003).

Gender is also thought to impact the decision-making process. Scholars contend that male and female officials have uniquely different behavioral patterns when approaching group decision-making. Research finds that female leadership styles are more democratic, cooperative and more likely to produce outcomes close to the median group preference. Male leadership styles, by contrast, favor a more autocratic approach, seeking competitive individual gains from group decision-making (Eagly, 1990 as cited in Filla, 2011)

Furthermore, Ouston (1993) states that, comparing the administrative styles and their effectiveness as school leader, women do as well or better than men based on variables like relationships, teaching and learning, and interaction with the community. Women spend more time with people, communicate more, care more about individual differences, are concerned with teachers and students and motivate more than men. Staffs of women administrators rate women higher, are more productive, and have higher motivation than staffs of male administrators.

Furthermore, parents are more favorable toward schools run by women and thus more involved in school life than parents in schools run by men. Women administrators focus on

greater knowledge of effective teaching methodologies, the attainment of student progress academically, help newly deployed teachers, try to create school environment that enables the teaching- learning process safely and they participate students in decision making process(Oustan,1993 as cited in Leliftu,2014)

## **2.5. Status of Women participation in educational leadership position in Ethiopia**

Women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2007).Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Hirut, 2004).Lack of access to provide resources such as land, lack of access to education, employment opportunities, basic health services and protection of basic human rights, low decision making, violence and harmful traditional practices are some of the indicators of socio economic marginalization of women in the country (Sosena and Tsehai, 2008).

The breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal types of jobs 71.3% were female , while the percentage of female was slightly more than half (51%) in custodial and manual types of jobs. Women make up25% and 18 % of the administrative and professional, and scientific job categories respectively, indicating that upper and middle level positions are overwhelmingly dominated by men (Federal civil Service commission, 2005).

In addition, according to the 2004 report of the National Electoral Board of Ethiopia, among 547 seats of the federal parliament, only 7.7% of them were occupied by women. At regional and district level women consists only 13% and 14% of council members and elected officials respectively (Federal Civil service Commission, 2005). There for, the overall status of women participation in Ethiopia is very low and much more pronounced due to cultural diversities and levels of development. This power relation is maintained by the society and accepted even by many women



## **2.6. Ethiopian Education policy toward women Educational leadership**

Women are disadvantaged position in the society and as commitment to gender equality, the Federal Democratic Republic of Ethiopia (FDRE) issued the national Ethiopian policy on women in 1993 and guaranteed equal right for women in its constitution. Anew family law, a draft pension right policy for women, and other attempts made for the advancement of women such as on affirmative action provision for higher education, employment and promotion is worth mentioning. Further, violence and discrimination against women is still widespread in the country. As its commitment to gender equality and equity, Ethiopia is also a signatory of global agreements on women rights such as Convention on Elimination of all forms of Discrimination against Women (CEDAW), International covenant on Civil and Political rights, the suppression of traffic in person and the exploitation of prostitution of others that guarantees female equal right and protection from discrimination. The national Education policy, which is prepared in the spirit of achieving the Universal Primary Education by 2015, recognizes the importance of affirmative action in enhancing women's participation in decision making.

The new education and training policy declared in 1994, has addressed the importance of girls' education and among others, it clearly stated that , the government will give financial support, participation, leadership position, recruitment, training and assignment of female teachers. In addition Article 35 (8) of the FDRE constitution states that, "Women shall have the right to equality in employment, promotion pay and transfer of pension entitlements. The civil servant proclamation also provided many provisions concerning the equality of women. Among this provision Art.13 (1) of the civil servant proclamation prohibits discrimination among job seeker in filling vacancies because of their sex. This implies that the country constitution and educational policy encouraging women participation in school leadership positions.

## **2.7. Assessment of School community perception on female leadership**

School communities might have negative perceptions of female leaders based on their cultures and norms, which eventually might discourage other women from aspiring to leadership

position. This is because many cultures in Africa still perceived female leaders negatively and are not prepared to accept female leadership (Coleman, 2009).

Moreover, Kabaka's (2002) study in Tanzania found that female head of school were perceived to be passive in leadership situations while males were perceived as more direct and active. Concerning actual relationship between female leaders and school communities, Makura (2009) found that parents in Zimbabwe did not have good relationship with female heads and so they failed to cooperate with them, sometimes by refusing to attend meetings and transferring their children to male head schools.

Osumbah (2010) observed that the main sources of underrepresentation of women in educational leadership were sex discrimination in recruitment and promotion. It is observed that male domination of top leadership and selection position discourage women from seeking leadership position. Similar to the above, Coleman (2011) reported that female representation under leadership position is due to recruitment procedures dictated by corruption, ethnicity, nepotism and discrimination. In this regard appointing committees sometimes ignore formal rules and make their own informal rule and regulation to favors males in appointments (Coleman, 2009). Shakeshaft (1989) added that the selection committees often have negative attitude to female leaders due to the belief that females are deemed not to fit the organizational culture because females are stereotyped as less able to maintain discipline in schools than their male counterparts and hence are unsuitable for leadership.

## **2.8. Factors that Affect Female Participation in School Leadership**

Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest that, women cannot discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females (Lane, 1990). Society's attitude toward appropriate male and female roles is another obstacle that identifies women as not task-oriented enough, too dependent on feedback and evaluations of others, and lacking independence.

Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women, despite the positive perceptions of principals toward female capabilities. This lack of encouragement exists even

though women who earn doctorates are more likely than men to desire an academic career, but are not being hired at equal rates. The cumulative disadvantage results in women leaving the profession in greater numbers than men. The lack of formal and informal social networks, or not being a member of the “clubs” as men, results in the lack of recognition that often leads to advancement (Lemessa , 2014)

### **2.8.1. School community perception toward female’s school leadership**

As a woman is assigned at leadership position every mistake even the minor error is seen exaggerated (Yalew, 1997). It is overt that a working person unknowingly makes an error any time anywhere. But in female employee the mistake is seen more overstated. Similarly women hold positions in leadership, all eyes are on them and comments are made about the smallest error. They are under constant public scrutiny/ evaluation/ due to the perception that women are less able to cope with crises, and are not capable of leading. The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Reinarz, 2002, cited in Martine, 2011).

School community perception toward appropriate male and female roles is another obstacle that identifies women as not enough task-oriented, too dependent on feedback and evaluations of others, and lacking independence (Osumba, 2010). The devaluation of female begins from family the way they treat their children and continues at school. In many instances, teachers are not aware that the language they use in the classroom and school compound to express female’s strength reinforces negative gender attitudes. Furthermore, different societies have different sayings that affect the perception and attitude of females to be leaders in different sectors. In many cases, the sayings reflected in proverbs show the weakness of women and their inappropriateness for leadership roles. For example, the proverbs in Turkana community those oppress women, stated by Wallace, cited in Lemessa, 2014) are listed as follows:

The body that holds milk cannot hold intelligence

A woman's work is to be pretty, not to think about serious matters

You are so stupid you can even be misled by a woman

Women respondents who participated in the study of Wallace (1991) as cited in Lemessa, (2014) replied that there was greater gender discrimination in their community. One of the respondents states that "Even the son we suffered for him grows up to look down on us; our problems will continue as our sons follow the examples of their fathers".

Similarly in Ethiopia there are sayings, which create psychological repercussions on females and affect their aspiration. For instance in Amharic there is a proverb, which says, "Ye mot mot set dagna ye honechilet" This possibly translated to English to mean, "A death of death comes when female becomes a judge." In addition, in Afan Oromo a proverb directly degrades the leadership of female. "Mootummaan dubartii karra banaa bulcha". This possibly translated to English to mean, "When women govern, the gate left open the whole night or governance of women makes the door gate open overnight". It seems that women do experience problems with authority but not because of their sex alone, but because there are so many bias perceptions, prejudices and stereotyping of women in leadership positions (Brown, 1998).

### **2.8.2. Lack of self - confidence**

Lack of self-confidence results from a sex-structured community that believes women are inability to participate in different positions including managerial positions. Therefore, this makes women to develop lack of self-confidence in public areas that resulted from absence of support and negative discriminatory actions that excludes women from the sphere. As a result, women develop low self-esteem and give chance to the establishment of male dominated society (Shakeshaft, 1989).

Moreover, lack of self-confidence leads to unfamiliarity of conditions that discriminates women from the society. For instance, as indicated by Ouston (1993), if women and men apply for any kind of job whether they are qualified or not, and if they are not successful, men blame for the external factors for their failure. However, the story in females is quite different; if they are not successful, they code the failure as personal failure and decide not to compete or apply any school leadership position. Those people who have high self-confidence tend to develop skills, attitudes, values, familiarity with conditions, and high aspirations and they can apply and compete for any job opportunity including school administration (Kanter, cited in Shakeshaft 1989). 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 a group emergent leader (shake shaft, 1989).

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 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 and they minimize their intellectual worth and their inner ambitions as well they work hard to hide their inabilities.

### **2.8.3. Socio-cultural barriers /sex role stereotyping**

The socialization of males and females starts from the early developmental stage of children and in most cases, pre-school girls are expected to become passive, dependent, polite, and powerless. On the other hand, boys are expected to become independent, active, dominant, and confident and this gender stereotyping and cultural attitudes towards males and females have an impact on their future Career (Talsera, 2007 as cited in Yalew, 1997). For example, Ogato (2013), stated that women who accept this stereotyping /cultural influences/ show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions.

On the other side, women that do not accept these influences become psychologically strong and participate actively in intellectual tasks but these women enter in state of conflict and anxiety that resulted from fear of societal rejection. Specially women in leadership position develop a feeling of isolation from their group /absence of female support/, develop negative attitudes towards the society that resulted from stereotyping, and moreover, these women, because of the absence of less number of women leaders /lack of role model/, develop sense of loneliness (Powel, 1990).

Women's access to leadership positions has been hindered and limited by the socialization process and sex-role stereotyping. Yalew (1996) also identify in their study the existence of continued sex role stereotyping as a major impediment to women aspiring to administration. Furthermore, women themselves believe that the socialization and sex role stereotyping are the major barriers and hinder them from entering into managerial activities (Adler, 1991).

Even strong sex-role stereotyping reinforced by the socialization processes has resulted in frustration and confusion among professional and managerial women.

The working environment for women is still unfriendly at both working and societal levels due to gender stereotypes and patriarchal structures. Women leaders and professionals are still faced with traditional roles and also have to meet work/professional expectations. Neither their husbands nor their male relatives give way to the changes conduct in by the era of gender equality promotion. As a result, women are heavily over burdened with domestic responsibilities, and much of their time is consumed doing home based responsibilities than public oriented responsibilities (Hirut, 2014).

#### **2.8.4. Too many tasks and responsibilities**

It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females 'career achievements. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens hampers their upward movement to management positions (Oplatka, 2006).

Furthermore, as Almaz (1997) multiple roles of women in the family, society, (traditional norms) and in the work place possess on a double or multiple burden which hinders their career progress and advancement to leadership positions. She also realizes that if the mother is a leadership beside her leadership tasks she will be required to take care of her children, like taking them to 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 leaders 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 possess obstacles on women aspiration in administration in two possible ways. First, the woman not only must effectively juggle all of her tasks but she must also contend with the bulk of male educational executives who erroneously 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 (Shakeshaft, 1989). According to Hirut (2004), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility and the family responsibilities as one reason why women teachers were not choosing to enter administration.

Yalew (1997) strengthens this idea as married women are responsible for more than half of the domestic tasks in their households. Home has become a refuge for men and pressure and hard work for women. Newly assigned married female educational leaders, especially women who are at the age of reproductive are obliged to carry all the burdens of the house hold in addition to their leading responsibility.

Women had traditionally no support, encouragement or counseling from family, peers, subordinates, or representatives of educational institutions to pursue or maintain careers in administration. Due to the above reasons they see women in management as women without children or grown children because their dual duties as mother and manager will interfere with her work as manager (Shakeshaft, 1989) . It is likely that one of the major factors affecting the differences between male and female's career experiences are family responsibilities (Coleman, 2009).

#### **2.8.5. Aspiration level**

Studies show that there are women who believe that school administration is not their task. However, women who are engaged in school administration focus more on children, teaching, and learning. The Paradox is that when women that are not managers see other women administrators involved in incorporating the activities of teaching and learning and contact with children, their interest to become leader will increase. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Ouston, 1993). Furthermore Shakeshaft (1989), argue that, "low self-confidence can affect aspiration level." A person with high self-confidence has a chance to attempt any action than a person with low self-confidence.

Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration level to participate in any public services and as a result, these women lack the chance to move upward position to

hold managerial positions than those who have high aspiration level. In many literatures, the reason given for not representing women as leaders has only to do with the fact that they were females. Women were not hired in many countries as managers because of custom that men do not want to take directions from women leaders' coffin and Edstrom cited in (shakeshaft 1989).The societal and cultural barriers mainly by the beliefs of men affect the aspiration of females for leadership.

## **2.9. Strategies to Advance Women Participation in School Leadership**

Under this topics some strategies that help to promote participation of women's in school leadership such as mentoring, networking with staff, academic credential, and promoting gender equality will be discussed.

### **2.9.1. Mentoring**

To this point, this literature review has focused quite extensively on both barriers that influence the representation of women in educational leadership. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor. Lane (1990) suggests that mentors, both male and female, may be the single most important factor in an administrator's career development. Mentors can suggest strategies for career mobility, open doors, initiate contact, and make recommendations. Despite the benefits of mentoring, research indicated that there seems to be a lack of available male or female mentors for women. When males do act as mentors, they tend to sponsor male,or someone who is most like them (Erich, as cited by Coleman, 2009).

### **2.9.2. Networking with staff**

Networking is the art of building relationships. Networking is essential to the success of novice female leaders, not only for political implications but also for alleviating feelings of isolation (Martin, 2011). Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings



and contacts, offer advice on benefits of positions, salary, history and background of school boards (Rees, 1992).

For effective leadership, the only intellectual abilities of a leader are not essential. Rather, effective leadership requires a leader's good networking with the people concerned in different areas; this may be relationships with teachers, members of governing body, PTA and other staff. In governing an institution, we need the cooperation of people working at different stages. But, if there is acceptance in sex discrimination the women principals could not be successful (osumba, 2010).

### **2.9.3. Academic credential**

Gaining academic credentials is another way for women to overcome barriers to moving up the administrative ladder. Evidence suggests that women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trend of increased enrolment in graduate programs by women will be begging to have an effect on the serious under-representation of women in leadership. It is important to remember, however, that to date the results have not been that encouraging (Holt, 1981as cited seyuome, 1986).

A more formal way to decrease the barriers facing women seeking advancement in educational leadership is through employment equity programs or affirmative action Females' Participation in Educational Leadership initiatives. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Hojgaard,2002). It is important to note that although hiring can be mandated by institutions, acceptance cannot.

### **2.9.4. Promoting gender equality**

Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principal and school Principal

(osumba, 2010). Moreover, educators must be cognizant of the "hidden curriculum" and the devastating effects that gender inequality in school can have on girls. Shakeshaft (1989) outline various steps to a bias-free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities. Thus, the researcher has made an attempt to discuss the issues of the underrepresentation of females in educational leadership integrating the existing literature with Ethiopian Education Policy context. In Ethiopian context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the study include, research design, description of study area, sources of data, target population, sample and sampling techniques, data collection instruments, data collection procedures, and the methods of data analysis and ethical considerations.

#### **3.1. Research Design**

A descriptive survey design was employed to conduct the study with the assumption that it could help to identify assessment of school community perception has on female's participation in leadership position in secondary schools. According to Best (1998) descriptive research help researchers identify conditions or relationships that exists, practices, belief, points of view or attitude that are held, processes that are going on, effect that are being felt or trend that are developing . Hence, in order to fulfill the aim of this study, the researcher used the descriptive research design, since the major purpose of descriptive research is to show situation as they currently exist ( Best, 1998).In addition to this descriptive survey design allows the collection of qualitative and quantitative data through wide use of questionnaire. A qualitative research approach was employed to analysis interview and open-ended questions and quantitative research approach was used to analysis close ended questions.

#### **3.2. Description of the Study Area**

Addis Ababa (also called Finfinne) which is the capital city of the Federal state of Ethiopia and Oromia regional state was established about 129 years ago (OSZSF Communication Affairs 2016). Oromia special zone was created in 2008 by composing the surrounding cities of Oromia regional state from different shewa zones like North Shew, East Shewa , South West Shewa and West Shewa zones . Currently it has 6 woredas and 1 administrative town and there are 15 government secondary schools in the zone (OSZSF Education Desk Report, 2016).

Its relief and topography is characterized by an area of great physiographic diversity like mountain, high plateau, low plateau and low lands. It has also three agro climatic zones which include, cool type of terminal zone, moderately warm temperature and cool temperature. The

type of crops produced in this area mainly the reflection of the above climatic zone (OSZSF, Communication Affairs, 2016).

### **3.3. Source of Data**

To achieve the objectives of this research, both qualitative and quantitative data were collected during the survey from primary and secondary sources.

#### **3.3.1 Primary data sources**

The primary source of data for this study was respondents selected from secondary school communities such as, principals, teachers, KETB, PTA, supervisors and woreda education office administrators.

#### **3.3.2. Secondary data sources**

The secondary sources of data were obtained from published and unpublished documents related to the areas of the study.

### **3.4. Target Population, Sample size and sampling techniques**

Secondary school supervisors, teachers, principals, vice principals, PTA, KETB, and woreda education office administrators in the zone were selected as target population of this study. First, out of 15 secondary schools in the Zone, 7 (46.66%) were taken by using simple random sampling technique. These sampled schools are, Sendafa , Chancho Aba Geda, Kolobo, Tefki, Awash Melka, Bake and Segno Gebeya . As a whole, when the percentage of sampled school is computed out of the total 15 government secondary schools in the zone half of the schools were included in the study.

Among 160 (103 male and 57 female) teachers founded in the sampled schools,( Zonal Education Desk Report , 2016 ) 48 (31 male and 17 female ) teachers were selected as sample population of the study. The researcher used proportional stratified random sampling for grouping them in terms of sex and in order to provide equal chance for sampled school researcher used simple random sampling technique .As well, 7 principals, 5 vice principals , 5 supervisors, 5 heads of woreda education office, 7 heads of Parent teacher association and 5 head of kebele education training board was taken by availability sampling system.

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

No	Types respondent	Total population	Sample size	%	Sampling techniques
1	Teachers	160	48	30	Stratified random sampling
2	Principals	7	7	100	Availability sampling
3	Vice Principals	5	5	100	Availability sampling
4	Supervisor	5	5	100	Availability sampling
5	Heads of PTA	7	7	100	Availability sampling
6	Heads of KETB	7	7	100	Availability sampling
7	Heads of woreda education office	5	5	100	Availability sampling

### 3.5. Data Collection Instruments

The data collection tools that used in the study to gather relevant information were questionnaire and interviewee.

#### 3.5.1. Questionnaire

Questionnaire is a tool consisting of series of questions dealing with some psychological, social, educational, etc, topics sent or given to an individual or a group of individuals, with the objective of obtaining data with regard to some problems under investigation (Best, 1998). Both open-ended and closed-ended questions were included in the questionnaire. The closed-ended questionnaire was chosen for it is relatively objective, and easy to tabulate and analyze.

The open-ended questions, on the other hand, were intended to give respondents a chance to respond in their own words and relatively free to express their feelings as they presume. Hence, questionnaires were prepared in English language for sampled population based on their level of understanding. Identical questionnaires were given to 48 teachers, 7 principals, 5, vice principals, 5 supervisors and 5 Heads of woreda education office with 36 items. The response category set was likert scale type five point rating scale ranging from very high perceived to very low perceived ( i.e., 5= Very high, 4= High, 3= Moderate, 2= low and 1= Very low)

The questionnaires were organized in to two parts to address the variables of the study that relate to specific objectives of the study. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents' such as age, gender,

education level, and service years. The second part consisted both open-ended and closed-ended questions items that pertain to the basic questions of the study.

Before the final questions were distributed to the selected study participants, pilot test was conducted on 20 teachers, 2 principals, 1 supervisor, and the study participants were selected purposively from Kura Kemele and Burka Hara secondary schools which were not found in sampled schools. The pre-test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams, 2007). After the dispatched questionnaires' were returned, the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. As table 2 shows, the results of Cronbach's coefficient alpha is good (between 0.715 and 0.888), indicating questions in each construct are measuring a similar concept.

Table-2: Reliability test results with Cronbach's alpha

No	Description of the title of the questions	Number of items	Cronbach's alpha
1	Impacts of school community perception toward females participation in school leadership position	8	0.885
2	School community perception toward female's participation in school leadership position.	8	0.715
3	Affect of sex role stereotyping toward females participation in school leadership position.	8	0.752
4	Factors that affect female participation in leadership position	8	0.888
	Average reliability result	32	0.81

Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: “\_ > 0.9 – Excellent, \_ > 0.8 – Good, \_ > 0.7 – Acceptable, \_ > 0.6 – Questionable, \_ > 0.5 – Poor and \_ < 0.5 – Unacceptable”. It is noted that an alpha of (0.81) is reasonably good to use the question for the research.

### 3.5.2. Interview

For this study, semi-structured interview questions were prepared for the respondents. Semi-structured interviews enabled participants to raise and pursue issues and matters that might not

be included in the pre-devised schedules such as questionnaires which resulted in yielding first-hand and in-depth information (Best.1998). Moreover, it allowed a wider freedom to ask further questions and helped to control the direction of the interview to draw out the required data (Brown, 1998).

Therefore, the reason for using semi-structured interview is its advantage of flexibility in which new questions will be forwarded during the interview based on the responses of the interviewee. The semi-structure interview was conducted in Afaan Oromo and 7 PTA, and 7 KETB were interviewed. 7 guiding questions related to impacts of school community perception on female participation in leadership position were prepared and the study participants were interviewed for half of an hour each of them and the interview was recorded manually.

### **3.6. Data Collection Procedures**

The procedure for data collection was as follows. After making the questionnaire ready to be used, the researcher acquire letter of permission from Haramaya University and Woreda education office. Then the researcher went to schools where subjects were found according to the time schedule. Permission was requested from the respective schools showing that the study was for academic purposes.

Subsequently, discussions were conducted with principals of each school as to how questionnaires shall be distributed to the samples. After getting their consent, written questionnaires were delivered to the subjects with the help of vice principals and unit leaders of the schools following the provision of necessary orientation by the researcher. The researcher explained the purpose of the study to the respondents and advised them to feel free to ask questions when they face difficulties in the responding to questionnaire.

### **3.7. Methods of Data Analysis**

In order to analyze data gathered by using different instruments, both quantitative and qualitative methods of data analysis were employed.

### **3.7.1. Quantitative data**

Quantitative data were analyzed by descriptive statistics such as mean, percentage, frequency, and inferential statistics T-test to summarize and indicate impacts of school community perception on female participation in leadership position. The quantitative data, responses were categorized and the frequencies tallied. Percentage and tallied frequency were analyzed depending on the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their coherence. The scores of an organized item was organized statistically and entered to computerized data analysis package known as Statistical Package for Social Sciences version 20 (SPSS.20). To check where there was a significance difference between the means of teachers and school leaders, t-test at  $\alpha=0.05$  significance level was employed and also used to investigate statistically differences between teachers and school leaders respondents in their perceptions.

### **3.7.2. Qualitative data**

The data obtained through semi-structured interview, and open ended questionnaire were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the respondents. The written notes of interview were transcribed, categorized and compiled together into themes. The result of open-ended questions was summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires and interviews, and finally, the overall course of the study was summarized, conclusion was drawn and presumed solution was recommended based on the findings.

## **3.8. Ethical Issues**

After permission was obtained from the principals, the questionnaires were delivered to the study participants through the researcher. The anonymity/secretcy of the respondents' response was fully protected using pseudonyms and was informed to feel free to give honest responses without fear of any act of revenge from their superiors. The data was gathered based on the consent of the participants. All respondents were expected to respond based on their willingness. They were informed that the information will be used for academic purposes. The



researcher keeps confidential the information which was collected from the respondents. The society's norms and culture was respected.

#### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the tabulation, presentation, analysis and interpretation of data collected from the respondents which included teachers, principals, vice principals, supervisors, head of PTA, head of KETB and head of woreda education office. A questionnaire with a total of 36 items were distributed to the respondents including 48 teachers, 7 principals, 5 vice principals, 5 supervisors and 5 heads of woreda education office. And due to different reasons 4 teachers, 1 principal and 1 head of woreda education office did not return the question. But the number of interviews made was as planned.

Based on the responses obtained from the respondents, the analysis and interpretation of data was made. Thus, the respective quantitative data were analyzed quantitatively using percentage, mean score and independent T-test. On the other hand, the collected data through interview and open-ended questions were analyzed qualitatively. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions.

#### 4.1. Analysis of Respondent Characteristics

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

Table 3 . Characteristics of the respondents

No	Items	Category of items	Questionnaire respondents				Interview respondents	
			Teachers		School leaders		Schoolcommittee (PTA,KETB)	
			No	%	No	%	No	%
1	Sex	Male	29	65.5	20	100	14	100
		Female	15	34.1	-	-	-	-
2	Age	Total	44		20		14	100
		20 and below years	-	-	-	-	-	-
		21-30 years	11	25	3	15	3	21.4
		31-40 years	22	50	13	65	9	63.3
		41 and above years	11	25	4	20	2	14.3
3	Education level	Total	44	100	20	100	14	100
		Grade 10 complete	-	-	-	-	4	28.6
		Grade 12 complete	-	-	-	-	3	21.4
		Diploma	3	6.8				
		BA/BED/BSC	39	88.6	17	85	7	50
		MA/MSC	2	4.5	3	15		
		Total	44	100	20	100	14	100
4	Total workexperience	1- 5 years	8	18.2	-	-		
		6-10 years	10	27.7	11	55		
		11-15 years	11	25	5	25		
		16-20 years	8	18.2	3	15		
		21-25 years	5	11.4	1	5		
		26 and above years	2	4.5	-	-		
		Total	44	100	58	100		

This section is concerned with the analysis of the demographic characteristics of the respondents. The respondent's of the study were principals, vice principals, supervisors, teachers, heads of woreda education office, heads of PTA, and heads of KETB. They were asked to indicate their background information. The details of the responses are given in table 3 and discussed as follows: In table above, the data of the study reveal that, 29 (65.9%) of teacher respondents and 20 (100%) of school leader member were males while the remaining 15 (34.1%) of teacher respondents and 0 (0%) leader respondents were female respectively. This implies that, the participation of females in the leadership is too much less than males.

Regarding their age, 11 (25%) of teacher respondents and 3(15%) of school leaders respondents were between age of 21-30 years. 22 ( 50%) of teacher respondents and 13 (65%) school leader respondents fall between the age of 31-40 years. 11 (25%) of teachers respondents and 4 (20%) of school leader respondents were between 41 and above years. Concerning their educational qualification, 3 (6.8) of teacher respondents were diploma holder where as 17 (85%) of school leaders respondents and 39 (88.6%) of teacher respondents were first degree of BA/BSC/BED holder. 2(4.5%) of teacher respondents and 3 (15%) of school leader respondents were MA /MSC/MED holders .This indicate that majority of the respondents were first degree holders.

In relation to service years of respondent, 8 (18.2%) of teachers respondents and none of the school leaders respondents found between 1-5 years of work experiences. And 10 (27.7) teacher respondents and 11 (55%) school leaders respondents had 6-10 work experiences. As well from questionnaire respondents, 11 (25%) and 5 (25.5%) of teachers and school leaders had 11-15 work experience respectively. In addition to the above, 8 (18.2%) of teacher respondents and 3 (15%) of school leaders respondents had 16-20 years of working experience. 5 (11.4%) of teachers and 1 (5%) of school leaders had 21-25 years of teaching experience and 2 (4.5%) of teachers had 26-and above teaching experience. This implies that majority of respondents had long years of experience that enable them to provide rich information and, almost all of the respondents possess potentials to participate in leadership position.

On the side of interviewee respondents out of 14 (members) 14 (100%) respondents were male This indicate that all of secondary schools committee founded in Oromia special zone

surrounding finfinne dominated by male. This statistical data and interview question responses disclosed that representation of school leaders is not in line with the current Ethiopian education policy toward women educational leadership. Women are disadvantaged in holding position in the society and as a commitment to gender equality, The Federal Democratic Republic of Ethiopia (FDRE) issued the national Ethiopian policy on women and guaranteed equal right for women in its constitution. Posener (2010) indicated that empowering women in leadership enhances the work, confidence in the member's confidence, self determination and autonomy and foster participation in decision making.

With respect to age of interview respondent, majority of the school leaders 9 (63.3%) were found between 31-40 years where as some of the exits 3 (21%) and 2 (14%) found between 21-30 and 41 and above respectively .This clearly shows that majority of the respondent were aged so that they have responsibility to lead school leadership position

In terms of interviewees respondents educational qualification, majority of the respondents 7 (50%) hold first degree where as 4 (28.6) and 3 (21.4) were grade 10 and grade 12 complete. This implies even though most of school leaders were educated, they did not gave emphasis to empower females toward leadership position

Generally, the data from the table shows that there are large numbers of female teachers who have experiences and qualification but females proportion in school leadership are nil. This implies that women are not equally participating as their counter parts in educational administration positions in secondary schools.

## **4.2. School Community Perception Toward Female**

Perception are fundamental to our forming opinions about ourselves, others and reality which involves the instruction of the world with our inner world .For instance, negative attitudes towards women in the work place influence both self perceptions and the perception of the others (Irene,2005)

Table 4. School community perception toward female participation in leadership position

No	school community perception toward female participation	Respondents	N	Mean	t-value	P-value
1	Females have not necessary skill to discipline students in secondary school	school leaders	20	2.00	-.982	.330
		Teachers	44	2.32		
2	Females are not enough task oriented	school leaders	20	1.65	-1.657	.102
		Teachers	44	2.16		
3	Men did not recognize women as his equal counterpart	school leaders	20	3.30	-.945	.348
		Teachers	44	3.59		
4	Females have lack of confidence in their capacities, to be school leaders	school leaders	20	3.80	.618	.539
		Teachers	44	3.57		
5	Women are responsible for lower values in terms of skill requirement	school leaders	20	1.90	-1.479	.144
		Teachers	44	2.99		
6	Men seen as clever negotiator while women as manipulative.	school leaders	20	1.85	-2.112	.039
		Teachers	44	2.39		
7	Men should lead Women should follow	school leaders	20	1.70	-2.222	0.30
		Teachers	44	2.4		
8	Women are not equal with men in school leadership	school leaders	20	3.25	2.937	.005
		Teachers	44	2.16		
	Average mean	school leaders	20	2.4		
		Teachers	44	2.7		

*Key: Mean value  $\geq 4.50$  = very highly level perceived, 3.50-4.49 = highly level perceived, 2.50 - 3.49 = moderately level perceived 1.49- 2.49 low level perceived and  $< 1.49$  very low level perceived at  $p > 0.05$ , t-value = 1.99, degree of freedom = 62, N = number of respondents*

The above table 5 shows that, school community perception toward female participation in leadership position. With regard to item 1 which states whether females have no necessary skills to discipline students in secondary schools was analyzed with the mean value of 2. and 2.32 from both school leaders and teachers responses respectively. The item which states females have not a necessary skill to discipline students in secondary school was rated at low level perceived when computing with the mean set as demarcation. The t-test result (-.987) is lower than the table value (1.99) at p-value (P 0.330  $> 0.05$ ) which denotes that there is no

significant difference between the perceptions of the two groups of respondents. From the above analysis we can conclude that school community perceive at low level that females have not necessary skill to discipline students in secondary schools. This view was also supported by one of PTA who participates in the interview. In his view, “since females have sympathetic character, they have ability to understand people’s problems’.

In line to the above, during interview some of KETB participant said:

*Women are still perceived as lacking the ability to handle discipline at schools. Moreover, women ability to discipline students, supervises other adults, constructively, manage finances, and function in a political frame.*

To strength this idea , Brundrett (2003) stated that females, like males have the skill to lead an organization but the difference lies on their participation and on the way that they influence people.

Item number 2, which sought to identify whether school community perceive as females are not enough task oriented, the analyzed mean values 1.65 and 2.16 which were obtained from school leaders and teachers respondents respectively and it was perceived at low level when comparing with predetermined value of judging the effectiveness level. In the same way the calculated t-test result (-1.657) was less than the table value (1.99) at p value 0.102 greater than ( $P > 0.05$ ) which refers to that there is no statistically significant difference between the two groups of respondents’

In relation to item 3 which states that whether men did not recognize women as his equal counterpart the mean value obtained from both school leaders and teachers were 3.30 and 3.59 respectively which agree the idea that show the school leaders and teachers were perceived this at moderate and high level respectively. The t-test result -945 is lower than the t critics (1.96) at ( $p .348 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents.

In opposite to the above, during interview, KETB heads said:

*Female teachers have ability to calm things down patiently via handling the situation by analyzing and examining compare with men counterpart but due to lack of confidences they fear decision making process. Because of this men dominated school leadership.*

With respect to item 4 which sought to identify whether school community perceive as females have lack of confidence in their capacity to be school leaders were analyzed with the mean value of 3.80 and 3.59 which were obtained respectively from both school leaders and teachers response. This item which states female have lack of confidence in their capacity to be school leader was perceived at high level analyzed. The t-test result -945 is lower than the t-critics (1.99) at  $(p .348 > 0.05)$  which denotes that there is no significant difference between the perceptions of the two groups of respondents. Based on the analysis, school community agrees on the perception that female teachers have lack of confidence on their capacity to be school leaders. This implies that female teachers have no interest due to lack of confidence on their capacity in leading the school leadership position.

In line to the above during interview some of PTA heads said:

*Female teacher afraid to participate in school leadership position because of, self perception and lack of confidence in their capability and as well due to complexity of managing students and teachers.*

To encourage this idea, Shakeshaft (1989) stated that women sometimes question their own capacities of being educational leaders because of lack of confidence.

In item number 5, which sought to identify whether school community perceive as women's are not responsible for lower values in terms of skill requirement were computed with the mean value of 1.90 and 2.99 which obtained from both school leaders and teachers response respectively. This perception which said women's are not responsible for lower value in terms of skill requirement was perceived at low and moderate level by school leaders and teachers respectively as compared with criteria demarcated. The result obtained from the t-test -1.479 is lower than the table value (1.99) at  $(p 0.144 > 0.05)$  which denotes that there is no significant difference between the two group of respondents. Based on the analysis women are not responsible for higher value in terms of their skills. To strengthen this idea, Yalaw, (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.

During interview some of the interviewees said:

*...not all women teachers with appropriate teaching experience have the capacity to take up leadership position, most women feel comfortable in the lower values.*



In side of item 6, which states that whether school community perceive men seen as clever negotiator while women seen as manipulative was computed with mean values 1.85 and 2.39 which were obtained both from school leaders and teachers' responses respectively. This show that the perception that men seen as clever negotiators while women seen as manipulative was perceived at low level when comparing with predetermined value of judging perception level. The result obtained from the t-test  $-2.112$  is lower than the table value (1.99) at ( $p$  0.039  $<0.05$ ) which denotes that there is significant difference between the two group of respondents. This implies that school community did not seen men as clever negotiator and women seen as manipulative. To confirm this idea, Brundrett (2003) stated that the role of female in school leadership is crucial, as they are human oriented and more sensitive in interpersonal issues. But in contrary to this, during interview, some of interviewees reported that:

*Staff members specially, male teachers perceive female teachers as inferior to leadership and management positions. In addition female's low status is often perceived by both men and female as historically predetermined and fixed.*

In terms of item number 7, which focuses on whether school community perceive as men should lead women should follow was analyzed with mean value of 1.7 and 2.4 which were oppose the idea was found from both school leaders and teachers responses respectively. This perception was rated at low level when comparing with predetermined value of judging perception level .The result obtained from the t-test  $-2.22$  which is lower than the table value (1.99) at ( $p$  0.30  $>0.05$ ) which indicates that there is no significant difference between the two group of respondents. Based on the result obtained from the computed data, females have the ability to lead.

During interview, one of KETB heads said:

*Female teachers are punctual in their time management, belief in collaborative or team work, understanding, listening and they are free from any addiction and fight against corruption compare with male counterparts and have ability to claim things via handling situation.*

In connection to this idea, powell (1990) stated that male and female leaders in organizations tended to exhibit similar amounts of task-oriented and people-oriented leadership behaviors.

Concerning item 8, which went to identify whether school community perceive as women are better than men in school leadership position was computed with mean value 3.25 and 2.16

which obtained from both school leaders and teachers responses respectively. This perception was rated at moderately perception level and low perception level by school leaders and teachers respectively when comparing with predetermined value of judging level of perception. The t-test result of the t-value (2.937) is greater than the t-value (1.99) at ( $P 0.005 < 0.05$ ) confirmed that there is statistically significant difference between the responses of school leaders and teachers. During interview, one of the KETB heads said:

*Schools which are led by female principals have peaceful and conducive working condition for all the school community, through facilitate consensus for good decision making on teaching and learning issue , open discussion and staff meeting and their motherly behavior helps them to treat school children in a friendly manner.*

In relation to this, , Ouston (1993) states that, comparing the administrative styles and their effectiveness as school leader, women do as well or better than men based on variables like relationships, teaching and learning, and interaction with the community.

Generally, the finding from the questionnaire and interview clearly identify school community perceive :females have lack of confidence, men did not recognize as his equal counterpart, females are responsible for lower value in terms of skill requirement and women's are better than men in leadership performance . However school community disapprove the perception that say females have no necessary skill to discipline student in secondary school, females are not enough task oriented and men should lead and women should follow.

### **4.3. Assessment of School Community Perception**

School communities might have negative perceptions of female leaders based on their cultures and norms, which eventually might discourage other women from aspiring to leadership position. The respondents were asked to rate some of school community impact on female participation in secondary school leadership position and their response were analyzed in the following table as follows:

Table 5. Assessment of school community perception on female participation participation in leadership position

No	Assessment of school community perception	Respondents	N	Mean	t-value	P- value
1	Increase females motivation to hold leadership position	School leaders	20	2.25	-.661	.511
		Teachers	44	2.48		
2	Decreased females performance in leadership position	School leaders	20	3.30	.080	.936
		Teachers	44	3.27		
3	Contributed under representation of females in leadership position	School leaders	20	3.75	.506	.615
		Teachers	44	3.59		
4	Discouraged female's participation in leadership position.	School leaders	20	3.00	.263	.793
		Teachers	44	2.91		
5	Minimized school leaders trust to delegate their leadership power for female teachers	School leaders	20	3.80	2.322	.024
		Teachers	44	3.00		
6	Promote equally female's and men's aspiration to be school leader	School leaders	20	2.35	-.737	.464
		Teachers	44	2.59		
7	Discouraged professional acceptance of female teacher.	School leaders	20	3.30	0.014	.989
		Teachers	44	3.30		
8	Contributed for existence of low number of role model female	School leaders	20	4.70	2.346	.022
		Teachers	44	4.30		
	Average mean	School leaders	20	3.30		
		Teachers	44	3.18		

*Key: Mean value  $\geq 4.50$  = very high level, 3.50-4.49 = high level, 2.50 -3.49 = moderate level, 1.49-2.49 low level, and  $< 1.49$  very low level at  $p > 0.05$ , t-value = 1.99, degree of freedom = 62, N = number of respondents,*

The above table 4 shows that, impacts of school community perception on female participation in leadership position. With regard to item 1, which states whether school community perception increases female's motivation in leadership position was analyzed with the mean value of 2.25 and 2.48 which shows both school leaders and teachers respondents support the idea at low level. Increasing female's motivation in leadership position was rated at low level when computing with the mean set as demarcation. The t-test result (-.661) is lower than the table value (1.99) at p-value (P 0.551 > 0.05) which denotes that there is no significant difference between the perceptions of the two groups of respondents. From the above analysis

we can conclude that in the sampled school community perception increases females motivation in leadership position is found at low level.

During interview, some of PTA heads said:

*The perceptions of school community toward female school leaders can influence that administrator's evaluation of her own job performance. Women avoid leadership responsibilities when they face criticism and receive negative feedback and this perception can deter females from seeking leadership positions.*

In relation to this, Yalew (1997) stated that when a woman is assigned at leadership position, every mistake even the minor error is seen exaggerated. It is overt that a working person unknowingly makes an error any time anywhere. But in female employee the mistake is seen more exaggerated.

With regard to item number 2, which focuses on whether school community perception decreased females performance in leadership, the analyzed mean values 3.30 and 3.27 was obtained which support the idea at moderate level both from school leaders and teachers respondents respectively. In the same manner, the calculated t-test result (0.080) was less than the table value (1.99) at p value 0.936 greater than ( $P > 0.05$ ) which implies that there is no statistically significant difference between the two groups of respondents. Some of KETB interviewer said.

*Women in most cases find themselves not being fully accepted by the communities they work with. They do not get the support from other female colleagues who would also like to work with male leaders. They are made to feel that their contributions to society are not important.*

In line with this, the perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Reinarz, 2002, cited in Martine, 2011).

In relation to item number 3, which sought to identify whether school community perception contributed to underrepresentation of females participation in leadership position, the mean value obtained from the school leaders and teachers was 3.75 and 3.59 which support the idea

respectively. This shows that the school community perception had impact on female representation in leadership position at high level. The t-test result 0.506 is lower than the t-critics (1.99) at ( $p = 0.615 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. Teachers' and school leaders perception implies that developing female's representation in leadership is unsuccessful because of school community perception.

In line to this, during interview, one of KETB said:

*Resistance to female authority and lack support from the school community constitutes another difficulty to the progress of women and their difficulty to gain acceptance as principal in the school community because of the perception that principal ship is a male domain.*

Similarly, Kabaka's (2002) study in Tanzania found that female head of school were perceived to be passive in leadership situations while males were perceived as more direct and active. Concerning actual relationship between female leaders and school communities, Makura (2009) found that parents in Zimbabwe did not have good relationship with female heads and so they failed to cooperate with them, sometimes by refusing to attend meetings and transferring their children to male head schools.

Concerning item 4 which sought response from school leaders and teachers whether community perception discouraged female's participation in leadership position was analyzed and found to be at moderate level. This is because the mean value from school leaders and teachers were 3 and 2.91 respectively. The t-test result 0.263 is lower than the table value (1.99) at ( $p = 0.793 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. In support to ideas, Hirut (2014) stated that the society belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification

With regard to item number 5, which focuses on whether school community perception minimized school leaders trust to delegate their leadership power for female teachers, the school leaders and teachers responses with mean value of 3.80 and 3 support the ideas respectively. This means that school community perception minimized school leaders trust at high level practiced as compared with criteria demarcated. The result obtained from the t-test 2.322 is greater than the table value (1.99) at ( $p = 0.024 < 0.05$ ) which denotes that there is difference between the two group of respondents. Based on the analysis, school leaders have

not trust to delegate females in leadership position. On the other hand, the majority of interviewed responded said; *that the male school leaders have not confidence to delegate female teachers because of complexity of the jobs.*

Concerning item 6, which focuses on identifying whether school community perception promote equally female's and male's aspiration to be school leader was analyzed and mean values 2.35 and 2.59 were found which show leaders perceive at low level and teachers perceive at moderate level. The result obtained from the t-test  $-0.737$  is lower than the table value (1.99) at  $(p = 0.464 > 0.05)$  which denotes that there is no significant difference between the two groups of respondents. In line with this idea, Shakeshaft (1989) stated, the societal and cultural barriers mainly by the beliefs of men affect the aspiration of females for leadership.

In relation to this idea during interview Kebele education training board said:

*Leadership position requires such as long working hours of meeting, complexity of managing students and teachers especially the undisciplined ones and the culture has impact on women spirit due to the assumption that women are weak, delicate, not able to solve problem and emotionally frustrated. Due to this reasons, female teachers did not equally aspire as men to be school leadership.*

Concerning item number 7, which identifies whether school community perception discouraged professional acceptance of female teachers, mean values of 3.30 and 3.30 were obtained from school leaders and teacher's responses respectively which shows moderate level when comparing with predetermined value of judging. The result obtained from the t-test  $0.014$  is lower than the table value (1.99) at  $(p = 0.989 > 0.05)$  this denotes that there is no significant difference between the two group of respondents.

In line to this idea during interview PTA head said :

*In our culture there are sayings, which discourage female's competence in line with their professional qualification like "Mootummaan dubartii karra banaa bulcha". This possibly translated to English to mean, "When women govern, the gate left open the whole night or governance of women makes the door gate open overnight.*

In line to this idea, societal perception regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain (Hojgard, 2002).

Concerning item 8, which states that school community perception contributed for existence of low number of role model female was analyzed with mean values of 4.70 and 4.30 were obtained from school leaders and teachers responses respectively showing very high and high impact level when comparing with predetermined value of judging the level of impact. The t-test result of the t-value (2.346) is greater than the t-value (1.99) at  $(0.022 > 0.05)$  confirmed that there is no statistically significant difference between the responses of school leaders and teachers and. In connection to this, Osumbah (2011) lacks of role model at management level contributed to low aspiration of women to educational leadership position

#### **4.4. Effect of Sex role Stereotype on Female Participation**

According to Oplatk (2006), the major obstacle to women's access to administration position in schools refers to the cultural and social structure that divides society in to male and female. In many developing countries the deep rooted norms inscribed in the culture that attributes certain tasks and sphere of responsibility to each gender. In most countries women are perceived to have primary responsibilities as wives and mothers

Table 6. Effect of Sex role stereotype on female's participation in leadership position

No	Sex role stereotype effect	Respondents	N	Mean	t-value	P-value
1	Promote mother hood behavior than performing their professional duty	School leaders	20	2.90	-1.252	.215
		Teachers	44	3.34		
2	Encouraged females for culturally swallowed	School leaders	20	3.05	.614	.541
		Teachers	44	2.82		
3	Encouraged female discrimination because of their sex	School leaders	20	3.90	1.897	.061
		Teachers	44	3.25		
4	Contributed for female low academic qualification	School leaders	20	3.25	1.072	.288
		Teachers	44	2.89		
5	Enhance anxiety among female teacher to school leader	School leaders	20	2.40	-2.445	.017
		Teachers	44	3.25		
6	Promote work classification among male and female	School leaders	20	3.10	.802	.426
		Teachers	44	2.80		
7	Promote gender inequality in leadership position	School leaders	20	3.45	1.247	.217
		Teachers	44	3.00		
8	Discouraged female confidence to lead secondary school	School leaders	20	2.60	-.832	.409
		Teachers	44	2.93		
Average mean		School leaders	20	3.08		
		Teachers	44	3.035		

*Key: Mean value  $\geq 4.50$  = very high level perceived, 3.50-4.49 = high level perceived, 2.50 - 3.49 = moderately level perceived 1.49- 2.49 low level perceived and  $< 1.49$  very low level perceived at  $p > 0.05$ , table t-value = 1.99, degree of freedom = 62, N = number of respondents*

The above table shows that, effect of sex role stereotype on female's participation in leadership position. Concerning item 1, which target to identify whether school community perceive as sex role stereotype promote mother hood behavior than performing their professional mandate among females the computed mean value was 2.90 and 3.34 for school leaders and teachers responses respectively. The perception that sex role stereotype promote mother hood behavior than performing their professional mandate among females was rated at moderate perceived level when computing with the mean set as demarcation. The t-test result



(-1.252) is lower than the table value (1.99) at p-value ( $P = 0.215 > 0.05$ ) which indicates that there is no significant difference between the perceptions of the two groups of respondents. From the above analysis we can conclude that sex role stereotype was moderately promote mother hood behavior among female teachers. Similarly, during interview, one of KETB heads said:

*Our societies have different stereotype that influence females to perform their professional mandate .For example, in Afaan Oromoo there is proverbs which say hojiin dubartootaa golaa olii ( in English it mean that women's place is the kitchen, while that of man is the court of law).*

To encourage this perception Ogato (2013), stated that women who accept this stereotyping show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions.

In case of item number 2, which sought to identify whether school community perceive as sex role stereotype encouraged females for culturally swallowed analyzed the mean value was 3.05 and 2.82 for school leaders and teachers respondents respectively. The item which states sex role stereotype encourages females to be swallowed culturally was rated at moderate level perceived when comparing with predetermined value of judging the effectiveness level. In the same manner the calculated t-test result (0.614) was less than the table value (1.99) at p value 0.541 greater than ( $P > 0.05$ ) which refers to that there is no statistically significant difference between the two groups of respondents'. Based on this the effect of sex role stereotype on female to be swallowed by their traditional culture was rated at moderate level. In line with this idea, women themselves believe that the socialization and sex role stereotyping are the major barriers and hinder them from entering into managerial activities (Adler, 1991)

For item 3 which went to identify whether school community perception perceive as sex role stereotype encouraged female discrimination because of their sex analyzed mean value was 3.90 and 3.25 for school leaders and teachers respondents which is perceived at high and moderate level practiced respectively when comparing with predetermined value of perception judging level. In the same manner the calculated t-test result (1.897) was less than

the table value (1.99) at p value 0.062 greater than ( $P > 0.05$ ) which refers to that there is no statistically significant difference between the two groups of respondents.

In addition to this, during interview, one of PTA heads said:

*Women are heavily over burdened with domestic responsibilities due socially defined expectations based on sex that female should be responsible for domestic matters including child care perception and much of their time is consumed doing home based responsibilities than public oriented responsibilities.*

To strengthen this idea Ogato (2013) state that, due to sex role stereotype/traditional culture/ women are generally not expected to exhibit leadership characteristics.

Concerning to item 4 , which went to disclose whether school community perceive sex role stereotype contributed to low academic qualification of female was analyzed at moderate level with the mean value of 3.25 and 2.89 for school leaders and teachers respectively. The t-test result 1.072 is lower than the t-value (1.99) at ( $p = 0.288 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. Based on the analysis, sex role stereotype effect is moderately level on female's low academic qualification.

During interview, some of the respondent said:

*Due to our cultures beliefs, women's place has been limited to the home where they are wives, child bearers, mothers and home makers .*

Traditionally teaching has been seen as complementary to a women role as wife and mother, management on the other hand is seen as contradictory to this role .The constraints arise from the socially defined expectations that female will be responsible for domestic matters including child care perception is that women must stay at home and take care for their children (Osumbah, 2011).

With regard to item number 5, which sought to identify whether school community perceive sex role stereotype enhance anxiety among female teacher to be school leader was computed with mean value 2.40 and 3.25 for school leader and teachers response respectively . This item shows that sex role stereotype enhance anxiety among female teachers to be school leaders was rated at low and moderate level for school leaders and teachers respectively as

compared with criteria demarcated. The result obtained from the t-test -2.445 is lower than the table value (1.99) at ( $p\ 0.017 < 0.05$ ) which denotes that there was significant difference between the two group of respondents. In relation to this Ouston (1993), stated that, if women and men apply for any kind of job whether they are qualified or not, and if they are not successful, men blame for the external factors for their failure. However, the story in females is quite different; if they are not successful, they code the failure as personal failure and decide not to compete or apply any school leadership position

item 6, which concern to identify that whether school community perceive sex role stereotype promote work classification among male and female mean value 3.10 and 2.80 were found from school leaders and teachers' responses respectively . This item which states sex role stereotype have effect to promote work classification among male and female were perceived at moderate level for both respondents when comparing with predetermined level of perception. The result obtained from the t-test 0.802 is lower than the table value (1.99) at ( $p\ 0.426 > 0.05$ ) which explain that there is no significant difference between the two group of respondents.

During interview, some of KETB head said:

*As it is known, in our society there is job classification based on their sex as female job and male jobs and females are mothers, wives, and breadwinners in their homes. Because of multiple roles females are confined to domestic roles with little opportunities and exposure to public life, leadership and decision making positions. Females are expected, first to be responsible for the family and managing the home.*

In other case according to UNFPA, (2005), females in Ethiopia are mostly engaged in different forms of community activities such as *idir, equb, dabo*, wedding, funerals and domestic activities that encompass the burdens involved in caring for and maintenance of household and its members, such as bearing and rearing children, taking care for family members processing and preparing food, cleaning, fetching water, gathering fire wood, milking, building shelter. On the other hand, while women are taking care of such activities, men involved in recreation activities that are self enhancing, more relaxing and materially rewarding. Generally, the gender based division of labor is not balanced for women to fully participate in leadership and decision making process

Item number 7, which focuses to investigate whether school community perceive as sex role stereotype promote gender inequality in leadership position was analyzed mean values 3.45 and 3 both from school leaders and teachers responses respectively . From the above analysis we can conclude that in the sampled schools , community perceive sex role stereotype promote gender inequality in leadership position was rated at moderate level when comparing with predetermined value of judging perception level. The result obtained from the t-test 1.247 is lower than the table value (1.99) at ( $p = 0.217 > 0.05$ ) this denotes that there is no significant difference between the two group of respondents.

To encourage this idea Ogato (2013), stated that women who accept sex role stereotyping show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions.

Concerning item 8, which sought to identify whether sex role stereotype discouraged female confidence to lead secondary school the mean value obtained from school leaders and teachers was 2.60 and 2.93 which support the idea at moderate level respectively. The t-test result of the t-value (0.832) is below the t-value (1.99) at ( $P = 0.409 > 0.05$ ) confirmed that there is no statistically significant difference between the responses of school leaders and teacher.

In line to this Yalew (1996) stated in their study the existence of continued sex role stereotyping as a major impediment to women aspiring to administration. Furthermore, women themselves believe that the socialization and sex role stereotyping are the major barriers and hinder them from entering into managerial activities. Even strong sex-role stereotyping reinforced by the socialization processes has resulted in frustration and confusion among professional and managerial women (Adler, 1991).

Generally, the finding from the questionnaire and interview clearly reflect that the effects of sex role stereotype on female participation in secondary school leadership position are: promote motherhood behavior, encourage to be culturally swallowed, discrimination based on sex, low academic qualification, work classification, gender inequality and low confidence.

#### 4.5. Factors that Affect Female Participation in Leadership Position

Absence of women in decision making position stems from variety of factors. According to osumbah (2011), factors affect females participation can be categorized in to factors stemming from culture, individuals, and organizations.

Table 7. Factors that affect female participation in leadership position

No	Factors that affect female participation	Respondents	N	Mean	t-value	P-value
1	Family responsibility affect women's participation in secondary school leadership	School leaders	20	4.10	.618	.539
		Teachers	44	3.91		
2	Females have not aspiration to apply for school leadership	School leaders	20	3.10	.417	.678
		Teachers	44	2.95		
3	Female have low self confidence to be school leaders	School leaders	20	2.95	-.517	.587
		Teachers	44	3.16		
4	Lack of special support to female to win competition for leadership position in secondary schools	School leaders	20	3.50	1.001	.321
		Teachers	44	3.16		
5	Negative school community perception affect females to be school leader	School leaders	20	3.85	.923	.360
		Teachers	44	3.59		
6	Societal norm affect females participation in school leadership	School leaders	20	3.85	.559	.578
		Teachers	44	3.70		
7	Sex role stereotype hinder females to be school leadership	School leaders	20	4.00	1.722	.090
		Teachers	44	3.43		
8	Lack of female role model affect females to be school leader	School leaders	20	3.85	1.887	.064
		Teachers	44	3.20		
Average mean		School leaders	20	3.65		
		Teachers	44	3.38		

*Key: Mean value  $\geq 4.50$  = very high level perceived, 3.50-4.49 = high level perceived, 2.50 - 3.49 = moderately level perceived 1.49- 2.49 low level perceived and  $< 1.49$  very low level perceived at  $p > 0.05$ , table t-value = 1.99, degree of freedom = 62, N = number of respondents*

With regard to item 1 which is concerned to identify whether family responsibilities affect women's participation in school leadership in the mean value 4.10 and 3.91 was obtained from

both school leaders and teachers responses respectively. Family responsibilities affect females participation in leadership position was rated at high level when computing with the mean set as demarcation. The t-test result (.618) is lower than the table value (1.99) at p-value ( $P .539 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. From the above analysis we can conclude that family responsibilities were highly affected female participation in secondary school leadership position.

During interview, some of the participants said the following with respect to home responsibility

*In many families, women are expected to maintain traditional family roles independent of existing or new job responsibilities. When females obtain or seek position as school leaders, it is not easy to balance their work and family obligation. As a result, women give priority to their family and may be less committed to jobs that require more time because of their combined work and family roles. They also said currently, women are participating in leadership to certain extent and the perception that women's place is only home is changing slowly but not yet removed. This shows that family responsibility affects female's participation in leadership position.*

With line this, Almaz (1997) multiple roles of women in the family, society, and in the work place possess on a double or multiple burdens which hinders their career progress and advancement to leadership positions. She also realizes that if the mother is a leadership beside her leadership tasks she will be required to take care of her children, like taking them to 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.

Concerning item number 2, which focuses on female lack of aspiration to apply for school leadership was analyzed with mean values 3.10 and 2.95 which support the idea were found from school leaders and teachers respondents respectively. Item which say female lack of aspiration was rated at moderate level when comparing with predetermined value of judging the perception level. In the same manner the calculated t-test result (-.571) was less than the table value (1.99) at p value 0.417 greater than ( $P > 0.05$ ) which refers to that there is no

statistically significant difference between the two groups of respondents'. This shows that participation of females in leadership position is moderately affected by their aspiration.

During the interview, some of KETB interviewee said;

*Most women do not want to aspire to apply in school leadership position, perhaps women give priority to their family than school leadership because it needs to much time which is a burden for women to balance home responsibility and school leadership, they are not eager to take the position because of the traditional beliefs which gives home responsibility for women.*

In relation to this, Shakeshaft (1989), argue that, low self-confidence can affect aspiration level. Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration level to participate in any public services and as a result, these women lack the chance to move upward position to hold leadership positions than those who have high aspiration level.

Item number 3 which sought to identify whether females have low self confidence to be school leaders was computed with 2.95 and 3.16 obtained from both school leaders and teachers response respectively. The item which states females have low confidence to be school leader in secondary school was rated at moderate level when computing with the mean set as demarcation. The t-test result -.517 is lower than the t value (1.99) at (p 0.587>0.05) which support that there is no significant difference between the perceptions of the two groups of respondents. Teachers' and school leaders perception implies low self confidence of female was one factor that affects their participation in school leadership position.

Similarly, some of the interviewee said;

*Females lack self-confidences to be school leaders because they fear that it is difficult to manage students and teachers in secondary school they also belief that women are not as competent as men and the traditional belief that women are inferior to men and women cannot maintain a role of authority in secondary school.*

Lack of self-confidence results from a sex-structured community that believes women are in ability to participate in different positions including leadership positions. Therefore, this makes women to develop lack of self-confidence in public areas that resulted from absence of

support and negative discriminatory actions that excludes women from the sphere (Shakeshaft, 1989).

In relation to item 4, the response from school leaders and teachers on the lack of special support to female to win competition for leadership position in secondary schools was analyzed at high level. This is because the mean value from school leaders and teachers were 3.5 and 3.16 which support the ideas respectively. The t-test result 1.722 is lower than the t-value (1.99) at ( $p = 0.321 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. Based on the analysis, lacks of special support highly affect female's participation in leadership position.

During interview, one of the PTA members said:

*Women were discriminated against and kept from promotion by the educational system because there is political intervention in appointment of school leadership and also there is unclear promotion procedure.*

A more formal way to decrease the barriers facing women seeking advancement in educational leadership is through employment equity programs or affirmative action. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Hojgaard, 2002).

Regarding item 5, which sought to identify whether negative school community perception affect female participation in leadership position school leaders and teachers agree with the mean value of 3.85 and 3.59 respectively that confirm highly the ideas. The t-test result 0.923 is lower than the t-critics (1.99) at ( $p = 0.360 > 0.05$ ) which denotes that there is no significant difference between the perceptions of the two groups of respondents. In relation to this Osumba, (2010) indicated that school community perception toward appropriate male and female roles is another obstacle that identifies women as not enough task-oriented, too dependent on feedback and evaluations of others, and lacking independence. The devaluation of female begins from family the way they treat their children and continues at school. Furthermore, different societies have different sayings that affect the perception and attitude of females to be leaders in different sectors.



Item number 6, which focuses on whether societal norm affect female participation in school leadership the mean value 3.85 and 3.70 was obtained from both school leaders and teachers respectively. The item which states societal norms affect females participation in secondary school leadership position was rated with high level as compared with criteria demarcated. The result obtained from the t-test 0.550 is lower than the table value (1.99) at  $(p\ 0.578 > 0.05)$  which suggest that there is no significant difference between the two group of respondents. Depend on the analysis, societal norm hinder female participation at high level.

In line to this, data obtained from open ended question indicates ''From an early age daughters are groomed for their marriage roles of wife, mother and food provider and they are conditioned from an early age to believe that a women is inferior to a man and that her place is in the home and the cultural belief that men is the better leader affect them to participate in leadership position''

And also during interview, some of PTA participants said that:

*The traditional and cultural of our society by itself could have the negative impact on females. Less or lack of awareness of the society to change the existing outlook on females could possibly hinder women representation in school leadership position. Even educated women themselves were not still able to change their outlook.*

Hirut (2014) the working environment for women is still unfriendly at both working and societal levels due to gender stereotypes and patriarchal structures. Women leaders and professionals are still faced with traditional roles and also have to meet work/professional expectations.

In case of item 7 which state whether school community perceive, sex role stereotype affect females to participate in school leadership was computed with the mean value 4 and 3.43 which shows support the idea for both school leaders and teachers response respectively. The item which states sex role stereotype affect females participation in school leadership position was rated at high and moderate for both school leaders and teachers' responses respectively when computing with the mean set as demarcation. The result obtained from the t-test 1.722 is lower than the table value (1.99) at  $(p\ 0.09 > 0.05)$  which supports that there is no significant difference between the two group of respondents. In light of this, Lane (1990) Women are faced barriers or obstacles that men do not realize exist. Some myths suggest women cannot

discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females.

In relation to item 8 , which sought to identify whether school community perceive lack of female role model affect female participation in leadership position was analyzed with the mean value of 3.85 and 3.20 which shows agreement on the idea for both school leaders and teacher's response respectively. Lack of role model was affect female participation in leadership position at high and moderate level school leaders and teachers response respectively. The result obtained from the t-test 1.887 is lower than the table value (1.99) at ( $p > 0.05$ ) this explain that there is no significant difference between the two group of respondents. Based on the result from the data gained analyzed absence of female's role model affect female representation in leadership position. During the interview, some of respondents said:

*lacks of role models, family responsibility, men domination of secondary school leadership is the major factors that affect females participation in leadership position.*

To support this idea, Commb's (2004) stated lack of opportunity for women to see other women in a variety of leadership positions, to hear their experiences, to compare themselves to these leaders has been cited as a reason why women have not moved into leadership positions in larger number

Generally, the finding from the questionnaire and interview clearly reflect that the factors that affect female participation on secondary school leadership position are: family responsibility, lack of aspiration, lack of confidence, negative school community perception, societal norm, lack of role model and sex role stereotype.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

This section deals with summary, conclusion and recommendation of the study. In this section, first a summary of the study and second the conclusion of fundamental findings were drawn. Lastly some recommendations were forwarded on the basis of the findings.

### **5.1. Summary**

The main purpose of the study was to assess impacts of school community perception on female's participation in leadership position in secondary schools of Oromia special Zone surrounding Finfinne. In order to achieve this, the following research questions were formulated.

1. How do the school communities perceive female participation in leadership position in secondary schools of Oromia special zone surrounding Finfinne?
2. What are perception of school community perception on female teachers to assume secondary schools leadership position in Oromia special zone surrounding Finfinne?
3. To what extent does sex role stereotyping affect women's participation in leadership position in Secondary School of Oromia Special Zone Surrounding Finfinne?
4. What are the factors that prevent women to assume leadership position in Secondary Schools of Oromia Special Zone Surrounding Finfinne?

A descriptive survey method was designed for the study. The study was conducted in 7 government school of Oromia Special Zone Surrounding Finfinne. The respondents of teachers were selected by using stratified random sampling techniques whereas; school leaders were selected by available sampling method. The subject of the study used to provide necessary information include 44 teachers, 7 principals, 5 vice principals, 5 supervisors, 7 heads of PTA members, 5 heads of WEO and 7 heads of KETB members. The data was collected from the respondents via data gathering tools like questionnaires, and interviews.

After collecting data by using the above mentioned instruments, both qualitative and quantitative data were analyzed. The data collected through close ended questionnaire were

analyzed quantitatively using frequency, percentage, mean and t-test. Whereas, the data obtained from interview and open ended questionnaire were analyzed qualitatively using narrative forms. The data collected using the above mentioned data gathering tools were tabulated, analyzed and discussed in chapter four. Based on the analysis and interpretation made so far, the following major findings of the study were listed as follows:

### **Background of the Respondents**

Regarding to sex, among 44 teachers 29 (65.5%) were male whereas, 15 (34.1%) were females. On the other hand, among 34 school leaders 34 (100%) were male. As it can be clearly observed, the number of female teachers and female leaders were less than the number of males, which is the impact of school community perception.

In case of educational qualification, among 44 teachers 3 (6.8%),39 (88.6%),2 (4.5%) were diploma ,degree and second degree holders respectively were as among 34 school leaders 4 (11.76%),3 (8.82%), 24 (70.58%) and 3 (8.82%) were ten complete, twelve complete, first degree, and second degree holders. As it can be seen from this finding, the majority of school leaders were first degree holders, even though the position requires MA holders.

### **A. Perception of school community toward female.**

- With regards to school community perception respondent support idea that females have no self- confidence in their capacity to lead secondary school and men did not recognize female as his equal counterpart with the average mean value of 3.68 and 3.4 respectively.
- In contrary to the above, respondents could not support the perception that female have no necessary skill to discipline students, female are not task oriented and men should lead women should follow with the average mean value of 2.16,1.90 and 2.05 respectively.
- Similarly, respondents support at low level the perception that women's are responsible for lower value in terms of skill requirement with average mean value of 2.49.

## **B. Assessment of School community perception on female**

- Regarding to assessment of school community perception, respondents agree that school community perception discouraged female's performance, representation, participation, and professional acceptance among society with the average mean value of 3.28, 3.67, 2.95 and 3.30 respectively because of perception that women are not equal with men in school leadership.
- With respect to female role model school community perception contributed to the existence of low number of female role model and respondents belief that school community perception affect female's motivation and aspiration because of the perception that women are weak, delicate, not able to solve problems and emotionally frustrated.

## **C. Effect of sex role stereotype on female**

In line to basic research question number 3 which focuses on effects of sex role stereotype on females participation in leadership position, the finding obtained are presented as follow:

- Both school leaders and teachers were supported the idea which said sex role stereotype promote motherhood behavior than performing their professional mandates among females at moderate level with the average mean value of 3.24.
- Sex role stereotype encouraged females to be culturally swallowed and females discrimination based on their sex were supported by school leaders and teachers at moderate level with the average mean value of 2.95 and 3.57 respectively
- Both school leaders and teachers respondents support the idea which focuses on whether sex role stereotype contributed for female low academic qualification and enhance anxiety among female teachers to be school leader at moderate level with the average mean value of 3.14 and 2.82 respectively.
- Similarly, Sex role stereotype promote: work classification among male and female, gender in equality in leadership position and discouraged female confidence to lead secondary school were supported by both school leaders and teachers at moderate level

#### **D. Factors that affect female's participation**

Concerning research question number 4 which focused on factors that affect female participation in secondary school leadership position, the result obtained are presented as the following:

- Female's participation in secondary school leadership position was affected by family responsibility was supported both by school leaders and teachers at high level with the average mean value of 4. and female lack of aspiration to apply in school leadership position was supported both by school leaders and teachers at moderate level with the average mean value of 3.02. Due to those there is underrepresentation of female in secondary school leadership
- With respect to the idea that female low self confidence and lack of special support to female teacher to win competition for leadership position affect their participation in leadership position were supported by respondents at moderate level with the mean value of 3.05 and 3.33 respectively.
- With regard to negative school community perception and societal norms affect female participation in secondary school leadership position were supported both by school leaders and teachers at high level with average mean value of 3.67 and 3.77 respectively.
- Similarly, the perception that sex role stereotype and lack of female role model hinder female's participation in leadership position were supported by respondents at high level with the average mean value of 3.71 and 3.52 respectively.

#### **5.2. Conclusions**

Based on the major findings of the study, the following conclusions were drawn:

From the findings, it is possible to conclude that assessment of school community perception on female participation in leadership position were: decreased female's motivation, performance, representation, participations, professional acceptance and contributed for low existence of female role model, and discouraged school leader's trust to delegate their leadership power for

female teachers and due to these impact the number of females in school leadership position is insignificant.

With respect to perception, it is possible to conclude that school community perception on female participation in leadership was: women are not equal with men in leadership, females have no self- confidence, men did not recognize female as his equal counterpart and because of these there is underrepresentation of females in secondary school leadership position.

Similarly, the study reveal that sex role stereotype promote female's motherhood behavior as more important than their professional mandate, swallowed females by their cultural traditional, promoting discrimination based on sex, promote anxiety among females, work classification, gender inequality and discouraged female's confidence. Thus female teacher's participation in school leadership was affected by sex role stereotype that resulted to underrepresentation of females in leadership position.

In addition to the above factors that affect females participation in secondary school leadership were; family responsibility, female's lack of aspiration, female's low self confidence, lack of special support, negative school community perception, societal norm ,sex role stereotype and lack of female role model. Thus, from this we infer that due to these factors female teachers were not encouraged to lead secondary schools.

### **5.3. Recommendations**

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

1. Female teachers did not get appropriate attention in placement and support for further engagement on different positions in the study area. Thus, school leaders (principals, vice principals , supervisors, woreda education office) should give recognition for female teachers and place them in functional area that lead to accomplish critical school tasks as to strengthen them to hold higher level positions.
2. Female performance and participation were affected by school community perception. Thus, woreda education office, principals and school committee should initiate female through training in order to help them to realize their innate abilities and teach their

colleagues to change negative community perception toward them through discussion in different public stages

3. Female potency in leadership position was not recognized among school community. Thus, Civics and Ethical Education teachers and school leaders should play advocacy role at different program for school community to accept potential female contribution in leadership activities and need to encourage female's participation in secondary school leadership rather than discouraging them..
4. The study reveals different factors affecting female participation in leadership. Thus government bodies like WEO, Supervisors the schools, Supervisor and others like NGO community leaders, religion leaders and female teachers themselves should work collaboratively to remove all teacher females related factors and to implement suggested solution that promote female participation in secondary school leadership position
5. School community perception contributed to low number of female role model and low professional acceptance among the school community. Thus women serving in other leadership roles should be encouraged to talk about and think creatively with other women about ways to successfully balance family responsibilities and job demands and secondary schools officials should create conducive grounds by narrowing the gender gap in leadership and also prepare the ground for both female teachers and female students to exercise decision-making and leadership at the base by empowering them as chair persons of clubs, committees and 1:5 team leaders
6. There was underrepresentation of female participation in leadership position. Thus Oromia Education Bureau and Zonal Education Office should collaboratively provide training to female teachers on how to strengthen their participation in secondary school leadership and female teachers should become aware of difficulties and challenges of school community perception and ready to meet them
7. In order to increase females participation in secondary school leadership, Oromia Education Bureau should promulgate proclamation that allow some kinds of quota system for female during selection of teachers' for school principal. As well woreda education office and school leaders should initiate female teachers role model and female teachers principal through giving recognition and providing different rewards



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## **7. APPENDICES**

## **APPENDIX: I**

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Questionnaire to be filled by principals, vice principals, supervisor, wored education office administer and teachers

Dear respondents! This questionnaire is prepared to collect data for my master's study titled 'Assessment of school community perception on female participation in leadership position in case of Oromia Special Zone surrounding Finfinne secondary schools. To this end, your views and opinions about assessment of school community perception on female participation in leadership position in secondary schools are vital. The information you provided will only be utilized for the purpose of this research and will be kept confidential. The result and success of the study depend on the quality of your responses. You are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give response.

### **Remember:**

- No need to write your name
- Please put "X" mark in the space provided to give answer questions in a multiple choice form.
- No need of consulting others to fill the questionnaire
- Please give short answers in the space provided for questions that require additional information

**Part 1. Background information**

1.1. Name of your school \_\_\_\_\_

1.2 .Your current position .A) Principal  B) Vice principal  C) Teacher   
D) Supervisor,  Woreda education office administrator

1.3. Sex A) Male  B) Female

1.4. Age A) 20 years and below  B) 21 – 30 years

C) 31 – 40 years  D) 41 years and above

1.5 Educational Qualification

A. Grade 10 complete  B. Grade 12 complete

C. Diploma  D. BA/BSC/BED

E. MA/MSC/MED

1.6. Total years of service

A. 1 – 5  B. 6 – 10

C. 11 – 15  D. 16 – 20  21 – 25  F. 26 and above

Part 2 A. Please put a mark (x) to indicate possible answer form the following alternatives given for close-ended questions regarding to school community perception toward females participation in school leadership position.

*Key. 1=Very low, 2=Low 3=Moderate, 4=High 5=Very high.*

No	Perception of school community	1	2	3	4	5
1	Females have not necessary skill to discipline students in secondary school.					
2	Females are not enough task oriented					
3	Men recognize women as his equal counterpart					
4	Females have lack of confidence in their capacities, to be school leaders					
5	Women are responsible for lower values in terms of skill requirement					
6	Men seen as clever negotiator while women as manipulative.					
7	Men should lead Women should follow					
8	Women are better than men in school leadership					

Please list other school community perception, toward female teacher's participation in leadership position

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Part 2 B. Please put a mark(x) to indicate the possible answer for the following given alternatives that present close-ended questions regarding to assessment of school community perception toward females participation in school leadership position.

*Key. 1=Very low, 2=Low 3=Moderate, 4=High 5=Very high.*

No	Assessment of school community perception	1	2	3	4	5
1	Increase females motivation to hold leadership position					
2	Decreased females performance in leadership position					
3	Contributed under representation of females in leadership position					
4	Discouraged female's participation in leadership position.					
5	Minimized school leaders trust to delegate their leadership power for female teachers					
6	Promote equally female's and men's aspiration to be school leader					
7	Discouraged professional acceptance of female teacher.					
8	contributed for existence of low number of role model female					

Please list other contribution of school community perception toward female's participation in secondary schools leadership position

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Part 2.C. Please put a mark(x) to indicate possible answer for the following given alternatives that present close-ended questions regarding to affect of sex role stereotyping toward females participation in school leadership position.

*Key. 1=Very low, 2=Low 3=Moderate, 4=High 5=Very high.*

No	Effect of sex role stereotype	1	2	3	4	5
1	Promote mother hood behavior than performing their professional mandate among females					
2	Encouraged females for culturally swallowed					
3	Encouraged female discrimination because of their sex					
4	Contributed for female low academic qualification					
5	Enhance anxiety among female teacher to school leader					
6	Promote work classification among male and female					
7	Promote gender inequality in leadership position					
8	Discouraged female confidence to lead secondary school					

Please list other affect of sex role stereotype on female participation in secondary school leadership position

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Part 2.D. Please put a mark(X) to indicate the possible answer for the following given alternatives that present close-ended questions regarding to factors that affect females to participate in school leadership position.

*Key. 1=Very low, 2=Low 3=Moderate, 4=High 5=Very high*

No	Factors that affect females participation in leadership	1	2	3	4	5
1	Family responsibility affect women's participation in secondary school leadership					
2	Females have not aspiration to apply for school leadership					
3	Female have low self confidence to be school leaders					
4	Lack of special support to female to win competition for leadership position in secondary schools					
5	Negative school community perception affect females to be school leader					
6	Societal norm affect females participation in school leadership					
7	Sex role stereotye hinder females to be school leadership					
8	Lack of female role model affect females to be school leader					

Please state other factors that affect female participation in secondary school leadership position?

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Thank you in advance for your cooperation

## APPENDIX - 2

Haramaya University  
Postgraduate Program Directorate  
College of Education and Behavioral Sciences  
Department of Educational Planning and Management

Interview questions for head of PTA, and KETB

Dear participants

The ultimate purpose of this study is to assess school community perception on female participation in secondary school leadership position in case of oromia special zone surrounding finfinne .Your responses are vital for success of the study. So You are kindly requested listen to all questions and give genuine response. Be sure that your response will be used only for academic purpose.

Part1: General information and personal data

Interviewee's name \_\_\_\_\_ sex \_\_\_\_\_ age \_\_\_\_\_

Position \_\_\_\_\_ Qualification \_\_\_\_\_ experience \_\_\_\_\_

### **Part 2 . Question of interview**

1. Do you accept female school principals are effective while they lead school compared with men? If no why?
2. Why the number of female participation in secondary school leadership position is low leader?
3. Do you belief that school community perceptions have influence on female participation in school leadership position? If yes how?
4. Could you belief that sex role stereotyping is affecting female participation in secondary school leadership position? If yes describe it?
5. Could you belief that school leaders have trust toward female teacher to delegate responsibilities?
6. could you belief that women professional qualification and capacity to lead secondary schools?

7. Generally speaking what would you recommend to improve female participation in leadership position?

## APPENDIX - 2

Yuunversiitii Haroomaya  
Sagantaa Digirii lammaffaa

Afgaaffii Gamtaa maatii fi Barsiisotaa akkasumaas Boordii Barnoota fi Leenjii Gandaatiin deebi'uu

Kabajamtootaa; kaayyoon gaaffiilee kanaa dhiibbaa ilaalchi hawaasaa mana barumsaa sadarkaa lammaffaa hirmannaa barsiisota shamarraanii hooggansa mana barumsaa sadarkaa lammaaffaa irrattii geessissu qorachuu waan ta,eef gaaffiilee gaafatamtaan sodaa tokkoo malee qalbiin yaada keessaan kennaa

Maqaa keessaan\_\_\_\_\_

Saala\_\_\_\_\_

Umurii\_\_\_\_\_

Gahee hojii sadarkaa mana barumsaatti\_\_\_\_\_

Muuxannoo\_\_\_\_\_

1. Itti amantuu Hooggansi shamarraanii manneen barnoota sadarkaa lammaaffaa milka'adhaa yeroo hooggansa warraa dhiiraan walbira qabnee ilaalluu? Lakkii yoo jettaan maaliif?
2. Maalliif hirmaannaa hooggansa shamarraanii manneen barnootaa sadarkaa lammaffaa keessatti gad aanaa ta'e?
3. Itti amantuu ilaalchii hawaasa mana barumsa sadarkaa lammaffaa dhiibbaa hirmannaa barsiisoota shamarranii hoggansaa manneen barnoota sadarkaa lammaaffaa irratti qaba?
4. Itti amantuu sababa gahaa malee gaheen kun kan dhiira fi dhalaattii jedhanii addaa qooduun hirmannaa shamarranii hoggansaa manneen barnoota sadarkaa lammaffa irraatti miidhaa qabaa?
5. Gaggeesitoonni manneen barnoota sadarkaa lammaffaa barsiisota shamarraaniif bakka bu'insaa gaggeessummaa kennuf itti amantummaa qabuu?

6. Ogummaa barnootaa fi dandeetti shammarran manneen barnoota sadarkaa lammaffaa hoggaanuu irratti qabaan ni amantuu ?
7. Walumaa galattii hirmannaa barsiisota shamarranii hoggaansa manneen barnoota sadarkaa lammaffaa keessaatti guddisuuf yaadotni qeeqxaan maalii?

Fedha keessanniin deebii kana nuuf kennuu keessaniin guddaa galatooma.!!