

**FEMALE TEACHERS' PERCEPTION ABOUT EDUCATIONAL  
LEADERSHIP POSITION IN SECONDARY SCHOOLS OF DIRE  
DAWA CITY ADMINISTRATION,ETHIOPIA**

**MA THESIS RESEARCH**

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Secondary Schools of Dire Dawa city Administration, Ethiopia**

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## **BIOGRAPHICAL SKETCH**

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## **ABBREVIATIONS AND ACRONYMS**

DD	Dire Dawa
DDCA	Dire Dawa City Administration
DDEB	Dire Dawa Education Bureau
DDWCB	Dire Dawa Women's and Children's Bureau
ESDP (IV)	Education Sector Development Program (IV)
MoE	Minster of Education

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# **Female Teachers' Perception about Secondary School Leadership Position in Dire Dawa City Administration, Ethiopia**

**Bedassa Tesfaye Fite**

## **ABSTRACT**

*The purpose of this study was to identify female teachers' perception about secondary school leadership position and to examine extent of their empowerment, and to find out critical factors that affect their perception. To carry out this study, sequential explanatory research design was employed. Participants of the study were 72 female teachers and leaders, selected by using availability sampling. Six female leaders were selected by purposive sampling technique. The data were collected by using questionnaire, interview, and document review. Both qualitative and quantitative data analysis methods were employed. The findings of the study revealed that, female teachers lack interest to apply for secondary school leadership, lack of adequate mentoring and training to empower women, fear of balancing professional work and family responsibility, and negative attitude of society affect perception of women to assume school leadership position. In addition, organizational structures, and complexities of school leadership hinder female teachers in holding leadership position. Hence, the following were recommended: continuous training and mentoring service should provide for female teachers to change their perception and empower them into leadership position. To put balance between work and family responsibilities their household and the community must break out from the traditional perceptions that household work is for women's. DDEB and School should increase societal awareness and assigning female teachers in educational leadership areas. Moreover, DDEB should reduce complexity of school leadership by creating conducive working conditions and setting applicable school rules and regulations.*

## **1. INTRODUCTION**

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

### **1.1. Background of the Study**

The existence of women in leadership position in education worldwide provides a gendered perspective in educational development to ensure social justice through gender equity at leadership and decision-making levels (Geiger & Kent, 2017) (cited in Joyce 2017). Women must enjoy equal access to quality education, economic resources, and political participation as well as equal opportunities with men for employment, leadership, and decision-making at all levels (Martin, 2011). All forms of discrimination and violence against women will be eliminated, including through the engagement of men. (Global Education Gender Review Report, 2018).

It is generally recognized that national discourse and gender stereotypes in education in relation to planned positioning and governance qualities convey the capability of women effectively to seek public organization. Perceptions and attitudes of People toward women affect their competence to engage themselves in public discussion (Coronel, Morena & Carrasco, 2010). Gender stereotypes often put females at the margin prior to decision - making. The stereotypes regarding woman leaders are expected to be nurturing, caring, and passive, while male leaders are expected to be aggressive, demanding, and strong. Accordingly, Hoyt and Burnette (2013) research acknowledged the ongoing bias that men are often uncomfortable with a woman as leader and then behave negatively toward them. Females are disproportionately represented in academic leadership. In addition, they were not beneficiary and neglected to get this chance for a long period in different of educational leadership position (Belete, 2019).

Female in leadership roles at secondary school level and above contributes to sensitivity within schools for the wellbeing of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006). Historically, men had been running the leadership career in any of organization. Because of

these social attitude women have been reluctant to pursue educational, administrative positions (Holtkamp, 2002). However, some research findings and surveys in the global context suggest that the proportion of women in professional and managerial position is slowly increasing than before (Giddens, 2005). However higher officials make gender bias while selecting school leader; lack of special support to females to win competition for leadership position in the education system caused majority of women not to engage in school leadership. In Ethiopia, the government tries to take policy and strategy measures to increase the participation of female educational leaders in different level of educational institution. The government provides affirmative action works in different level of educational institution and other governmental organization (Hirut, 2014).

Research conducted on female lack of representation in educational leadership in the lower educational level states that reasons for under representation is socio cultural and the female poor image for them self in the patriarchal society. The other concern is the culture and tradition as well as the absence of fruit full policy and strategies on the issue of gender (Hiru, 2014). Role conflict in balancing home and domestic duties with their leadership positions in schools is another issue with women's educational leadership involvement in secondary schools (Mulatu, 2016).

The nature of the job in secondary school, as well as the time necessary to do professional work, has an impact on the time required for household activities, resulting in role conflict. One of the most dissatisfying aspects of women's positions is the high time demands of school directorship, which causes a conflict between personal and professional roles, and the fear of this issue prevents women from pursuing leadership positions. This means there were difference career between male and female in school administration position (Coronel, Morena & Carrasco, 2010). Gender equality cannot be achieved unless a commitment to equal opportunity spreads throughout society and influences all societal institutions. Women account for half of the Ethiopian population and are more vulnerable than men due to many economic and social factors that work against them (Mulatu, 2016).

The number of females in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary

schools and institutions of higher learning. The proportion of females among the total teaching staff remains limited, despite the policy to attract females into teachers training. Similarly, females are grossly under participated in positions of educational leadership and management as well as office expertise at all levels of educational institutions including secondary school principals, supervisors, and other administrative bodies (ESDP-IV, 2010) (cited in Shimelis 2016). So far little attempt has been done to raise the number of women leaders' participation in secondary school leadership position. Therefore, this study sought to examine female teachers' perception of secondary school leadership position in secondary schools of (DDCA).

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

The current situations of most countries of the world, female traditionally enjoy little independent decision making on most individual and in the social affair (Wilder, 2007). Compared to men, women are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in economic; political, social, cultural and leadership (Panigrahi, 2013). In most countries where feminism has the most impact, women account for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong, 2004) cited in (Leliftu, 2014). The researcher believes that Ethiopia is not free of this defect.

Ethiopia also has similar background with other countries in relation to the underrepresentation of women in status posts in general and educational leadership in particular. In Ethiopia, out of 5,571 principals and vice principals in secondary schools across the country the female share is only 7.5% (Education Statistics Annual Abstract, 2020). To understand the extent to which women are left out from educational leadership in Ethiopia, it is the fact to see the proportion of women's share in the teaching force. However, the proportion of women principals and vice principals in secondary schools is all limited relatively to their figure.

According to Ababayehu (2014) cited in Solomon (2021) the effect of women's family commitment was not evidenced as so severe as had been conceived in blocking their initial entry to educational management. The factors estimated to be hindrance to women's

educational leadership involvement must be investigated deeply to obtain active and effective women's educational leadership participation.

Different studies were conducted in different places in Ethiopia about the practice and challenges of women leadership in various aspects. To mention a few, first the study conducted by Gosa (2016) investigated Perception of School Teachers towards Leadership of Female Directors: A Case Study of Three Secondary Schools of Sude Woreda, Arsi Zone. The second study conducted by Wakgari and Gebremedhin (2017) investigated the major barriers hindering Women from Upward Mobility to Leadership Positions and Stereotypes against them in District Education Offices of Illu Abba Bora Zone, Ethiopia. The study showed that there were policies and guidelines though not fully implemented.

Generally, it was observed that there were many barriers a woman may encounter, and that may hinder them from upward mobility to leadership positions. Furthermore, Solomon (2017) conducted research on factors affecting female teachers' involvement in educational leadership in Sidama zone. His major findings were lack of affirmative action for female teachers in secondary schools greatly influenced active participation of women in management of secondary schools and noted that institutional/policy related factors were negatively influence active participation of women in secondary school leadership. Low level of favorable policy environment to promote women for leadership position was found to largely discourage many female teachers from applying for leadership positions.

However, many of the researchers were not able to address the perception of female teachers of their involvement in secondary school leadership position particularly in the case of Dire Dawa City Administration. Perception of female teachers of their involvement in secondary school leadership position and underrepresentation of them in educational leadership is observable in Dire Dawa, the target area of the present study. For example, according to the data, obtained from Dire Dawa Educational bureau in the year 2020/2021, there were 744 teachers in secondary schools of which 128 were females. The data further shows that in all 24 secondary schools available in Dire Dawa City administration of which no women were assigned to principal of secondary school and only 7 females assigned as vice principal and 1 female as supervisor of secondary school.



Thus, as the above facts indicate, the real situation of perception and participation of female teachers in educational leadership in the administration is a serious problem. Therefore, this study aims to fill the gap that affects female teachers' perception about their school leadership position in DDCA and to answer the following basic research questions.

### **1.3. Basic Research Questions of the study**

The following basic research questions were raised to answer the problem under study.

1. What are the perceptions of female teachers about their involvement in secondary school leadership position in Dire Dawa City Administration?
2. To what extent are female teachers empowered to undertake leadership position in Secondary School in Dire Dawa City Administration?
3. What are the critical factors that affect female teachers' perception in assuming leadership position in the secondary schools of Dire Dawa City Administration?

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

Both general and specific objectives were raised as follows.

#### **1.4.1. General objective**

The general objective of this study was to assess the perception of female teachers in secondary school leadership position in Dire Dawa City administration.

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

The specific objective of the study was to:

1. Identify the perceptions of female teachers in secondary school leadership position in Dire Dawa City administration.
2. To examine the extent to which female teachers empowered to undertake leadership position in Secondary School in Dire Dawa City Administration.
3. Find out the critical factors that affect female teachers' perception about their school leadership in secondary school of Dire Dawa City administration.

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

This study may improve the perception of female teachers about secondary school leadership position. Hence, the result of the study may be significant in terms of academic, professional development and awareness contribution for female teachers.

It would help the schools, female teachers, school leaders, and the education authorities of the various level of Dire Dawa City Administration to make decision about the involvement of female teacher's and to improve their perception in secondary school leadership position.

The study may be important to the researcher to add a theoretical and practical knowledge on how to conduct research. The study may also be significant to scholars and researchers in other higher learning institutions inside and outside the Dire Dawa City Administration education bureau, which may have basis for further research in this area.

The results of this study may provide direction to decision makers to determine the educational policies toward achieving the desired educational objectives. Finally hard copy and soft copies of the study may use as reference for key stakeholders of DDCA to make decision about females in school leadership.

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

The scope of the study was delimited geographically in Dire Dawa City Administration. This research would be more convincing if it has been carried out at zonal level. However, because of financial problem and time constraint, it was delimited to DDCA. This study would have been more productive if it had included all secondary school found in Dire Dawa city Administration. However, such a wide study demands more resources than available. Therefore, for the sake of manageability the study was delimited to secondary schools of the Dire Dawa City Administration. To minimize the scope of the study, the researcher restricted to female teachers' perception in secondary school's leadership position in Dire Dawa City Administration. Furthermore, to make the study manageable it was attempted to focus on the critical factors related to personal, organizational, and socio-cultural factors.

Dire Dawa City administration has 24 secondary schools the researcher selected 10 secondary schools by using simple random sampling methods, assure to represent the schools by giving

equal chance. Due to resource constraints, the target population of this study was delimited to secondary school female teachers, female vice principal, female supervisor, education bureau female leaders and women and children affair bureau female leaders. In this study, explanatory sequential research design was employed. The instruments used to collect data from the respondents were questionnaires, interviews, and document reviews.

### **1.7. Limitations of the Study**

Any research study has its own limitations, and this study is no exception. However, measures were put in place to safeguard against any demeanors that might have negatively affected the validity of the study. The major problem encountered in this study relates to the process of data collection. Some female leaders were reluctant to give detailed information while conducting interview. Even though the researcher planned to use tape recorder during the interview, respondents were not voluntary, and the researcher was forced to use writing on notes. However, favorable situations were considered for the respondents to minimize situational factors that affect the quality of the data. Another problem the researcher encountered was shortage of reference documents link with minutes, female teachers' promotion and recruitment policy and affirmative action that taken for the equity purpose. The other problem next to the above was lack of enough time to invest full in the study also potential problem during the study. However, to increase the reliability and accuracy of the finding, the researcher was used his time and effort effectively to completes the research task successfully.

### **1.8. Definition of Key Terms**

**Female leader:** refers to female in leadership to meet the demands of standardized educational leadership.

**Leadership Positions:** represents individuals who are in leadership positions of school principals and vice principals in the organizational structure of a school.

**Perception:** Perception is the process of interpretation and the researcher focused on the perception of teachers' and leaders about educational leadership (Lydia, 2004).

**Secondary school:** The term secondary school in the context of Ethiopia is from 9 -12-grade levels.

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

The review literature part of the research discusses the major theoretical concepts related to the factors that affect female teachers' perception of secondary school leadership position, definition and concept of women leadership, and the problems they face in educational leadership. It also provides strategies and critical insights to compare theories with the actual practice on female teachers' perception of secondary school leadership position in Dire Dawa administration.

### **2.1. Females in Leadership Position**

Recent literature on women leaders has indicated that whilst the number of women in managerial positions in the business world is increasing, this cannot be said in educational leadership (Ceilkten, 2005). The number of women this may be the reality in some way, women are just as important to leadership as men. Studies have shown that women differently to men, yet barriers exist that hinder them in excelling into leadership positions. Challenges and barriers are inhabitable and common among all organizations including schools. In the area of gender and leadership, one of the basic concerns of writers is the question of why disparity exists between the two sexes in becoming a leader (Holtkamp, 2002).

Women leaders emphasized care for subordinates, co-operation, and interdependence (Robbins, 2011). Different studies show that the administrative styles and effectiveness of female educational leader are better than men on variables like relationships, teaching and learning, and interaction with the community. Females spend more time with people, communicate more, care more about individual differences, are concerned with teachers and students and motivate more than men motivate. Staffs of female administrators are more productive and have higher motivation than staffs of male administrators (Chin, 2011).

#### **2.1.1. Female leadership in secondary school**

Female ability to lead the school was instructional ability. The female school leader, however, indirectly influences the staff through motivation, which improves staff's commitment to work due to the female leader's approach to leading that tends to be more benevolent than that of male leaders. Motivation can also change the working conditions as it can be done in a compassionate way about professional development, award giving, praising people,

inspirational motivation, and encouraging staff members to enroll in upgrading courses and for higher qualifications (Udjombala, 2002). Different studies show that the decision-making styles and effectiveness of female educational leader are better than men on variables like relationships, teaching and learning, and interaction with the community. Females spend more time with people, communicate more, care more about individual differences, are concerned with teachers and students and motivate more than men motivate. Staffs of female administrators' rate female higher, are more productive, and have higher motivation than staffs of male administrators (Chin, 2011).

In the current time, most student parents are more favorable towards school run by female educational leaders. Because the adult and their kids are more time, spend on university life than their family life than Parents in university in run by men. Female administrators are committed for their work focused grater knowledge of effective teaching learning methodologies, the attainment of students helps newly developed teachers as induction problem, and to create a positive teaching and learning environment and for inclusive decision-making process. In general, female educational leaders are more of transformational leader if they are well gifted and most of the time female leaders are more enthusiastic on their position than men in any different position (Elmuti, 2009). Even though female educational leaders are as good as men are or sometimes are better than men, what will the possible potential challenge and opportunity in increasing female educational leaders in higher educational institution (Rey, 2005).

Therefore, the researchers strongly support this idea from the fact that if this quality of female leadership is potentially released to school environment and provided female's access to leadership, they contribute their quality of leadership to schools.

### **2.1.2. Leadership from a feminist perception**

The perspective examines leadership excellence and gender through critical and feminist theory lenses. Now is an opportune moment for considering the theoretical underpinnings of women's leadership development as far as women remain under-represented in positions of leadership, especially higher-level positions. In the First World/North countries, where women have achieved nearly equal rates of labor market participation, labor economists find that they

do not benefit from their participation to an equivalent degree as men, especially in the United States (Gregory, 2009).

The issue of females' leadership seems immobile as desired and requires open explanations and new directions. Gregory (2009) believes that since women have attained equal access to labor markets but not to leadership roles; individual women must be at fault and need to "be fixed" through training. Others Ely, Ibarra & Kolb, (2011) sees a "second-generation" of discrimination that is operating within organizations below the level of conscious awareness or intent. Still others Henry (2014) identify the obstacles as part of a post-feminist backlash against women's rights that began as early as the 1980s and have become a full-blown war on women in the 21st century with alarming implications. Therefore, it requires the effort of all and the willingness by a countries leadership to change people's attitudes. It may take long time but can be overcome. People have first to understand that their attitudes are biased, and then be guided on how to change them. This role can easily be played by such studies as this.

### **2.1.3. Perception of females in educational leadership positions**

The components of administrative works, as well as the perceived and real male-defend environments in which many women administrator's works, shape women's perception of the desirability of administration According to shakespeare (2003) supportive work environments were essential in choosing to become principals. Women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principals and women identified students discipline as one of the negative dimensions of the principal ship (Lydia, 2004).

Lack of aspiration may also result when teachers fail to apply for leadership positions because their personal values are not aligned with those of organization (Laydia, 2004). Similarly, shakespeare (2003) determined that women's failure to aspire to the principals might be a result of their experiences working with male preferred ways of leading. As researchers sight the perceptions that women hold of what leaders do are largely based upon what they see administrators doing, rather than on imagining different role.

#### **2.1.4. Perception of female teachers in their workplace**

A female employee's perceptions, for example, may be influenced by the extent to which she identifies with a female social identity, and ultimately her perceptions of other women. Her established identity may in turn influence her perceptions about a female leader, such as perceived competency, inter-personality, hostility and communality and her level of satisfaction working under a female leader. These perceptive behaviors may potentially affect the future success of female subordinates in an organization. Where there is gender rarity, a female is more likely to identify less with the female identity because of her male dominated surroundings. Such distancing may cause the few females more likely to perceive female leader negatively. However, women in situations of gender equality would largely self-identify with the female identity, thereby reducing negative perceptions towards a woman leader (Heilman, 2001) as cited in (Gazehagn, 2019). This study also aims to increase positive perceptions of female teachers in educational leadership position.

#### **2.1.5. Perceptions of the leaders**

Many believe a person's perceptions influence the way he or she accepts his or her power. The greater understating of leadership perceptions that arise from using an attitudes framework gives many practical implications concerning leadership development and training programmes. Most leadership programmes focus on developing leaders' skills or meta-competencies (Day, 2001) cited in (Easaw, 2021). The beliefs, attitudes and experiences encounter often shape. The power of the leaders comes in various that are enacted in a continuous relationship within the human experience. Leaders have the power to coordinate, delegate and even manipulate situations and the programs within their school and sometimes within the community in which they serve.

The power of the leaders in today's classrooms transcends those of the past in some ways. They have the responsibility to their faculty, staff, student, and parents to provide quality leadership and incorporate an appropriate learning environment conducive to all students that their school, they must ensure curricula are appropriate for all learners. The accountability age pressures many leaders to motivate and provide remediation to many students who lack the tools essential to school success. Technology, demographic shifts, redefinition family and accountability, decentralization and site-based management, violence, change in the economy

and expectation for school leaders are influence perception of females in educational leadership position.

## **2.2. Gender and Leadership Styles**

This section outlines the basic leadership styles employed by women school principals in school leadership positions. The term leadership style is defined as the way in which leadership is conducted. Studies have noted that different leadership styles need to be used with different people in different situations. Grove and Montgomery (2000) noted that men and women display different leadership styles that vary due to those men and women view what is considered good leadership differently. Men see leadership as leading, and women see leadership as facilitating.

Grogan and Shakeshaft (2011) produce evidence that women view the job more as master teacher or educational leader in contrast to male views, which derive from managerial perspective. Moreover, management is seen as techniques, requiring rational problem-solving techniques, strong task direction and detachment. Decisions about selecting and developing women for management posts are also influenced by judgments about the extent to which they are seen as capable of meeting a masculine conception of its demands. The researcher also added that in all-female contexts, women leaders' exhibit feminine styles of leadership that employed as under focus in this study is considered as follows.

### **2.2.1. Autocratic leadership**

Scholars have provided different definitions for different leadership styles. In this section, the autocratic leadership style is known for its firmness of control as its type of leader demonstrates strong leadership that is "firm" in its approach. An autocratic leader makes high demands, dictates and orders subordinates because of the position they hold (Campher, 2003). In addition, autocratic leaders arrange all tasks and assignments and usually make decisions without consulting members of the staff during the decision-making process, yet they provide for the full understanding of what is expected or required from subordinates (Campher, 2003). This type of leadership, therefore, offers minimal involvement from subordinates and characterized by the high extent of unilateral execution of authority.



The researcher believed that greater social skills of women may have facilitated collaborative, democratic leadership behavior than men and such behavior may have been especially advantageous for women because it satisfied subordinates and peers than autocratic leadership.

### **2.2.2. Democratic leadership**

Democratic leadership is leadership by participation and focuses more on teamwork. The democratic manager delegates' authority to his/her staff and offers them the responsibility to complete assigned tasks. Staff will complete the tasks using their own work methods. However, the task must be completed on time. Thus, employees are here involved in decision making and acquire a sense of belonging. Hoyle and Wallance (2005) stated, "Participation refers to opportunities that staff members have engaging in processes regarding organizational decision-making".

Findings of a meta-analysis of studies with comparisons of leadership styles of men and women, showed that women were more inter-personally oriented or democratic compared to men, and men were more task-oriented or autocratic than women, thus supporting the theory that differences were stereotypic (Eagly and Johannesen, 2001) cited in (Kedir, 2019). The democratic leadership approach seeks to encourage or invite subordinates to participate in the development of decision-making, generating new ideas, building team tasks and encourages teamwork (Campher, 2003). As researcher viewpoint, the women leaders prefer democratic approach to leadership that will increase school effectiveness, and everyone participates in the decision-making process.

### **2.2.3. Transactional and transformational leadership**

Transformational leadership is achieved when leaders and followers motivate each other for higher motivation and morality. These leaders have better relationships with their supervisors. They help the organization more than leaders who act transactional, and they create more value for the organization. Transformational leaders motivate their employees to do more than what is sited in their employment contract, and they focus on the employees' higher-level needs these leaders act as mentors and advisors and pay attention to personal development, learning, and supplying the needs of the employees. They provide challenge, a sense of mission, broader perspectives, respect, and trust for the employees, and they act as role models

for their employees. They create an atmosphere of trust and motivate employees to work for the organization beyond their self-interests (Khorshid & Pashazadeh, 2014).

Transformational leadership refers to leaders who seek to create ideas and new perspectives to create a new path of growth and prosperity in front of the organization. By developing commitment, passion and loyalty among managers and staff, they mobilize organization's members to make fundamental changes in fundamentals and basis of the organization to be prepared and to gain necessary capabilities for moving in new directions and reaching higher ideal performance peaks (Mirkamali, 2014).

Researchers have also found that women tend to adopt a transformational leadership style, which motivates followers through charisma, intellectual stimulation, and consideration of the individual. Women are more likely than men to use "transformational leadership" which is motivating others by transforming their individual self-interest into the goals of the group. The characteristics of transformational leadership relate to female values develop through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose (Rosener, 1990) cited in (Solomon, 202021). Therefore, this indicated that women were assets and should be appointed to leadership positions in the education sector.

### **2.3. Leadership and Power**

Power refers to the ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. Power refers to ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. The study of leadership would likely be incomplete without mention of power. For many years, it was argued that leadership was the control of power, "with a common theme of domination". However, over time, researchers were able to distinguish power "as a function of the leader, the followers, and the situation". Specifically, power has been defined as "the capacity or potential to influence" others (Northouse, 2013).

People derive power from various sources, including themselves, their followers, and the situation. There are five distinct forms of power, which are expert; referent; legitimate; reward; and coercive (Northouse, 2013). Expert power is determined by the amount of

knowledge that one possesses and on which others must depend. Referent power is determined by the strength of regard followers have for a leader, such as someone who is highly respected. Legitimate power is determined by a formal power structure, such as with an organizational hierarchy that defines certain positions as supervisors.

Reward power is determined by the leader's control over resources, such as benefits. Lastly, coercive power is derived from fear, force, and punishment. Although expert and referent power have been found to have the best performing followers, it is possible to use more than one form of power, for any given situation with any given followers. The aforementioned example demonstrates how there is not one single form of power that is best. Leaders must develop an awareness of different sources of power and understand what the appropriate form of power is for the follower(s) and situation(s).

As researcher's view, Female leaders have an ability to use different source of power depending on the situation. The female school leader, however, indirectly influences the staff through motivation that improves staff's commitment to work due to the female leader's approach to leading that tends to be more benevolent than that of male leaders. Motivation can also change the working conditions as it can be done in a compassionate way regarding professional development, award giving, praising people, inspirational motivation, and encouraging staff members to enroll in upgrading courses and for higher qualifications (Udjombala, 2002)

#### **2.4. Roles of the Leaders**

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

A key reason for this is that schools and principals operate in a changing, uncertain, and unstable reality (Rey, 2005). By way of example, the functions of the principal may include: The school's organizational development, managing decision-making processes, systemic and systematic planning, designing a safe atmosphere and environment. Managing the curricula, preparing the school schedule, professional development of the teaching staff, budgeting and financing school activities, formulating and implementing an educational vision, recruiting staff and managing human resources, managing relations with the school community, developing learning communities, evaluating teacher performance and, lastly, improving pupil achievements.

The principal's functions combine both administrative and leadership aspects. In conceptual terms, these constitute two distinct dimensions (Inbar, 2000). The administrative dimension includes a prominent element of preservation, arrangement, and the day-to-day running of the school. Whereas the leadership component emphasizes such aspects as values, morality, inspiration, shaping goals, renewal and above all motivating individuals towards a common and accepted purpose. As view of researchers, Murphy, Elliott, Goldring, and Porter (2006) females can carry out administrative dimension and leadership dimension equally as men.

## **2.5. Contributing Factors that Affect Females' perception in School Leadership**

The lack of female in leadership positions are the result of both internal and external barriers. These women's barriers to educational leadership can also said to be intrinsic and extrinsic. The intrinsic barriers deal with personal character traits and health issues while the extrinsic barriers are external factors. Hora (2014) in a study in Bedele Town in Ethiopia administration revealed that lack of role models, socio-cultural and domestic responsibilities hindered women participation in leadership. Therefore, this paper also tries to address issues and reasons for the limited participation and perception of women as well as obstacles women face in obtaining educational leadership positions.

### **2.5.1. Poor self-image or lack of confidence**

Low self-esteem, lack of confidence, motivation or aspiration is often reasons given for women's low representation in positions of educational leadership. There is some evidence to

indicate that women lack confidence in applying for promotion and that, in contrast to their male colleagues, they only apply for jobs for which they are fully qualified. Research reported by Kiruriti (2010) discussed that women in educational leadership in most cases find themselves not fully being established by the society they work with, making them feel their support to the society not imperative. At this contemporary age, there are people who still believe that women are not suitably expert to contest successfully with men for advanced job status in educational sector. Thus, such structure of beliefs devalues women liberation efforts. In most cases, they must work extra, hard in their profession to be identified and established as compared to their male counterparts who are gladly accepted in the community.

Many women lose their drive to excel due to the many obstacles met along the path of becoming a manager or leader (Kiruriti, 2010). Moreover, men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager, she has lost all her femininity (Combs, 2003). Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. When they are given equal opportunities to learn and get the necessary professional qualifications, they tend not to reach the high levels of professions which might be caused because of sex role stereotypic attitudes of the society that prevent them from seeking high ranked positions. That means, men tend to overestimate their abilities while women underestimate their abilities.

### **2.5.2. Family and home responsibilities**

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success. Either because the demands of family on women aspirants restricted them or because those who hired believed that woman would be hindered by family commitments. Family work-life conflicts are another major challenge faced by women in leadership positions. Rincon, Gonzalez & Barrero, (2017) stated many women who hold leadership positions in the workplace also have families for whom to care. The way society is organized, even in contemporary times, many roles in family care are placed on women. Rincón et al. (2017) stated women are the primary caretakers, and their energy and efforts are split between nurturing children in their families and their work responsibilities. Due to these

and others, women are being confined to domestic roles with little opportunities and exposure to leadership and decision-making positions.

### **2.5.3. Factors related to working conditions and sex discrimination.**

The components of administrative work, Skrla, Reyes, and Scheurich (2000) as cited in Gazehagn (2019) described organizational contexts in which males used pressure and silence to discourage females. In education and more specifically in the context of schools, the needs of students and parents are more expressed and complex. Managing individual cases of students, having meetings with the educational community, and attending meetings outside the school with the superintendents (Inspectors, School Counselors, Chief Administrative Officers, and Chief Executive Officer) consume time and energy. Especially, it may be challenging for a woman principal who must also fulfill her family needs and duties, especially when she must look after children at young age. The conflict between work and family responsibilities can be hard to women who have to accomplish double roles as homemaker and principal (Coronel, Morena & Carrasco, 2010).

The issue of balancing personal life, children and work requirements are seen as the most common barrier that women face, that is why some researchers Kellerman & Rhode (2007) have found that women, most time, drop leadership roles and focus mainly on their family concerns, which in turn disturb their professional career. As the researcher view, if women are empowered, they can perform both leadership role and family life simultaneously.

### **2.5.4. Socio-cultural barriers / Stereotyping/**

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

intellectual tasks, but these women enter in state of conflict and anxiety that resulted from fear of societal rejection or loss of femininity.

## **2.6. Overcoming Factors that Affect females' perception in Educational Leadership**

To overcome the gender barriers boosting women participation in school leadership positions should be one of the priorities in education system. Recently female leadership development is becoming the world's agenda and many countries have indoctrinated the female development issues in their strategic plan. Some countries have been in place female empowerment programs in cooperation with international higher education organizations to promote gender parity and female empowerment (Darling, LaPointe, Meyerson, & Cohen, 2007). The major internal determinant factors in the capacity and ability of female teachers are individuals' attitudes, values, perceptions, preference, and aspirations as well as external constraints, such as discrimination and the family, economic, social, cultural and political context, and assets, including human capital.

### **2.6.1. Delegation of female teachers in leadership position**

Female teachers with a potential of leadership can be identified and ensuring that they have a sequence of experience being given a chance to perform leadership roles under guidance of the head teacher. Delegation of duty helps in the development of succession plan ensuring that there are people who can take key roles and they are equipped with the right skills and attributes for the future. It helps to identify potential, and who should be promoted, to what position and when. Women face many real dynamic barriers to movement from teaching into leadership roles; however, these barriers can be broken.

Fullan (2005) study identified common themes in the live experiences of six women principals. Although the study did not investigate gender differences, it highlighted women's practices used to overcome barriers. Fennell established that these female leaders (a) worked to develop a collaborative environment under a common vision, (b) valued people and their contributions, (c) used power and made it expandable to others, and (d) resisted practices that interfered with the overall goals, thus confronting issues as needed in their positions as educational leaders. These leaders employed the stereotypical female styles proactively

promote change. The researcher also views that delegating female teachers in educational leadership can empower them.

### **2.6.2. Influence of mentorship on female teachers' aspiration to leadership position**

Women should be mentored to have adequate skills and to encourage them to be participated in school leadership (Gobena, 2014). Head teachers have also a responsibility of organizing or recommending teachers for mentorship, capacity building courses, seminars, and workshops to develop managers and administrators who can handle school matters. It is therefore the duty of the head teacher to make sure that female teachers are involved in such events to enhance their participation in school leadership. Okumbe (2007) defines mentoring as a kind of apprenticeship for senior positions. He further asserts that a senior member of staff assumes responsibility for the career development of his or her subordinates. In a school, a head teacher can therefore mentor teachers in preparation for them to take up leadership positions.

The person being mentored is provided with the necessary administrative skills, knowledge, and information for handling school matters. The difference between a role model and a mentor is that mentors are older people in an organization who take younger colleagues under their wings, encourage, and support their careers. The mentor and apprentice relationship is more continuous and complex than that of a role model (Gobena, 2014). Usually, mentors are friends, career guides, sources of information about expectations and strategies for advancement. A mentor is a transition figure who helps advance personal growth and professional development, providing vision while helping the apprentice to develop his/ her own vision.

### **2.6.3. Influence of role modeling on female teachers' participation in leadership**

Unlike a mentor, a role model may not necessarily have a personal conduct with those who admire them. Role models also play a substantial part in determining that teachers and students handle their transition from one level of advancement to another level. Role models are an important part of the development of social identities, and we argue, the scarcity of female role models in leadership positions plays a major part in the persistence of the gender stereotypical construction of leadership (Sealy & Singh, 2006). Role models are important for the development of professional identity, personal growth, and career success, as they provide a source of learning, motivation, self-definition and career guidance (Gibson, 2004). Role



identification theories explain that people are attracted to and motivated by those similar to themselves.

Role models consciously and unconsciously informed and were influenced by these leadership constructions Gibson (2004). defines role models as a “cognitive construction based on the attributes of people in social roles that an individual perceives to be similar to some extent and desires to increase perceived similarity by emulating those attributes”. Finally, there was symbolic value internally in terms of communicating messages about making changes and signaling to both men and women in the organization that changes were being made. Individuals from minority groups such as women or those from ethnic minorities often have to do more than the majority members to establish their legitimacy (Murrell & Zagenczyk, 2006). Therefore, they may place more importance on the symbolic value of similar role models this study therefore wishes to establish administrative strategies used by secondary school head teachers to enhance female teachers’ promotion to school leadership through role modeling.

#### **2.6.4. Balance of work and family**

Women have to balance between their professional and Personal time. They must learn how to work in the most efficient and effective ways and manage their priority well. Therefore, they would not have to spend such a long hour at work and could give more time for their family. If women could manage their schedule and priority well, they could be successful workers and homemakers as well. It is a big challenge for women to balance these two things and adjust priorities Women should work to get financial independence and her income helps the family too. Nowadays, expenses are increasing day by day and this extra income helps the family to overcome the expenses.

The families who have two salaries can always afford the better education for their children, can have better lifestyle, and can plan better savings. Everybody is aware that currently many women got good education and gained skills, which are required for the industry. Therefore, women should go the work and utilize their skill, which helps to the Society (Shiva, 2013). There is other side of coin always. Married women have more responsibility about their children. Children are connected more to mothers, so mother should take care of children. So married women should work as well as concentrate on children career. They should balance their work and personal life (Jeffrey, Greenhaus, Collins, and Jason, 2003). Due to these roles,

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

## **2.7. Conceptual Framework of the Study**

This study conceptualizes that societal and self-perceptions are some of challenges facing women in their journey to progress to leadership in secondary schools. Socio-culturally ascribed roles and supposedly, physiological differences may contribute to downgrade women to the background, coupled with family obligations such as childbearing, rearing and caring for the family may be other great barriers to women advancement. Physiological differences that men may use against women such as being inferior to men in terms of strength, women considered the weaker vessels so they could not be at certain places at some time.

Social and cultural factors are the factors that relate to the societal set up and the beliefs and norms related to the society. It is believed that the socio-cultural factors greatly affect the women involvement the educational leadership. Many cultures have very little opportunity for women and have little consideration to a woman the fact that has made many women not to access the basic education and stirred the poor development of women in the society and giving a negative attitude towards women leadership positions in the educational systems. Organizational barriers, which may be used as the norms or policies and practices in the organizations may include failure to recruit, develop and support women for upper-level leadership positions, prejudice against women in performance evaluation and existence of hostile environment (Gideon, 2008).

The conceptualization that certain gender of people should or should not do a certain type of job is a major factor that affected the women involvement in the educational management. Traditions and beliefs have been observing women as having the duty in the house only a perception that has reduced the visibility of the fact that women can hold bigger responsibilities in the society. The study investigated the path relationships between the two independent variables (Personal factor, organizational factor, and Socio-cultural factors) and dependent variable (female teachers' perception in secondary school leadership position).

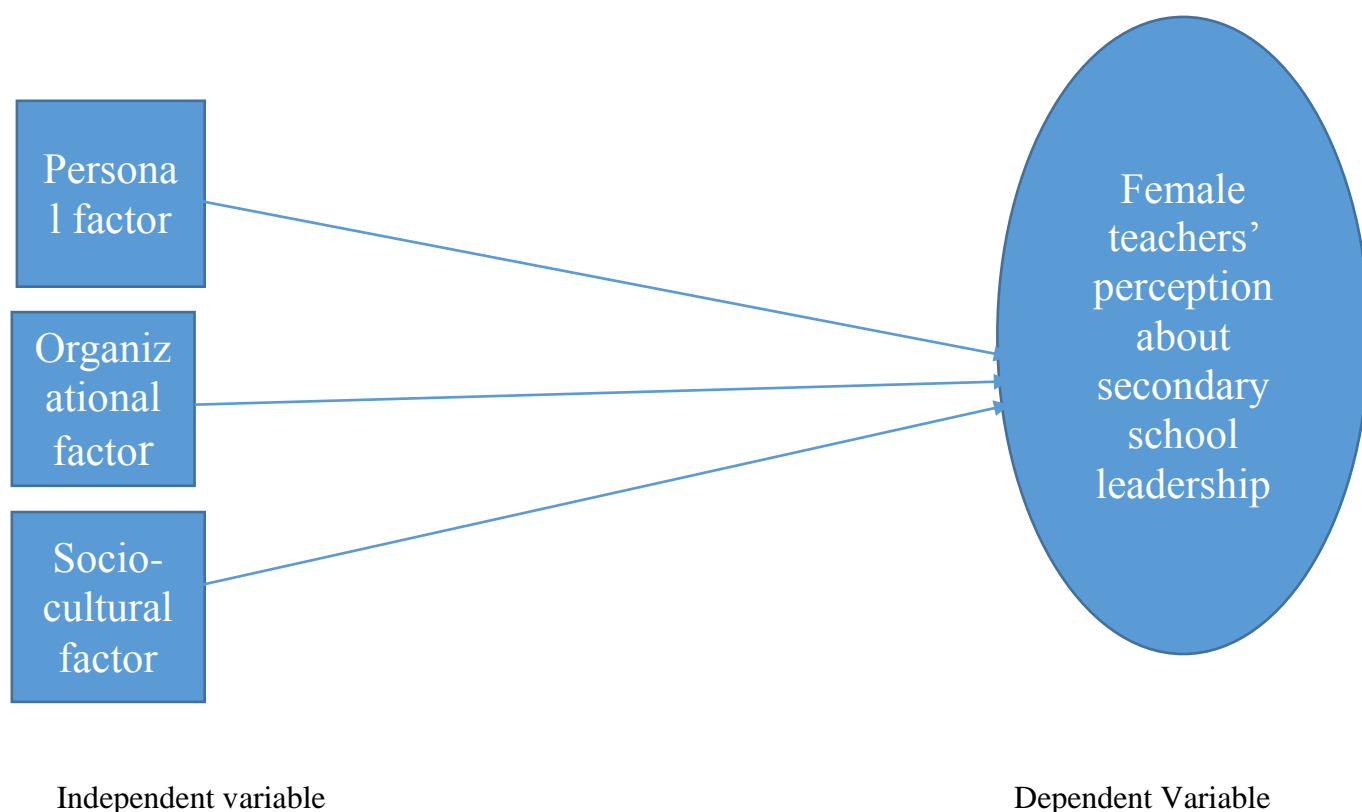


Figure 1: Conceptual Framework about Female Teachers perception in secondary school Leadership

## 2.8. Summary of Review of Literature

Generally, as raised from the reviewed literature factors that affect female's educational leadership are social, cultural, organizational, and personal factors that relate to the communal set up and the beliefs and norms related to the society. It is believed that the socio cultural and organizational factors are greatly affecting the female's participation in the educational leadership (Nichols and Nichols, 2014). Many cultures have very little opportunity for women and have little consideration to women. The fact that has made many women not to access the basic education, stirred the poor development of women in the society, and giving a negative attitude towards women management positions in the educational leadership. Customs and beliefs have been perceiving women as having the responsibility in the house only, a perception that has reduced the perceptibility of the fact that women can hold bigger responsibilities in the society. Organizations seek the talent of both genders; therefore, they must re-examine their own cultures from top to bottom. In today and tomorrow's work

environments, women and men need to learn the strengths of each other's leadership styles and practices (Northouse, 2013).

The leadership gender imbalance is not a new problem, and efforts to fix it are not new either. As with most attempts to change a systemic social problem, types of interventions vary, and result are mixed. Different scholars mentioned that creating gender parity in leadership would require multiple strategies focusing on multiple layers of society: individuals, families, neighborhoods, educational institutions, employers, and local, state, and federal lawmakers. Hence, it is a call for the reduction of unnecessary problems and high time to empower women leaders to break through all the challenges and move forward.

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

This chapter presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretations and ethical considerations.

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

This study was carried out in Dire Dawa City Administration Education Bureau, which is 515 km from Addis Ababa in eastern parts of Ethiopia and was located between latitude and longitude of 9°36'N and 41°52'E with the total area of 128,802,380 hectares. Geographically the administration shared boundaries with Oromiya regional state in southern, northern, and southwestern and Somali regional state in northeastern. Moreover, 70% of the socio-economy of the Administration was depended on Trade. Dire Dawa City administration does not have zones and woreda. Instead, it structured with nine kebeles in urban; four clusters, which are consisting of 38 kebeles in rural areas, are hierarchic next to bureaus (Anteneh, 2018).

In Dire Dawa City Administration Education bureau, there were 120 primary and 24 secondary schools. Generally, in administration there were also 2442 teachers and 80104 students in primary schools. In secondary schools, 651 Teachers and 12987 students were educated in public and private secondary schools (DDEB, 2018/19). In the City administration, there are different educational institutions like DD University, TVET College, Rift valley and Lucy university colleges. However, in DD there are many institutions that give short-term training to certify students in different skills and to support development of the country (DDEB, 2018/19).

#### **3.2. Research Design**

Considering the track of a pragmatist (post-positivist) paradigm, mixed methods research design has been used. Research design is a blueprint or road map that shows the entire research work. It encompasses the blueprint for the data collection tools, data analysis, and interpretation of data (Berg, 2001). To this end, the explanatory sequential design has been employed as the road map of the research process among the mixed research method designs (Creswell, 2012). In other words, this design is very significant in examining and investigating extraordinary events in the research process, which might not be addressed by quantitative

data. It is the most popular form and widely used mixed methods design in educational research. Hence, explanatory sequential research design was employed to identify the perception of female teachers in educational leadership position at selected secondary schools of Dire Dawa city Administration.

The method employed in this research was both quantitative and qualitative research method. Using mixed methods has also provided comprehensive answers to research questions going beyond the limitations of a single approach. It is practical in the sense that the researcher is free to use all methods possible to address a research problem.

### **3.3. Sources of Data**

The researcher used both primary and secondary data to get adequate information about the perception of female teacher in secondary school leadership position in Dire Dawa administration.

#### **3.3.1. Primary sources**

In order to get adequate information about the perception of female teacher in secondary school leadership position, the researcher used primary data sources. The primary source involves the female vice principal, female teachers, female supervisor, education bureau female leaders and women and children bureau female leaders.

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

In order to have the background about the perception of female teacher about their secondary school leadership position, the researcher used secondary data sources. The secondary sources of data were critical analysis of different documents and statistical records at schools and education bureau mainly notice about recruitment and promotion, teachers' appraisal criterion and, annual reports etc.

### **3.4. Population, Sample Size and Sampling Techniques**

According to Dire Dawa city Administration education bureau, in 2020/2021 there were 24 secondary schools and the researcher selected 10 schools from 24 secondary schools by using random sampling technique because the researcher attempted to provide equal chance for each secondary schools. In selected schools there were 65 female teachers, 6 female vice principals, 1 female supervisor. The target population of this study was 72 secondary school teachers and

leaders. Form the total population of female teacher 100% were selected by using available sampling technique because the number of female teachers in selected schools were very low. The target population is considered as follows.

Table 1: Population, Sample Size and Sampling Techniques

No.	Name of the Schools selected.	Population	Sample size	Percentage of sample size	Sampling techniques
1	Adisu secondary school	5	5	100	Availability sampling
2	Wahel secondary school	4	4	100	
3	Mariam sefer secondary school	11	11	100	
4	Sabiyah secondary school	32	32	100	
5	Melka jebdu secondary school	5	5	100	
6	Proxima secondary school	1	1	100	
7	LG, Betenatan secondary school	1	1	100	
8	Almerkaz secondary school	3	3	100	
9	Bisrate Gabrel secondary school	1	1	100	
10	Tewhid secondary schools	2	2	100	
11	Female leaders	7	7	100	
12	Total	72	72	100	

### 3.5. Data Collection Instruments

In this study, both quantitative and qualitative data collection tools and techniques were employed to study about perception of female teachers towards secondary school leadership position. Information was obtained through questionnaires, interviews, and document analysis to counterbalance shortcomings of each technique.

#### 3.5.1. Questionnaire

The researcher decides to use questionnaires because it was almost appropriate to obtain quantitative data related to the problem and it is favorable for the researcher to construct the question to collect information from the female teachers and female school leaders. It is also

convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period. Identical questionnaire was developed in English for female teachers to obtain information about the female teachers' perception of secondary school leadership.

In this study close-ended questionnaire, items were developed based on the research objectives. The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information such as, sex, age, experience, and positions, which indicate the maturity level of the respondents in providing necessary data. The second part of the questionnaires was closed-ended items and has three sections containing 34 items prepared by using Likert scales, the value of the scale is between one, and five, which is ranging from strongly agree to strongly disagree.

Before actual data collection, the pilot test was conducted to see the quality of the instruments at one secondary school named Medhanealem secondary school, which was not included in the sample, and the researcher selected 10 respondents to distribute questionnaires. The main purpose of the pilot test was to see the reliability, consistency, and contents of the items. Checking the validity and reliability of data collecting instruments before providing to the actual study subject would be the core to assure the quality of the data. To ensure the validity, instruments was developed under close guidance of the supervisor, intensive consultation of relevant literature and a pilot test was carried out to pre-test the instruments.

Accordingly, the reliability of the instrument was measured by using Cronbach alpha method with help of Statistical Package for Social Science (SPSS) version 20 and the reliability of the instrument was found to be 0.989 that indicates it is highly consistent.

Table: 2 reliabilities of the instrument

Cronbach's Alpha	No of Items
.989	34

### 3.5.2. Interview guide

The researcher used interview as a data collection tool. The researcher employed semi-structured interview for 3 women and children bureau female leaders and 3 education bureau female leaders individually. The researcher designed to get supplementary information from



the respondent interviewer to support data analysis and drawing conclusions, recommendation based on basic researcher question. For this purpose, interview guide questions were developed and employed. Therefore, the participants were expected to give in-depth responses related to their experiences and to state their views in their own words. The interview was carried out by the researcher as per the guideline of interview at the workplace of the subjects. Those interviewees were mainly selected to assess perception of female teachers at secondary school leadership position. The interview took approximately 20 minutes each. Five questions were asked.

### **3.5.3. Document review**

Data concerning the current level of female's involvement in educational leadership position for five consecutive (2012-2015) academic years was obtained from education bureau and secondary schools through direct access to records such as, notice about recruitment and promotion, teacher's appraisal criterion and trends, annual reports etc.

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

The data gathering instruments were designed based on existing literature. Accordingly, the researcher used different procedures to gather the required data from the field. These procedures helped the researcher to get authentic and relevant data from the sample units. Questionnaire and interview were prepared. Thus, after having letters of authorization from Haramaya University and Dire Dawa Education bureau for ethical clearance the researcher personally distributed the questionnaires to the selected respondents at the schools after being granted permission by the school directors.

The respondents were contacted by the researcher in person to make them aware of the purpose of the study and then copies of questionnaires were distributed to respective subjects at their workplaces. The female teacher, female vice principal and female supervisor were participated in questionnaires and women and children bureau female leaders and education bureau female leaders were participated in interview. The researcher to maximize on returns also collected the questionnaires. Finally, the researcher made document investigation. Then, the researcher in every step followed all-important ethical procedures until all required data were collected and completed from the sampled schools. After

that, using statistical tools, analysis was made, and some possible recommendations were forwarded.

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

In order to analyze the data, both quantitative and qualitative data analyses methods were employed. The data collected from the various questionnaires were entered into computer using statistical package for social science (SPSS) version 20 computer programs for data analysis. Quantitative data was analyzed by using descriptive statistics such as percentage, frequency, mean, standard deviation and tables. The independent sample T-test was also applied to test whether there is any significant difference happened in the response of female leaders and female teachers. Thus, the frequency and percentage derived from the data as it well serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way. The results that were obtained from the interview and data analysis were qualitatively analyzed and used for strengthening the analysis based on that of questionnaire.

### **3.8. Ethical Considerations**

Research ethics refers to the type of agreement that the researcher enters with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there were several ethical considerations made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation might disrupt the respondent's regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that was not offensive and disturbed their personality. They were assured that the information they provide was kept confidential. To ensure this, the researcher removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter requesting the respondents' cooperation to provide the required information.

## 4. RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire, semi-structured interview, and document analysis. The summary of the quantitative data has been presented using tables. On the other hand, the collected data through interview and document analysis were analyzed qualitatively.

As mentioned earlier, among various data collecting instruments, questionnaires, semi-structured interview, and document analysis were used to collect the relevant information for this study. Thus, 72 questionnaires were distributed to the selected secondary school female teachers and then all of them were properly filled and returned to the researcher. The three women, and children bureau female leaders, and three education bureau female leaders 100% were properly participated to give information on the issue under investigation. The document from education bureau was also properly reviewed.

In general, all of respondents have participated to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was complete and safe to analyze and interpret the data. The researcher had scaled the mean score interpreted as follows: a) 1-1.49 strongly disagree, b) 1.5- 2.49 disagree c) 2.5-3.49 Undecided, d) 3.5-4.49 agree and 4.5-5:00 strongly agree (Bluma 2012). The overall results of the issue investigated as well as respondents personal Background or profiles were clearly presented below. The t-test was also computed to test the significant different between mean of male and female teachers. Finally, the data obtained from the interview sessions and data analysis were presented and analyzed qualitatively. To demonstrate the data collected through questionnaires to validate the finding of the study.

### 4.1. Background of the Respondents

Under this section, the characteristics of respondents were compared by sex, age, work experience, educational background and Position in the school and were summarized in the table below:

**Table: 3 Background of the respondents**

No	Variables	Categories	Frequency	Percent
1	Sex	Female	72	100
2	Age	21-25	6	8.3
		26-30	5	6.9
		31-35	15	20.8
		36-40	16	22.2
		above 40	30	41.7
		Total	72	100
3	Educational Background	BA/BSc/BED	50	69.4
		MA/MSc/Med	22	30.6
		Total	72	100
4	Position in school	Teacher	62	86.1
		Unit Leader	1	1.4
		Department Head	2	2.8
		V/Principals	6	8.3
		Supervisor	1	1.4
		Total	72	100
5	Work experience	1-5	3	4.2
		6-10	8	11.1
		11-15	15	20.8
		16-20	16	22.2
		21 and above	30	41.7
		Total	72	100

Table 3 above shows that, from the total participants 6(8.3%) respondents were between the ages 21-25 of years, 5(6.9%) respondents were between 26-30 years, 15 (20.8%) respondents were between 31-35 years, 16 (22.2%) respondents were between 36-40 years and 30 (41.7%) respondents were above 40 years. This indicated that most of the respondents were matured enough to provide data needed for the study and in good stages to respond to the

questionnaire. Therefore, respondents were at appropriate age to respond their perceptions about female teacher to leadership position in secondary school. The respondents were also at good stage to know about socio-cultural condition that contributed to the perception of females in secondary school leadership position.

Regarding to the respondent educational background from the total participants 50 (69.4%) the female teachers were degree holders and 22 (30.6%) were master's degree. This shows that most of respondents were at degree level and above. Therefore, the qualification of participants' educational level was at good standards for this study.

Regarding to the experience from the total respondents 3 (4.2%) respondents had 1-5 years of service, 8 (11.1%) of respondents had 6–10-year service, 15 (20.8%) respondents had 11–15-year service, 16(22.2%) of respondents had 16–20-year service, 30 (41.7%) respondents were 21 and above Years' service. From this, one can indicate that, female teachers have appropriate work experiences to be secondary school leadership position.

Regarding the position of the total respondents 62 (86.1%) were teachers, 3(4.2%) were unit leader and department heads whereas only 7 (9.7%) were vice principal and supervisor. From this one can say that from all position in the selected school, female shared only 9.7% and the remains were dominated by male teachers. This data indicates there is low representation of female teachers in the secondary school leadership position of DDA.

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

#### **4.2. Perceptions of Female Teachers about Their Involvement in Secondary School Leadership Position.**

Under this section, the researcher tried to investigate the existing female teachers' perceptions of secondary school leadership position in Dire Dawa secondary schools.

Table. 4 Perceptions of female teachers of their involvement in secondary school leadership position

No	Item	Respondents	X	SD	AV mean	T.value	P.value
1	If female teachers become leaders, they are respected and listened by school community	Teachers	3.58	1.074	3.72	0.638	0.619
		Leaders	3.86	1.069			
		Teachers	3.38	1.246			
2	women Manage School more orderly than men	Leaders	3.57	1.272	3.47	0.370	0.773
		Teachers	3.94	.916	4.04	0.571	0.625
3	If females become leaders, they use participatory leadership style	Leaders	4.14	.690			
		4	Female teachers have an interest to apply in school leadership	Teachers	3.31	1.103	3.30
Leaders	3.29			1.113			
5	Females treat teachers with dignity and respect	Teachers	4.11	.937	4.40	0.485	0.664
		Leaders	4.29	.756			
6	Female teachers get adequate mentoring service in their staff to be a leader	Teachers	3.07	1.237	3.41	0.592	0.316
		Leaders	3.36	1.069			
7	Female leaders depend on male Leaders to make decision	Teachers	2.98	1.536	3.06	0.227	0.497
		Leaders	3.14	1.773			
8	Female leaders employ inclusive leadership style if they become leader	Teachers	3.88	.960	3.87	0.047	0.717
		Leaders	3.86	1.069			
9	Female teachers exhibit great knowledge of instructional leadership	Teachers	3.78	1.139	3.82	0.161	0.683
		Leaders	3.86	1.069			
10	Female teachers have strong commitment to teamwork	Teachers	4.06	1.029	4.17	0.559	0.619
		Leaders	4.29	.756			
11	Female teachers work in collaboration with coworkers	Teachers	3.86	1.144	3.86	0.100	0.773
		Leaders	3.86	1.069			

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and T=t-test value at 1.99

As can be noted from table 4, item no 1, the respondents were asked to respond whether women are respected and listened by the school community as a real leader in leadership positions. The mean of respondents 3.58 (1.074=SD) for teachers and 3.86 (1.069=SD) for leader respondents answered as agreed. This indicated as majority of respondents agreed if female teachers become leaders, they respected and listened by school community. Besides the mean ratings comparing between the responses of teachers and leaders with respect to item given, the result shows that 3.72 (at df=70) and at the level of significance  $P > 0.05$ , the

calculated t-value 0.638 was indicated there is no significance difference between responses of the teachers and leaders about the above statement. Thus, this finding confirmed that there is positive perception about Women leaders in educational leadership practice by the school community. On the other hand, the information explored from the interviewees' responses showed that Women if they hold leadership position perform effective leadership; are perceived to be influential on the educational leadership position as men.

Regarding item 2 in table 4, respondents were asked to respond whether women manage School more orderly than men do. From the total respondents 3.38 (1.246=SD) for female teachers and 3.57 (1.72=D) for female leader respondents replied as undecided. This shows that most respondents uncertain with perception female manage school more orderly than male teachers. The mean of both groups mean=3.47 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.370 indicates there is no significance difference between responses of the leaders and teachers.

During interview, one of DDWCB female leader also confirmed that

*“---females are skilled to effectively accomplish any leadership responsibilities. However, it is difficult for females to manage school as men by devoting the same number of hours in in leadership as men due to multitask and home responsibilities. Due to this and other factors, they were frightened to come to leadership. If they able to break this obstacle and are engaged in leadership positions they may be manage equally with their male counterparts”.*

In relation to this, Grima in (2017) states that female teachers themselves assuming that male leaders are ‘better’ than female leaders and women are ‘inferior’ to males, were also the major negative stereotyping barriers that marginalized women not to become school leadership for secondary schools.

As can be seen from items 3 table 4, females use participatory leadership style in the secondary schools. From the total respondents, 3.94 (0.960=SD) for female teachers and 4.14 (0.690=SD) for leader respondents replied as agreed. The mean score of both groups mean=4.04 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.571 indicates there is no significance difference between responses of female teachers and leaders regarding to the above raised issues. This indicated as female teachers use democratic and

participatory leadership style in secondary school leadership position. This finding revealed that the leadership style of women differs from male. Because of female uses democratic and participatory leadership approach. Northouse's empirical research (2016) also supports minor differences between men and women in leadership style. Women, additionally, exceed men in the use of participatory or democratic styles and are more likely to use transformational leadership practices and possible rewards. Women are no less efficient in leadership than men are, and women are no less committed to their work or motivated for leadership roles than men. However, are less likely to negotiate and promote themselves than men.

Referring to item 4 table 4, respondents were requested to reply to the question that Women have interest to apply for school leadership. From the total respondents, 3.31 (1.103=SD) for female teachers and 3.39 (1.113 =SD) for female leaders were replied as undecided. The mean score of groups mean=3.30 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.05, and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. Thus, this finding confirmed that respondents were uncertain about the perception that female teacher have interest or not to apply for school leadership.

The interview of female leaders also confirmed this finding. For example, the female leaders in DDEB said that most of the time because they afraid the chaos occurred specially in secondary schools with teachers and students, they do not want to apply for positions of school leadership position". As they said most of the female teachers did not aspire to apply for opportunities of educational leadership due to complexity of school structure and family responsibility.

From the document, the researcher observed that when vacancies are posted female teachers are aspired to apply for primary than secondary. This finding is similar to Mesfin (2020) who found that females, especially when compared to males, aspire to apply to secondary school leadership positions. This implies that female teachers were marginalized in educational leadership positions especially in secondary schools.

Item number 5, respondents were requested to reply to the question that female teachers treat teachers with dignity and respected fairly. From the total respondent 4.11 (0.937=SD) for



female teachers and 4.29 (0.756=SD) for leaders replied as agreed. This shows that most participants agreed with the perception that female teacher treat teachers and students with dignity and respect, fairly and equitably. The mean score of groups mean=4.40 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.485 and there is no significance difference between responses of teachers and leaders regarding to the aforementioned issue as the majority of respondents were agreed on the issue. This shows that most participants agreed with the perception that if female teachers become leaders, they treat teachers with dignity and respect, fairly and equitably.

Item 6 of table 4, Female leaders get adequate mentoring service in their staff. From the total respondents, 3.07 (1.237=SD) for female teachers and 3.36 (1.069=SD) for leaders replied as undecided. The score of groups mean=3.41 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.592 and there is no significance difference between responses of teachers and leaders regarding to the aforementioned issue as the majority of respondents were uncertain. Thus, this finding confirmed that respondents were uncertain about female leaders get adequate mentoring service in their staff to be a leader. Regarding this, most of the interviewee respondents said that the involvement of females in school leadership position is much better in primary than secondary school leadership position due to less training and mentoring service most of the time education bureau was given training for female teachers to prepare them for primary school leadership rather than for secondary schools. Due to this reason, female leaders are more participate in primary school leadership than secondary schools.

There was lack of mentor for female teachers, which aspire to school leadership position. However, Women need to be mentored into leadership positions with suitable mentor either male or female to make significant advances in to school leadership position (Abraham, 2018).

As can be seen from items 7 of table 4, Females are dependent on male leaders. From the respondents, 2.98 (1.536=SD) for female teachers and 3.14 (1.773=SD) for leaders replied as undecided. The mean score of groups mean=3.06 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.227 indicates there is no significance difference between responses of teachers and leaders regarding to the aforementioned issue as the majority of respondents were uncertain about the issue. Thus, this shows that most respondents were

uncertain about the perception that female teachers are dependent on male leaders. Moreover, Girma (2017) indicated that various cultural influences including negative stereotyping make the women to become dependent, powerless, and inferior and as a result, women perceive leadership is men job not for women and they underestimate themselves and they would develop low aspiration to become school leader.

Items 8 of table 4, the respondents were asked to respond whether women are employs inclusive structure of leadership style. From the total participants, 3.88 (.960=SD) for female teachers and 3.86 (1.069=SD) for leaders replied as agreed. This shows that the majority of participants agreed with the perception women employ inclusive structure of leadership style. The mean score of groups mean=3.87 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.047 and there is no significance difference between responses of teachers and leaders regarding to the aforementioned issue as the majority of respondents were agreed on the issue. This shows that the majority of respondents were agreed as female teachers follow the above leadership style. This indicates that if females are holding leadership position, they can apply inclusive structure of leadership style.

Items 9 of table 4, Female exhibit great knowledge of instructional leadership. From the total respondents, 3.78 (1.139=SD) for female teachers and 3.86 (1.069=SD) for leaders replied as agreed. This shows that most participants agreed with the perception that female exhibit great knowledge of instructional leadership. The mean score of groups mean=3.82 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.161 and there is no significance difference between responses of teachers and leaders regarding to the above issue as the majority of respondents were agreed on the issue. Thus, this finding confirmed that there is positive perception female exhibit great knowledge of instructional leadership.

In connection to this, one of the interviewees, from the DDEB female leader uttered;

*” --- bringing Women into educational leader is not only to support them but also to improve students’ achievement. Since female leaders focus on instructional leadership and they are concerned with students’ individual differences and knowledge of teaching rather than administrative issue”.*

Item 10 of table 4, Female have strong commitment to teamwork. From the respondents, 4.06 (1.029=SD) for female teachers and 4.29 (0.756=SD) for leaders replied as agreed. The mean score of groups mean=4.17 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.559 and there is no significance difference between responses of teachers and leaders regarding to the above issue as the majority of respondents were agreed on the issue. This shows that most of the respondents agreed with the perception that Female have strong commitment to teamwork and collaborative with collegial professional supports, so few women are hired for educational administrative positions is due to the gender gap.

Items 11 of table 4, Women leaders work in collaboration with their colleagues. From the total respondents, 3.86 (1.144=SD) for female teachers and 3.86 (1.069=SD) for leaders replied as agreed. This shows that most participants agreed with the perception that female leaders work in collaboration with their colleagues. The mean score of groups mean=3.86 (at df =70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.100 and there is no significance difference between responses of teachers and leaders regarding to the above mentioned issue as the majority of respondents were agreed on the issue. Thus, this finding confirmed that there is positive perception about Women leaders work in collaboration with their colleagues. This finding revealed that women leaders work in collaboration with their colleagues and equal counterparts to lead secondary school.

The DDWCB female leaders' interviewee also confirmed that females are capable of effectively realizing any leadership responsibilities if they are involved in the situations. This can be understood that females have ability in investing their knowledge and skill if they are able to break obstacles and are involved in leadership positions. They can lead schools equally with their male counterparts. Therefore, concerned body should inspire women to come to leadership to use their potential.

### 4.3. Extent of Empowering Female Teachers in Secondary Schools Leadership Position

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

Table 5: Extent of empowering female teachers in secondary school leadership position

No	Items	Respondents	X	SD	AV mean	T. value	P. value																																																																																																																				
1	Women more skillful than men at sharing work practices if they become leader.	Teachers	3.95	1.052	3.97	0.030	0.246																																																																																																																				
		Leaders	4.00	.816				2	Women exhibit better interpersonal relationship in the workplace	Teachers	4.06	1.014	4.10	0.910	0.512	Leaders	4.14	.690	3	Favore policy to empower women into leadership position	Teachers	3.77	1.057	3.74	0.135	0.510	Leaders	3.71	1.380	4	Females monitor staff work and create commitment of teachers to implement quality of education.	Teachers	4.15	.922	4.14	0.630	0.001	Leaders	4.14	.900	5	Women support staff by being friendly in the school in the leadership	Teachers	3.49	1.017	3.67	0.489	0.313	Leaders	3.86	.900	6	If Females become leaders, they establish corporation with stakeholders to improve quality of education.	Teachers	4.06	1.044	4.03	0.793	0.035	Leaders	4.00	1.155	7	Pre-job and on-job trainings are available to empower women in school leadership position.	Teachers	3.23	1.367	3.40	0.357	0.279	Leaders	3.57	1.272	8	Women Apply procedure without Discrimination among the staff in leading school.	Teachers	3.32	1.276	3.44	0.041	0.037	Leaders	3.57	1.272	9	Females Perceived to be as influential on the educational leadership position	Teachers	3.66	1.094	3.83	0.273	1.191	Leaders	4.00	.816	10	Women Have ability to lead secondary school.	Teachers	4.00	1.016	4.07	0.030	0.018	Leaders	4.14	.900	11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252	Leaders	4.00	.816	12	Women are better leaders than men are.	teachers	3.43	1.299	3.47
2	Women exhibit better interpersonal relationship in the workplace	Teachers	4.06	1.014	4.10	0.910	0.512																																																																																																																				
		Leaders	4.14	.690				3	Favore policy to empower women into leadership position	Teachers	3.77	1.057	3.74	0.135	0.510	Leaders	3.71	1.380	4	Females monitor staff work and create commitment of teachers to implement quality of education.	Teachers	4.15	.922	4.14	0.630	0.001	Leaders	4.14	.900	5	Women support staff by being friendly in the school in the leadership	Teachers	3.49	1.017	3.67	0.489	0.313	Leaders	3.86	.900	6	If Females become leaders, they establish corporation with stakeholders to improve quality of education.	Teachers	4.06	1.044	4.03	0.793	0.035	Leaders	4.00	1.155	7	Pre-job and on-job trainings are available to empower women in school leadership position.	Teachers	3.23	1.367	3.40	0.357	0.279	Leaders	3.57	1.272	8	Women Apply procedure without Discrimination among the staff in leading school.	Teachers	3.32	1.276	3.44	0.041	0.037	Leaders	3.57	1.272	9	Females Perceived to be as influential on the educational leadership position	Teachers	3.66	1.094	3.83	0.273	1.191	Leaders	4.00	.816	10	Women Have ability to lead secondary school.	Teachers	4.00	1.016	4.07	0.030	0.018	Leaders	4.14	.900	11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252	Leaders	4.00	.816	12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127	Leaders	3.51	1.272						
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		Leaders	3.57	1.272				9	Females Perceived to be as influential on the educational leadership position	Teachers	3.66	1.094	3.83	0.273	1.191	Leaders	4.00	.816	10	Women Have ability to lead secondary school.	Teachers	4.00	1.016	4.07	0.030	0.018	Leaders	4.14	.900	11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252	Leaders	4.00	.816	12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127	Leaders	3.51	1.272																																																																								
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		Leaders	4.00	.816				10	Women Have ability to lead secondary school.	Teachers	4.00	1.016	4.07	0.030	0.018	Leaders	4.14	.900	11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252	Leaders	4.00	.816	12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127	Leaders	3.51	1.272																																																																																			
10	Women Have ability to lead secondary school.	Teachers	4.00	1.016	4.07	0.030	0.018																																																																																																																				
		Leaders	4.14	.900				11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252	Leaders	4.00	.816	12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127	Leaders	3.51	1.272																																																																																														
11	Women leaders Encourages participation of parents in school disciple.	Teachers	3.98	.960	3.99	0.910	0.252																																																																																																																				
		Leaders	4.00	.816				12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127	Leaders	3.51	1.272																																																																																																									
12	Women are better leaders than men are.	teachers	3.43	1.299	3.47	0.147	0.127																																																																																																																				
		Leaders	3.51	1.272																																																																																																																							

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and T=t-test value at 1.99

In item 1 of table 5, females are more skilled than men at running mutual or shared work

effort. From the total respondents 3.98 (1.052=SD) for female teachers and 4.00 (0.816=SD) for female leaders replied as agree. This revealed that most of respondents were agreed with the perception that females are more skilled than men at running mutual or shared work. The mean score of both two groups mean=3.97 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.30 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. During the interview, one of the female leaders said the following:” ---*women have skill and knowledge to hold school leadership position. “However, most females do not want to apply for the posts saying perhaps females give priority to their family than school leadership because it needs too much time which is a burden for women to balance home responsibility and school leadership, they are not excited to take the posts because of the traditional beliefs which give home responsibility for women.”* Similarly, the majority of respondent insured those women *can make strong decision making and be committed to the organization but due to traditional beliefs that women have lack of confidence in their capabilities, qualifications, and experiences they need not apply to leadership”*.

Generally, the respondent responses indicate that there are challenges that women leaders face in Educational Leadership. Even if they do not lack skillful and updated leadership techniques, Women leaders do not get support and they are not encouraged and empowered to excel in educational leadership as desired. Therefore, they are not certain about their leadership potential and unable to explore it to the maximum in time.

In item 2 of table 5, respondents were requested to reply to the question that female's teachers exhibit better interpersonal relationship in the workplace than male educational leaders. From the total respondents, 4.06 (1.014 =SD) for female teacher and 4.14 (0.690=SD) for leaders replied as agreed. This shows that the majority of female teachers and leaders' respondents were agreed with the perception that female teachers' exhibit better interpersonal relationship than male in the educational leadership position. Women are much more communicated to collegiality and teamwork. They are more willing to foster a consultative climate within the school and allow to staff to participate in decision-making. The mean score of both two groups 4.10 (at df=98) and at the level of significance  $P > 0.05$ , the calculated t-value 0.910 indicates there is no significance difference between responses of the female teachers and leaders regarding to the above statements. This shows that most respondents agreed with the

perception that female teachers' exhibit better interpersonal relationship than male in the educational leadership positions. During the interview, the interviewees said the women have capabilities and qualities of leadership and communication skill. Therefore, education bureau and school should encourage and appreciate their abilities to bring to leadership position.

Northouse (2016) also stated that Women are much more communicable to collegiality and teamwork. They were less effective than men were in military positions, but they were somewhat more effective than men were in education, government, and social service organizations, and substantially more effective than men were in middle management positions, where communal interpersonal skills are highly valued.

In item 3 of table 5, respondents were requested to reply to the question that Favor policy to empower women's leadership. From the total respondents, 3.77(1.057=SD) for female teachers and 3.71 (1.389=SD) for female leaders were replied as agreed. This shows that the majority of respondents were agreed with the perception that favor policy to empower women's leadership. The mean of both groups mean= 3.74 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.135 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This shows that most respondents agreed with the perception that favorer policy to empower women's leadership in the educational leadership positions.

In addition to these findings, the interview responses suggest that Policies, guidelines, and rules that helpful to empower women were in place for implementing the documents. As a result, the existing gender policy was encouraging women's participation in school leadership. Conversely, they have no interest to apply to the position. Gender strategy document (2014) also mentioned, "In spite of policy instruments and the commitment in ESDP IV to significantly increase the proportion of female teachers and leaders in the education system, their participation is still considerably low".

In item 4 of table 5, respondents were requested to reply to the question if female teachers are leaders, they monitor staff work and create commitment of teachers to implement quality of education. From the total respondents 4.15(0.922=SD) for female teachers and 4.14(0.900=SD) for leaders' respondents replied as agreed. The mean of both two groups mean=4.14 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.630

and there is no significance difference between responses of the female teachers and leaders above the statements. This shows that most respondents agreed with the perception that female leaders can monitor staff work and create commitment of teachers to implement quality of education. Most of the interviewees said the education bureau and the schools have to motivate and facilitate females to come to leadership and use their potential. If women become leaders, they have a good ability to keep the school and the teaching qualities. They have additional ideas that create conducive atmosphere and Monitor staff work in the school. They retain job activity, motivate, and mobilize the school community. Women leaders have enough potential to lead any organization if they get support from the community.

In item 5 of table 5, respondents were requested to answer to the question female leaders Support staff by being friendly. From the total, 3.49 (1.017=SD) for female teachers and 3.86 (0.900=SD) for leader respondents were replied as agreed. The mean of both two groups mean=3.67 (at  $df=70$  and at the level of significance  $P > 0.05$ , the calculated t-value 0.489 and there is no significance difference between responses of the female teachers leaders regarding to the above raised issues were replied as agreed. This shows that the majority of respondents were agreed with the perception that women's supports staff by being approachable, considerate and helpful.

In item 6 table 5, respondents were requested to reply to the question female leaders establish Corporation with stakeholders to improve quality education. From the total participants 4.06 (1.044=SD) for female teachers and 4.00 (1.155=SD) for female leader respondents were replied as agreed. The mean of both two groups mean=3.69 (at  $df=70$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.793 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This shows that most of the respondents were agreed with perception that women have ability to establish corporation with stakeholders to improve quality of education.

In item 7 of table 5, shows Pre-job and on-job trainings are available to empower women in school leadership position. From the total respondents, 3.22 (1.367=SD) for female teachers and 3.57 (1.272=SD) for leader respondents were replied as undecided. This shows that the majority of respondents uncertain with the perception that Pre job and on-job trainings are

available to empower women in school leadership position. The mean of both two groups mean= 3.40 (at  $df=70$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.57 and there is no significance difference between responses of the female teachers and leaders regarding to the above statements. This shows that most respondents were uncertain with the perception that Pre job and on-job trainings are available to empower women in school leadership position.

Likewise, the interviewee's finding indicated that there is a need to help Women leaders overcome their challenges; training of Women leaders to be competent, sensitization as well as support from the top-level offices respectively, encourage females to be leader and give continuous in-service training on leadership courses for those in leadership positions. Gender strategy document (2014) also stated that Education and training institutions lack a system of providing distinctive professional capacity building and skills development programmes for female educationalists.

Item 8 of table 5, indicates Female apply procedure without discrimination among the staff. From the total respondents, 3.51 (1.042=SD) for female teachers and 3.54 (1.017=SD) for leader respondents were replied as agreed. This shows that most respondents agreed with the perception that female teachers are apply procedure without discrimination among the staff. The mean of both two groups mean=3.53 (at  $df=98$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.81 and there is no significance difference between responses of the female teachers and leaders regarding to the aforementioned issues respondents were replied as agreed. Similarly, data obtained from the interview show that to bring female teachers into leadership education bureau could use those Women leaders as role model. Because they have good practice of leadership regarding implementing, policies, procedures, and direction and make equal treatment in managing diversity. Female leaders finding revealed that the traditional and cultural of society could have the negative impact on females.

As the response given to item 9 of table 5, Females Perceived to be as influential on the educational leadership position. From the total respondents, 3.66 (1.094=SD) for female teacher and 4.00 (0.816=SD) of female leaders replied as agreed. This shows that the majority of respondents were agreed with the perception that female teachers are perceived to be as power full on the educational leadership position. The mean of both two groups mean=3.83 (at



df= 70 and at the level of significance  $P > 0.05$ , the calculated t-value 0.273 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This shows that most respondents were agreed with the perception that female teachers are perceived to be as influential on the educational leadership position.

Interviewee also confirmed that females are capable of effectively accomplishing any leadership responsibilities if they are involved in the positions. Nevertheless, they have less interest due to negative perception. This can be indicated that females have no weaknesses in investing the same number of hours in official workplaces if they are able to break obstacles and are engaged in leadership positions equally with their male counterparts.

As item 10 of table 5 shows female have ability to lead secondary school. From the total respondents, 4.00 (1.016=SD) for female teachers and 4.14 (0.900) for female leaders were replied as agreed. This shows that the majority of the respondents were decided with the perception that female have capability to lead secondary school. This finding indicated as if female become leader, they can manage student and teachers in secondary school. The mean of both two groups mean=4.07 (at df=70 and at the level of significance  $P > 0.05$ , the calculated t-value 0.030 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This shows that most of the respondents were agreed with the perception female have ability to lead secondary school.

During the interview, one of the female leaders said that,

*"...Women once they have got the position, they can lead secondary school. However, lack of confidence to take the responsibility and negative perception that they think it is difficult to manage students and teachers in secondary school. Due to this reason, they lack concern to apply to the position".* This shows that women can lead secondary school as their female counter part if they have chance.

With regarding to item 11 table 5, female leaders encourage participation of parents in school discipline than men. From the total respondents, 3.98 (0.960=SD) for female teachers 4.00 (0.816=SD) for female leaders were replied as agreed. This shows that most respondents agreed with the perception that female leaders encourage the participation of parents in school discipline than men. The mean of both two groups mean=3.99 (at df=70) and at the level of

significance  $P > 0.05$ , the calculated t-value 0.910 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This finding revealed that many respondents agreed the perception that female teachers encouraged participation of parents in school disciplines than men. Thus, indicates that female teachers have capacity to lead school society and increased participation of school community to decision-making process.

Item 12 of table 5, Female are better leaders than male. From the total respondents, 3.43(1.299=SD) for female teachers and 3.51 (1.272=SD) for female leaders were replied as undecided. This shows that most respondents uncertain with the perception that females are better leaders than male. The mean of both two groups mean=3.47 (at  $df=70$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.147 and there is no significance difference between responses of the female teachers and leaders regarding to the above reside issues. This finding reveled majority of respondents were replied as undecided that female teachers are better leaders than male leader. Leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today. Girma (2017) states that Female teachers themselves assuming that male leaders are superior to female leaders and women are 'inferior' to males, were also the major negative stereotyping barriers that marginalized women not to become school leadership for secondary schools.

#### **4.4. Critical Factors that Affect Female Teachers Perception in Secondary School Leadership Position**

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

**Table 6:** Factor that affect female teachers' perception in secondary school leadership position.

No	Item	Respondents	X	SD	AV mean	T. value	P. value
1	Female teachers' lack of confidence to hold educational leadership	Teachers Leaders	3.15 3.43	1.471 1.512	3.29	0.458	0.865
2	Women's fear of balancing professional work and family responsibility to hold educational leadership	Teachers Leaders	3.54 3.71	1.312 1.380	3.62	0.322	0.695
3	Women's fear of risk taking in school leadership when they make decision	Teachers Leaders	3.34 3.14	1.203 1.345	3.24	0.369	0.785
4	Females are reluctant to accept leadership responsibility	Teachers Leaders	3.43 3.55	1.299 1.272	3.49	0.277	0.723
5	Assigning tasks delegation in school do not encourage female in leadership position	Teachers Leaders	3.98 4.00	.960 .816	3.99	0.047	0.617
6	Complexity of school leadership position hindered female teachers to become leader	Teachers Leaders	4.00 4.14	1.016 .900	4.07	0.394	0.892
7	Lack of role modeling and mentoring which hindered female teachers from school leadership position	Teachers Leaders	3.66 4.00	1.094 .816	3.83	0.793	0.279
8	Job recruitment and hiring practice do not attract female candidates for leadership.	Teachers Leaders	3.32 3.57	1.276 1.272	3.44	0.491	0.848
9	Women are having less aspiration to become school leaders	Teachers Leaders	3.23 3.57	1.367 1.272	3.40	0.630	0.599
10	Cultural attitude of school society has negatively affected women to assume school leadership position.	Teachers Leaders	4.06 4.00	1.044 1.155	4.03	0.135	0.853
11	Organizational structures especially job assignment may hinder women from school leadership position	Teachers Leaders	3.50 3.86	1.017 .900	3.68	0.910	0.578

Key: X=mean, SD=Standard deviation, Av =average mean, df=degree of freedom at 0.05 and T=t-test value at 1.99

As the response given to item 1 table 6, 3.15 (1.471=SD) for female teachers and 3.43(1.312=SD) for female leaders were replied as undecided. The mean of the groups mean=3.29 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.458 indicates there is no significance difference between the responses of female teachers and leaders regarding to the above statements. This shows that most respondents uncertain about the perception that female teachers lack confidence to hold educational leadership position. This finding is similar to Leliftu (2014), the school society considers females as incompetent

to meet educational leadership positions, women tend to underestimate their own values; this low self-concept may result in de motivating them from aspiring to top positions in general. Certainly, lack of confidence can significantly affect female teachers' participation in educational leadership. In addition, this defect arises not from nature but from historical background that female came up with. As society does not prepare its daughters for management or leadership but for household activities, the children (daughters) do not develop confidence to be a leader.

In relation to this, the interview made with the female leaders also agreed, "Female teachers are not involving in lower educational leadership positions such as department heads and unit leaders". From this, we can conclude that females are in lack of opportunities to develop leadership experiences at lower-level positions that would in turn help them for further leadership advancement. Therefore, lack of areas to practice leadership skills to develop their confidence considerably affects female teachers' involvement in the educational leadership positions.

Item 2 of table 6, Women's fear of balancing professional work and family responsibility hinders them from leadership position. From the total respondents, 3.54 (1.312=SD) for female teachers and 3.71 (1.38=SD) for leaders were replied as agree. This shows that the majority of the respondents were agreed with the perception that Women's fear of balancing professional work and family responsibility hinder them from leadership position. The mean of the groups mean=3.62 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.322 and there is no significance difference between the responses of female teachers and leaders regarding to the above statements. This shows that most respondents agreed about the perception that Women's fear of balancing professional work and family responsibility to hold educational leadership position. Furthermore, the response from interviewee supported the finding stated that, since women unlike men were exposed to different domestic activities like looking for children, cooking of food, and washing of cloth, they most of the time, fear of holding leadership positions thinking that if they were involved position it may reduce the time for home activities.

This agreed with Meragu's (2020) study revealed that the negative attitude of the society towards females' leadership ability in general and males' perception in the workplace in

particular are dominant factors for females, which often rupture their hearts and morale in the fights of leadership position. Additionally, the research finding by Abraham (2018) also stated that Family responsibility as to the study area, the country and most part of the world people think women prepare food, clean home, clean home-based material and cloths, care children, goes to the market to buy the necessary material for consumption, other different field works and the like. Therefore, women were responsible for their family, but they not let them to other leadership responsibilities. From this, one can conclude that the major challenges that affect female teachers to come to secondary school leadership were managing workload with family responsibility.

Item 3 table 6, Women fear of risk taking in school when make decision. From the total respondents, 3.34 (1.203=SD) for female teachers and 3.14 (1.345=SD) for female leaders were replied as undecided. The mean of both groups mean= 3.24 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.369 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issue. This shows that many respondents uncertain about the perception that Women's fear of risk taking in school when they make decision to hold educational leadership position.

Item 4 of table 6, Females are reluctant to accept responsibility. From the total respondents, 3.43 (1.299=SD) for female teachers and 3.55 (1.272=SD) for leader respondents replied as undecided. This shows that the majority of respondents were uncertain with the perceptions that females are reluctant to accept responsibility. The mean of both two groups mean=3.49 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.277 and there is no significance difference between responses of the female teachers and leaders about the statements. This shows that most respondents were uncertain about the perceptions that females are reluctant to accept responsibility. This indicated that in traditional society thinking women are passive, modest, and pleasant, as well as wife, mother and women of the community, the basic discrimination factors is that the males in administrative positions do not want to share their responsibilities with women.

During the interview, one of the interviewees said, the following about women's reluctance to accept school leadership:

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

Document analysis also shows that there was no female teacher applied to be secondary school principal or supervisor for the last five years. For the reason there were only male teachers assigned for the position. This indicates that how female teachers have no interest and become reluctant to apply to be secondary school position.

Items 5 table 6, Assigning tasks delegation in school do not encourage female in leadership position. From the total respondents 3.98 (0.960=SD) for female teaches and 4.00 (0.816) for leader respondents were replied as agreed. The mean of both two groups mean=3.99 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.047 and there is no significance difference between responses of the female teachers and leaders regarding to the above raised issues. This shows that most respondents were agreed with the perception that assigning tasks delegation in school do not encourage female in leadership position. This indicated as the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions in educational leadership. During the interviewee, the respondents said, “women experiences lack of confidence to take the responsibility because they fear that it is difficult to manage students and teachers in secondary school. They also belief that women are not as capable as men and the traditional belief that women are inferior to men and women cannot maintain a role of authority in secondary school.” This finding is like that of Lelifu (2014) that the school principals even do not like to delegate powers and works to the female teachers, as they do not trust females to accomplish responsibilities timely and effectively. Consequently, females do not have opportunities to gain experiences in educational leadership.

Items 6 of table 6, Complexity of school leadership position hindered female teachers to hold leadership position. From the total respondents, 4.00 (1.016=SD) for female teachers and 4.14 (0.900=SD) for female leaders were replied as agreed. The mean of both two groups mean=4.07 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.394 and there is no significance difference between responses of the female teachers and leaders

regarding to the above reside issues. This shows that the majority of respondents were agreed with the perception that complexity of school leadership position hindered female teachers in leadership position. Similarly, during the interview, one of the interviewees said, the following about Complexity of school leadership “-----in DDA case it is complex to manage the school especially for women due to its structure. Most of school structure is from KG-12 grade in one compound, which contain pre- primary, primary and secondary in one place. So that it is difficult to manage diversified school resource especially financial and human resources like students and teachers with different age, educational background, and status.”

This finding is related to Kiamba (2008) who discussed that the complexities of the school leadership especially for women together with responsibilities of the family is one of the factors not to apply for females to educational leadership. Leading school is difficult due to Multiple Stakeholders and Organizational structures, such as teachers, staff, students, parents, board members, donors, policy makers, and multiple steps required to complete delivery of services.

Organizational factors include physical and technical challenges related to the work environment and technical issues that limit the ability of the women leader to achieve educational goals. Organizational factors can also include organizational challenges related to the administrative organization that may hinder the school leadership to achieve the objectives of the institution. Structural challenges may also include the under-empowerment factors that limit the ability of school heads on taking the right decisions and eliciting the change required to realise success and distinction in performing leadership roles Abu-Khader (2012).

In relation to item 7 Table 6, the respondents rated the absence of role models and mentoring as one of the factors that hinders female teachers’ perception of school leadership position, From the total respondents 3.66 (1.094=SD) for female teachers and 4.00 (0.843=SD) for leaders were replied as agreed. The mean score of groups mean=3.83 (at df=98) and at the level of significance  $P > 0.05$ , the calculated t-value 0.793 and there is no significance difference between responses of female teachers and leaders regarding to the above statements. This indicates that the absence of role models and mentoring was one of the major factors that contributed to female teachers to apply secondary schools’ leadership position.

Item 8 of table 6, shows Job recruitment and hiring practice do not attract female candidates for leadership position. From the total respondents, 3.32 (1.276=SD) for female teachers and 3.57(1.272=SD) for leaders were replied as undecided. The mean score of groups mean=3.44 (at  $df=70$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.491 and there is no significance difference between responses of female teachers and leaders regarding to the above statements. This shows that most respondents were uncertain with the perception that Job recruitment and hiring practice do not attract female candidates for leadership.

Furthermore, the response from interviewee supported the finding stated that recruitment and hiring practice is better in primary school. This means four years ago education bureau recruit female teacher collaboration with aide agents, trained them, and assign as vice principal for primary schools. Contrary to this, no action was taken for secondary school teachers to bring to leadership position. In addition to this they also said that education bureau recruit leaders primarily for rural schools which are somewhat far from their home. Due to this, they did not want to apply and wanted to stay with their family. Like this finding Labiso (2019) showed that there were no transparent recruitment and promotion policies in schools, clusters, and district education offices.

Item 9 of table 6, indicates women are having less aspiration to become school leaders. From the total respondents, 3.23 (1.367=SD) for female teachers and 3.57 (1.272=SD) for leaders were replied as undecided. This indicated that most respondents were uncertain with the perception that Women are aspiring to become school leaders. The mean of both two groups mean=3.40 (at  $df=98$ ) and at the level of significance  $P > 0.05$ , the calculated t-value 0.630 and there is no significance difference between responses of female teachers and leaders regarding to the above statements. This shows that most respondents were uncertain with the perception that women are aspiring to become school leaders. Similar views were forwarded through the interview presented to the female leaders. According to these respondents, however female teachers aspire to be leader there are different factors that hinder their participation in secondary school leadership. Among these, family responsibility, dominance of male teachers and complexity of school organization are challenges that have slowed down female teachers' right of entry to school leadership positions. Research finding Solomon (2021) noted that women do not show interest in leadership positions in management of



education due to lack of time, lack of support from spouse, the societal perception, culture, and lack of confidence make women lose interest in educational leadership management in secondary schools.

In relation to item 10 of Table 6, the respondents rated Cultural attitude of school society has negatively affect women to assume school leadership position, From the total respondents, 4.06 (1.044=SD) for male and 4.00 (1.155=SD) for female respondents were replied to undecided. The mean score of the group 4.03 (at  $df=70$  and at the level of significance  $P > 0.05$ , the calculated  $t$ -value 0.135 and there is no significance difference between the female teachers and leaders' response regarding to the above statements. This indicates that the Cultural attitude of school society has negatively affect women to assume school leadership position. The study conducted by Maeregu (2020) also revealed that the negative attitude of the society towards females' leadership ability in general and males' perception in the workplace in particular are dominant factors for females, which often rupture their hearts and morale in the fights of leadership position. Even in the academic environment, male teachers do not have a positive attitude towards female leaders. The members of the society (family, friends, and bosses) disrespect females through indigenous proverbs and unwritten convention. Abraham (2018) in his study also stated that due to the society traditional attitude, they have as norm which make men are efficient than women and rank women in subordinate status in leadership areas. Women are the outlook of secondary school leadership position from far distance and the acceptance of women in leadership and decision-making areas were still not as expected.

During interviewee interviewer also approved that "the school society does not trust the female teachers' leadership positions, and this is not because of tangible practice but because of the cultural background of the people". To overcome this challenge concern body has to struggle, traditions that affect the progress of women, change of negative attitude against women, discouraging societal discrimination, changing family traditional practice, informing societal to accept women leadership particularly in secondary schools.

In item 11 of the table 6, Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level. From the total participants, 3.50 (1.017=SD) for female teachers and 3.86 (0.900=SD) for leaders were replied as agreed.

This indicated that most respondents were agreed with the perception that organizational structures especially job assignment are designed to prevent women from ascending to the top administrative. The mean of both two groups mean=3.68 (at df=70) and at the level of significance  $P > 0.05$ , the calculated t-value 0.910 and there is no significance difference between responses of female teachers and leaders regarding to the above statements.

Solomon (2017) also noted that organizational related factors also negatively influence active participation of women in secondary school leadership. Low level of favorable environment to promote women for leadership position was found largely discourage many female teachers from applying for leadership positions. This may be due to lack of knowledge on different gender related policies. In relation to this, the interview made with the, DDEB and DDWCB female leaders also approved that female teachers are rarely involved in bottom educational leadership positions such as department head, unit leader, etc. Because of this, females are unable to develop leadership experiences at lower-level positions that would in turn help them for further leadership advancement. Therefore, lack of areas to exercise leadership skills noticeably affects female teachers' involvement in the educational leadership positions. Male teachers dominate lower-level hierarchy like clubs, unit leader and departments. If female teachers assigned in these positions, they could develop leadership experience and self-confidence.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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

### **5.1. Summary**

The main purpose of this study was to find out the perception of secondary school female teachers about educational leadership position in DD secondary schools. To meet this objective, the following basic research questions were designed to guide the study.

1. What are the perceptions of female teachers about their involvement in secondary school leadership position in Dire Dawa Administration?
2. To what extent do female teachers empowered to come to leadership position in Secondary School in Dire Dawa Administration?
3. What are critical factors that affect female teachers' assuming of leadership position in secondary schools of Dire Dawa Administration?

To answer these research questions, explanatory sequential research design was employed. To this effect, the study was conducted in 10 secondary schools randomly selected in DDCA. A total of 72 female teachers and leaders were selected through available sampling technique to participate in the study. Furthermore, 3 education bureau female leaders and 3 women's and children's bureau female leaders were selected using purposive sampling technique, since the researcher believed that could get valid and detailed information especially concerning the perception of female teachers of educational leadership positions. To gather necessary information on the issue, 72 questionnaires were distributed to females, and all of them were properly filled and returned. In addition, semi- structured interview was conducted with 3 education bureau female leaders and 3 women and children's bureau female leaders and were analyzed. Moreover, document analysis was made.

The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage, mean score and standard deviation were used to analyses the quantitative data whereas

narrative analysis was used for the qualitative data. The independent sample T-test was also applied to test whether there is any significant difference happened in the response of leaders and female teachers. Based on the analysis of the data, the study came up with the following major findings:

1. The finding of the study showed that the majority 50(69.4%) of the female teachers were degree holders and 22(30.6%) were master's degree. This shows that all the respondents were at degree level and above. Therefore, the qualification of some participants' educational level was at good standard. Thus, they do have the appropriate educational level to participate in secondary school leadership. Regarding to the experience from the total respondents 69(95%) of the respondents also above 5 years' experience to hold secondary school leadership position.
2. The findings indicated that the perception of secondary school female teachers has been changing but not as expected. Still, they belief that females cannot manage school more orderly than male teachers, lack interest to apply for secondary schools' leadership position, and lack adequate mentoring service in their staff were negatively affected perception of female teachers toward secondary school leadership position.
3. Regarding the extent to which female teachers empowered to come to leadership position, most respondents were uncertain about the perception that pre job and on-job trainings are available to empower women in school leadership position and traditional believes men are better leaders than women. Likewise, the interviewee's finding indicated that there is little or no pre-job and on-job trainings to empower females in secondary schools to overcome their challenges. However, they need continuous in-service and pre-service training on leadership courses to empower them in leadership positions.
4. Regarding to critical factors affecting female teachers' perception of secondary school leadership position, most respondents agreed about the perception that Women's fear of balancing professional work and family responsibility, socio-Cultural attitude, organizational structures especially job assignment and complexity of school leadership position were negatively affected female teachers to hold secondary school leadership position in DDA.

## 5.2. Conclusions

Thus, women have been playing traditional role of homemakers while men remaining a leader in every sphere of life. Male leaders mainly dominate secondary school leadership, and it is not attractive for women to hold educational leadership positions. However, the proportion of women principals and assistant principals in secondary schools were all scant relatively to their figure. Hence, the above facts indicate there is a negative perception of women in educational leadership in DDA. Based on the major findings of the study, the following conclusions are drawn:

1. As we seen in analysis of the background the number of female leaders in school leadership position were very low. This indicated as there is over dominance of males in the key educational leadership positions.
2. Majority of respondents believe that female teachers lack interest to apply for secondary school leadership position. In line to this traditional belief that male leaders manage school more orderly than female leaders and lack of adequate mentoring service are negatively, affect perception of female teachers toward secondary leadership position. Due to this perception, women were underrepresented in secondary school leadership position, and seek attention of all concerned bodies.
3. The main finding of the study revealed that about extent of empowering women to leadership position majority of respondents agreed about the perception that lack of Pre-job and on-job trainings to empower women and traditional believes men are better leaders than women has negatively affected women teachers to empower to school leadership position. Hence, this finding indicates that little effort has been done to empower female teachers in secondary leadership position.
4. The critical factors that affect female teachers' perception of secondary school leadership position were as, organizational structures especially job assignment, Women's fear of balancing professional work and family responsibility, Cultural attitude of school society, and Complexities of school leadership affect perception women toward secondary school leadership position. Because of this, female teachers are not interested to hold educational leadership position. This implies there is no enough effort made by school leaders, supervisors, and education bureau to bring female teachers for holding leadership position.

### **5.3. Recommendations**

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

1. DDEB and schools should collaborate with universities to give continuous training and should provide mentoring service for female teachers to change their perception and empower them into leadership position. Moreover, schools should establish continuous professional development that includes regular workshops, seminars, and training sessions to enhance the skill and knowledge of female teachers throughout their careers to inspire them into leadership position.
2. To put balance between work and family responsibilities women need a support so that the society and their family must breakout from the traditional perceptions that household work was women's work and must share half of the responsibilities. In addition to this schools should implement flexible work policies to accommodate work-life balance, making leadership roles more accessible and attractive to female teachers.
3. To change the attitude of community DDEB, DDWCB, mass media and community leaders should give awareness to community. In line with this, school community should develop positive attitudes and think that women have equal ability with men and the society should trust women's ability to lead through awareness raising, training and experience sharing.
4. DDEB should reduce complexity of school leadership by creating conducive working conditions, setting applicable school rules and regulations. In line with this, different education administrative bodies specially schools need to play their own roles in enhancing females' participation by assigning in educational leadership areas. Moreover, schools should review and adapt organizational structures to ensure they are conducive to gender equity and inclusive leadership practice.

Finally, this study was limited to only female teachers' perception of secondary school leadership; hence, further study should be carried out focusing on perception of secondary school stakeholders towards women representation in educational leadership.

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**QUESTIONNAIRE APPENDIX A**  
**HARAMAYA UNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

**Questionnaire to be filled by female teachers and female school leaders**

**Dear respondent,** first of all I would like to thank your cooperation in responding to this questionnaire. The purpose of this questionnaire is to collect data on the title “female teachers’ perception of leadership position in secondary schools of Dire Dawa administration. The result of this study may have great advantage for your future leadership success for it is exploring different strategies in which you use as input to become effective leader. This study may also be help to shape the female teachers’ perception of secondary school leadership position by indicating necessary strategies that may help them become successfully in their career development. Your responses will be used only for the research purpose indicated above. Moreover, your identity will be kept strictly confidential. Hence, your genuine response is greatly essential for the quality product of this research.

**Thank you in advance for your cooperation!!!**

**Notice**

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

**Section One. Background of the respondents.**

**Instruction:** For question 1-5 please read each items carefully and answer them by putting tick ( “✓ ” ) mark in the box of your best choice.

1. **Sex:** A. Male  B. Female
2. **Age.** A/ 21- 25 years old  B/ 26-30 years old  C/ 31-35 years old   
D/ 36-40 years old  E/ above 40 years old
3. **Educational Background**  
A/ Certificate (TTI)  B/ Diploma  C/ BA/BSc/BED   
D/ MA/MSc/Med  E / if any other \_\_\_\_\_

4. **Work Experiences in years**A/1-5  B/6-10  C/11-15  D/16-20  E/ 21 and above 5. **Position in your school**A/Teacher  B/ Unit leader  C/Department head  D/ Principals E/Supervisor  F/ if any other \_\_\_\_\_**Section.2. Survey Questions**

**General direction-:** In this part, Researcher prepared Questionnaire about female teacher's perception of Secondary School leadership position. please complete this part of questionnaire by putting tick ("✓") mark in one of the boxes as appropriate to you and make in one of the five scales' provided in front of each items in which corresponds to your judgment.

Use the following **five point Scales to rate your responses-: 5 =Strongly Agree (SA) 4=Agree (A) 3=Undecided (UN) 2=Disagree (D) 1=Strongly Disagree (SD)**

**Part One: Perceptions of female teachers of their involvement in secondary school leadership position.**

No	Items	Scale				
		5	4	3	2	1
1	If Female teachers become leaders, they are Respected and listened by school community					
2	women Manage School more orderly than men					
3	If females become leaders, they Use participatory leadership style					
4	Female teachers have an interest in school leadership					
5	Females treat teachers with dignity and respect					
6	Female teachers Get adequate mentoring service in their staff					
7	Female Leaders depend on male Leaders					
8	Female leaders employ inclusive leadership style					
9	Female teachers exhibit great knowledge of instructional leadership					
10	Female teachers have strong commitment to teamwork					
11	Female teachers work in collaboration with coworkers					

**Part Two: Status of empowering female teachers in secondary schools leadership position**

No	Items	Scale				
		5	4	3	2	1
1	Women are more skillful than men at sharing work practices in leadership position					
2	Women leader exhibit better interpersonal relationship in the workplace					
3	Favore policy to empower women into leadership position					
4	Females leaders monitor staff work and create commitment of teachers to implement quality of education					
5	Women support staff by being friendly in the school in the leadership					
6	If Females become leaders, they establish corporation with stakeholders to improve quality of education.					
7	Pre-job and on-job trainings are available to empower women in school leadership position.					
8	Women Apply procedure without Discrimination among the staff in leading school					
9	Females Perceived to be as influential on the educational leadership position					
10	Women Have ability to lead secondary school.					
11	Women leaders Encourages participation of parents in school disciple					
12	Women are better leaders than men.					



**Part Three: Critical factor that affect female perception in secondary school leadership position**

No	Items	Scale				
		5	4	3	2	1
1	Female teachers' lack of confidence to hold educational leadership					
2	Women's fear of balancing professional work and family responsibility					
3	Women's fear of risk taking in school when they make decision.					
4	Females are reluctant to accept responsibility					
5	Assigning tasks delegation in school do not encourage female in leadership position					
6	Complexity of school leadership position hindered female teachers					
7	Lack of role models and mentors					
8	Job recruitment and hiring practice do not attract female candidates for leadership.					
9	Women's are having less aspiration to become school leaders					
10	Cultural attitude of school society has negatively affect women to assume school leadership position.					
11	Organizational structures especially job assignment may hinder women from school leadership position					

**INTERVIEW APPENDIX B  
HARAMAYA UNIVERSITY**

**POSTGRADUATE PROGRAM DIRECTORATE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Interview Guides for Female leaders**

The objective of this interview is to collect necessary information for the study of *Female teacher perceptions' of leadership position in secondary school Dire Dawa City administration*. Therefore, your contribution of this study is highly valued and you are kindly requested to respond to the questions. Finally, the student researcher would like to assure that your identity is strictly confidential.

**Thank you in advance for you cooperation!**

**Interview Guides for Female case team leaders**

**Part one:** General Information and personal data

Name bureau/office----- sex----- Age-----

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

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**Part two: Interview guides**

**Direction:** Please, openly reflect on the following guided interview questions

1. What are the perceptions of female teachers in secondary schools leadership position?
2. How female teachers involve in leadership position?
3. What are the status of empowering female teachers school leadership Position?
4. How to empowering female teachers in school leadership position?
5. What Factors are affecting female perception in secondary school leadership position?

