

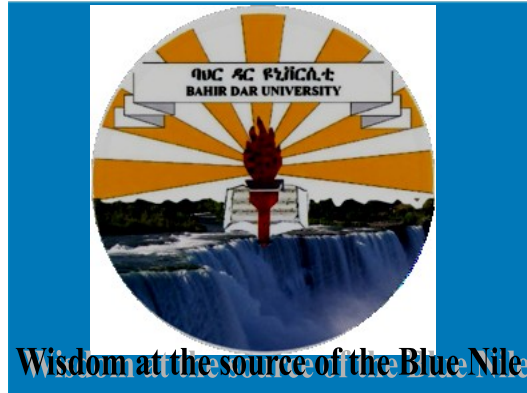
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FACTORS THAT AFFECT PRIMARY SCHOOL WOMEN TO COME PRINCIPALSHIP POSITION IN BAHIR DAR ADMINISTRATIVE CITY

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**FACTORS THAT AFFECT PRIMARY SCHOOL WOMEN TO
COME PRINCIPALSHIP POSITION IN BAHIR DAR
ADMINISTRATIVE CITY**

**A THESIS SUBMITTED TO THE GRADUATE PROGRAM IN PARTIAL
FULFILLMENT FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL PANNING AND MANAGEMENT**

BY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

August, 2014

Bahir Dar

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**BAHIR DAR UNIVERSITY
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MANAGEMENT**

The thesis entitled " **FACTORS THAT AFFECT PRIMARY SCHOOL WOMEN TO COME PRINCIPALSHIP POSITION IN BAHIR DAR ADMINISTRATIVE CITY**" By Abebe Leyew is approved for Degree of Master of Arts in Educational Planning and Management.

Board of Examiners

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ABSTRACT

The purpose of this study was to investigate the reasons for underrepresentation of primary school woman teachers to come principalship position in Bahir Dar city administrative zone. To achieve the objectives, a descriptive survey method of research was employed in the study. To this end, 13(25%) primary schools were selected by systematic random sampling methods from the total of 52 primary schools. Of these sample schools all the 13 principals and 288 teachers were taken as a respondent of the study and 10 supervisors were also taken by comprehensive sampling method. Beyond this 3 education department heads and 6 process owners were taken to participate in interview questions. The questionnaires were administered to teachers, principals and supervisors, whereas the interview schedule was administered to 6 women principals, 6 process owners and 3 education department heads. Data were gathered through closed ended and open ended questionnaire and semi-structural interview. Based on the data gathered, percentage was computed to describe the general characteristics of the respondents. To analyze the individual, socio-cultural and institutional factors mean, standard deviation and one sample t-test were employed. The study used both quantitative and qualitative technique. The study found out that the major reasons for underrepresentation of women in principal ship positions. These major reasons were categorized as individual, Socio-cultural and institutional factors. Based on the presentation and the analysis of the results carried out in the research concluded that lack of aspiration and motivation, lower perception of women about themselves, lack of confidence in their work, having poor access to information and network and women's reluctant to apply for promotion were the top inhibiting individual factors, whereas, female's incompetent to lead educational leadership is not a factor. And lack of respect in the society, overlap of family and home responsibility and male leaders dominated culture of the society were the top three socio-cultural influencing factors for women teachers to be principal of the school. Regarding to the institutional factors, lack of support and encouragement from supervisors, experts, process owners and heads of education department, the complexity nature of principal ship in educational institution, negative attitude of males to ward affirmative action program for females are the serious challenging factors. On the reverse manner the absence of role model women principals in the educational institution is not a factor for the study area. The study recommended that regular awareness training about women leadership for teachers, supervisors, principals and the school community should be designed in order to avoid wrong perception about women leadership and also design monitoring and evaluation program for supervisors in order to fill the gap of women principals in primary and the education sector should collaborate with children youth and women affairs to tackle the problem of under representation of women teachers in leadership position.

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Acronyms and Abbreviations

ANRSEB: Amhara National Regional State Education Bureau

ANRS Amhara National Regional State

BOE: Bureau of Education

CEDAW: Conventions for elimination of all forms of Discrimination against Women.

CFDRE: Constitution of Federal Democratic Republic of Ethiopia.

MEDAC: Ministry of Economic Development and Cooperation.

MOE: Ministry of Education

UNESCO: United Nations Educational Scientific and Cultural Organization

VAW: Violence Against Women

WAO: Women Affairs Office

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

Education is the ultimate liberator, empowering people to make personal and social choices. It is also ultimate equalizer, particularly in promoting greater equity for women and for the poor and disadvantaged groups (Kane, 2004).

Education is generally viewed as a basic factor to the development of the individual, family, society and the country at large. It is an acknowledged fact that education empowers both men and women with knowledge and experience. In line to this, UNESCO (2003) showed that, education is a powerful means that significantly changes the life of an individual and empowers people to contribute for national development. Therefore, education becomes necessary for both men and women in general and for women in particular. With regard to this, MOE (1994), in its policy document articles 3.7.7 and 3.9.5 ensured that, special attention will be given for women to raise their participation in education. The notion of the policy implies that, educating women is educating mother and educating mother on the other hand, is educating the whole family. Thus, to achieve a sustainable development for a country, it is important to educate women and increase their involvement in social, economic and political participation.

Once an organization is made to exist there is the need for competent management or administration to guide and coordinate the efforts of the work group so as to keep the system going. Along the over-all system of the educational ladder there are school systems each independent and yet bind together to fit into one complex system. The primary school, for instance, forms a basic unit and a system by itself. The central role in the organization of the school is played by the principals. Among all school administrators the principals are now seen as having the greatest impact on teacher performance and student learning and, as a result, is being held more accountable for educational outcomes. Among the principals, the women principals take their own part equal to the men principals in the effective administration of the schools and education outcomes.

Historically, leadership has carried the notation of masculinity and the belief that men make better leaders than women is still common today (Fullan, 2000).

Women's equal participation in leadership and decision making plays a vital role in the general process of the advancement of women. Without the active participation of women and the incorporation of women's perspective at all levels of decision making and leadership role the goals of equality and development cannot be achieved. Specially in the primary schools females participation in decision making helps to show for children and their family ,like that of men, women are be able to manage schools. And the base line generation perceives that females are effective both in managing the home and in decision making process in school environment.

Despite much positive development, in practice it is still not possible for women to be equal to men in the twenty- first century. One of the fields in which inequality between men and women continues to exist is education. In educational institutions, women are given the same opportunity as men to be promoted but females do not became principals due to obstacles resulting from societal structure; perceptions from family and women's point of view towards leadership ,obstacles resulting from educational organization and environment(Shakeshaft,1989).

Even some leadership theories by themselves influence the participation of women in leadership position. For instance, the trait approaches focuses on male's dominance and ignore the participation of females. On the other hand the transformational and transactional leadership theories give equal value for women and men in leadership position. Hence the theories by themselves influence the women to participate in leadership position negatively as well as positively.

Coles (1975) notes: "if the aim of education is the full development of human potential, then educators have substantially failed one-half of the humanity." With regards to this, in the first place, the role of women as educational leaders is one indicator of the degree to which the principle and practice of equity in the educational system of the nation has been maintained.

Secondly, as noted by Davies and Gunawardena (1992) women's access to educational leadership touches the basic question of equal rights, mainly the right of women to leadership and political participation in school goal setting. Their exclusion from decision making areas,

thus, hinders their political maturation as well as the degree to which they internalize public goals. Women's management talents are badly needed to meet this new demand. Heller (1982) further comments that in school organization whose main purpose is to educate children and youngsters, one has to appreciate the function of motherhood, sensitivity and gentleness. Implicitly, in Heller's contention is that woman are generally democratic; their inclusion in the educational leadership with men is, therefore, additional asset to the existing potential. Furthermore, in light of the influence of same sex role model (Eastler, 1975) the promotion of women to educational management is felt to encourage girls' participation in education.

AS Girma (2009) argued, women in Ethiopia were traditionally socialized for domestic life of child rearing and home management, males on the other hand, were prepared for public arena. This cultural stereotyped and traditional view that considers women as incompetent for leadership and a decision making role is reflected by a lot of proverbs frequently used by the society. Regarding this, Seyoum (1986) cited in Girma, (2009), the following two Amharic proverbs were said:

“ሴት ብታውቅ በወንድ ልጅ ያልቅ: however knowledgeable women may be, the final decision rests with man”.

“ሴት ልጅ በማጀት ወንድ ልጅ በሽሎት: Women's place is in the kitchen, while that of man's is in the court of law”. These proverbs indicate that, the society seem to have negative attitudes towards women. However, Seyoum argued that, it is scientifically true that human beings by nature have equal potential for knowledge occurs through education, culture and experience, regardless of gender difference in being male or female.

In most countries of the world, women are underrepresented in principalship positions in proportion to their actual number in teaching profession. With regard to this, UNESCO (2004) reported that, women are poorly represented among head teachers, and this underrepresentation of females becomes even more visible when compared to their number among the teaching force. Accordingly, UNESCO (2004) in its study on seven Asian countries disclosed this under representation by providing the data of females' participation in principalship positions of the countries, such as, in Republic of Korea, at primary level 65 per cent of teachers are females,

only 6 per cent are principals, similarly, in Sri Lanka, 71 per cent are female teachers, but only 27 per cent of principals are females.

Low representation of females in leadership roles in general and school principalship in particular is the contribution and results of several factors working against women. Among the factors Bank and Hall (1997) identified barriers, as internal (personal), institutional and societal factors. Hence, these barriers are operating in the education system of Ethiopia and Amhara region in general and Bahir Dar City Administrative Zone in particular and are hindering competent female teachers from active participation of leadership and decision making roles. Furthermore, few females who got the opportunity to lead primary school are subjected to different challenges, and are perceived by teachers and the society as ineffective and less knowledgeable to lead schools effectively.

1.2 Statement of the Problem.

Currently, the Ethiopian Government's commitment and dedication to promote women's equal participation in the economic, political and social developments of the country has been manifested in various forms. A number of measures were taken by the government have created enabling environment to empower women to become active participants of the development process and benefit from it. In 1992 the creation of a Women's Affairs Office within the Prime Minister's Office mandated to coordinate and facilitate conditions to promote gender equality in areas of development. The declaration of the first National Policy on Women in 1993 provided a framework within which Government's commitment to empower women can be channeled. The Women's Affairs Office of the Prime Minister's Office is charged with responsibilities to oversee and coordinate activities leading to the effective implementation of the Policy. The government also strongly believes that men and women should have equal chance to participate in the socio-economic process and decision making as it is one aspect of democracy.

In line to this the CFDRE (1994) emphasis that equality of men and women regardless of their biological sex. Thus, to achieve a sustainable development for a country, it is important to educate women and increase their enrolment in social, political and economic aspects.

To implement the policy a structure is put in place. The machinery for enforcing the National Women's Policy had been the Women's Affairs Office operating under the Prime Minister's Office with various departments in the different line ministries and federal agencies and commissions, but now it is the Women's, children and Youth Affairs Ministry. In line with this, there are regional Women's, children and Youth Affairs that are in charge of policy matters in the respective regions and administrations. Thus, advancing the lives of females in general, and improving their representation in managerial position in particular, is a timely issue.

The ANRS takes important measures to promote women participation in principalship position. Regarding this as cited in Amhara Region Administrative council (2008), the national government gives special treatment for women teachers to come to principaship position. During Selection 30% of the required number is given only for female teachers to compute each other and 70% is given for males and females and more over additional 6 mark is given for female teachers the result they acquire through competing with male teachers from 100% and, in placement females have a chance to get good places. That means if women and men principals are recruited at the same experience female principals have priority to get suitable place for their work than men principals.

In spite of the fact that much positive Policies and regulations have been existed, in practice it is still not possible for women to be equal to men principal position in the country, region as well as the target area. Thus, searching the reasons why women's underrepresented in principalship position in primary schools was the rationale for undertaking this study.

In Ethiopia, even though the government policies of equal opportunity for both men and women to participate in the democratization of the country, women have not been adequately represented at all levels of leadership positions and gender equality and equity principles are yet to be fully integrated into the processes (UNESCO, 2003). Similar to many other countries, the underrepresentation of women in educational administration in Ethiopia is a felt problem. In order to understand the extent to which women are excluded from educational leadership in Amhara region and the study area, it is essential to see the portion of women's share in the teaching and primary school principalship. The AREB (2013) Annual Educational Statistical

Abstract showed that there are a total of 95,191 teachers (53,760, males and 41,431, females) and 7,493 primary schools in the region. The representation of women teacher in the region is 43.5% and among 7,493 primary schools principals (male= 7267 and female =626). This means only 626(8.3%) schools are headed by women principals. And the number of teachers in elementary schools of the study area is 1175(male=569 and female=606). Among these, the number of female school teachers is 606 which cover 51.6% of the total primary teachers in the study area. Out of 52 primary school principals, the number of women principals is only 6(11.5%).

From the above data, the participation of women in teaching is greater than men. However, the proportion of women in principalship position is underrepresented highly. This shows as there is high magnitude of women's exclusion from educational leadership even in cities such as Bahir Dar where the concentration of female teachers is high.

Therefore the problem of women's underrepresentation in educational administration in Bahir Dar city administration seems critical. Capitalizing the impact of women's absence from educational leadership, this study is helpful to examine some of the major reasons (factors) that may result in the underrepresentation of primary women teachers from educational leadership particularly principal ship in Bahir Dar administrative zone.

Thus, the study focuses to answer the following basic questions.

1. What are the major individual factors which hinder primary school teachers to become School principals?
2. What are the major institutional factors those under-represented primary school teachers to become principalship?
3. What are the major social -cultural factors which inhibit the share of women teachers to be principalship?

1.3 Purpose of the study.

The purpose of studying with the topic the reasons for underrepresentation of primary school women teachers to become principal position are:

- to identify the major individual factors which hinder the women teachers to become principalship
- to investigate the socio-cultural factors which inhibit women teachers to be principalship.
- to assess the institutional factors that influence women teachers to become principalship.

1.4 Significance of the Study.

This study is about women's underrepresentation of managerial positions in primary schools. The rationales for the study have been quite clear from the beginning: women are remarkably underrepresented in managerial position particularly in primary school principalship. Moreover, dominant assumptions and practices throughout society are based on the idea that men are the norm, and women some kind of optional extra and intellectually inferior. Given this "normality" of man-made Standards and disproportionate representation of females in school leadership, it will be very difficult to advance women's representation in managerial position in the near future and realize gender equity and equality in the long run. Therefore, this study will help to aware the society and to devise more effective strategies and formulate gender-friendly policies (legislative change) for addressing underrepresentation of women in managerial position. The finding of this study has the following significances:

- ❖ it provides insights into the current status of gender equality in the leadership of the Bahir Dar administrative city education department and BOE.
- ❖ it shows the gaps in practice and policy provisions related to female leadership in the Bahir Dar City administrative education department, BOE and MOE.
- ❖ it provides baseline information for further studies on women's participation in leadership.

1.5 Delimitation of the Study.

The scope of this study is delimited only to Bahir Dar school principals in primary education. It does not include other educational leadership positions in the school such as supervisor, department heads, and unit leaders. In addition to this, there may be number of reasons which under-represent women to be principal of primary schools. However; this study basically deals with only the main reasons namely, socio-cultural, institutional and individual factors which inhibit women teachers to hold principalship position. But the religious and economical factors were not included here.

1.6 Definitions of the Study

Under-representation: is a term used to describe the disproportionate (that is, too small or none) representation of women in managerial position.

Principalship: the position which is represented to lead and administer the school

Principalship position: For the purpose of this study managerial position, leadership position, school headship position, administrative position represents principalship position.

School leader: on the context of this study school leader means principals and supervisors

Process owner: The position of the civil servants which lead and coach the experts.

Gender Equity: This was fairness in which women and men participated as equals and have equal access to socio-economic resources.

Gender roles: These were rights, responsibilities, expectations and relationship of men and women

"Normality": For the purpose of this study, normality means man dominance in leadership is considered as a standard criteria perceived by the society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1 The concept of leadership

The concept and definition of leadership has been a topic of debates among scholars for many years. Simple concepts are easily defined but complex concepts such as leadership must be defined more vaguely (Leithwood and Duke, 1999). Defining leadership is difficult because it involves a multitude of followers' interaction which takes place in many different types of organizations and environment (Leithwood and Duke, 1999). Yukl(2006) states that the concept of leadership is fostered many definitions, with no one definition becoming universal because the concept of leadership is so arbitrary and subjective.

Though leadership is difficult to define, the three major areas common to most definition have been identified. The first is that leadership is based on an organizational improvement (Leithwood et al., 2006). Leaders are people within an organization attempting to improve the organization in some way. Another commonality in leadership definition is direct setting within the organization(Leithwood et al.,2006;Yukl,2006).Direct-setting is linked to organizational improvement because for leaders to improve an organization, they must have a direction toward which they are taking the organization without this direction, organizational improvement is not likely occur. The final commonality to leadership definitions is the importance of leader influence.

Influence is important regardless of who is exerting it, how is exerted, the purpose of exerting it, or its outcome(Leithwood and Duke,1999).Leaders intentionally exert influence on organizational members in order to affect the organization(Yukl,2006).

Yukl's definition of leadership encompasses these three commonalities in to one definition;"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives.

In the same token there are various definitions of leadership in the literature. Leadership can be defined as the process that directs and organizes individual(kotter,1990).Leadership is the art of weaving relationship in both officials and un officials capacity and motivating other to evolve and grow, complete their work and learn from the process(Burns,1978).Hoy and Miskel (2008) also define leadership as social process in which a member or members of a group or organization influences the interpretation of internal and external events, the choice of goal or desired out comes ,organization of work activities, individual motivation and abilities, power related and shared orientation.

Although such a large number of leadership definitions may seem confusing, it is important to understand the definition of leadership is a complex task. The establishment of various definitions can help generate the multitude of factors that constitute leadership. However, Yukl(2006) suggests that most definitions of leadership reflect the notation that leadership is an influential process whereby the leader exerts intentional influence over followers' that is to say it is a group of phenomenon involving the interaction between two or more persons to structure the activities and relationships in an organization.

2.2 Women Leadership

Historically leadership has carried the notation of musculalinity and the belief that men make better leader than women are still common to day (Fullan, 2000). According to Hojgaard(2002),the societal convections regarding to gender and leadership traditionally exclude women , and top leadership is viewed as a masculine domain. People are both the ends means of development .Then the women and men are the main actors and each constitutes half of the population in the world .Therefore, if development has to succeed the untried potential of women has to be fully utilized in the process.

Arguments ,therefore ,is that testimony only consists in witnessing to something that has or has not happened ,and if a women cannot be trusted to the same degree as a man on such matters, how can she be considered the equal of man when required to give a decision on a point over which two parties are in disagreement. Although women may be appointed as administer in Egyptian government with administration over thousand of male and female employees, she is not allowed to mediate disputes even as a petty court judge on become ahead of a village who

will mediate quarrels and conflict. Male power is used to limit ,channel, suppressor deny women's power (Ibid).Similarly, Ruth(1998) argues that the proportion of women on the top administrative jobs in American is quite low, but women may be encouraged to pursue the traditional "female" specialties such as pediatrics, psychiatry, preventive medicine. More than 95% of the seminar mangers at major industrial and fortune 500 companies are male. And the proportion of women who working televisions as prime time produce directors and writers ranges from 8-26% on the various net works.

Nevertheless, even when they have the same education ,time on the job ,and occupational attitudes ,women are less likely than men to achieve high status position or to move in to management And they have been used to justify the fact that women historically have had fewer educational opportunities and lower paying jobs. But the right to equal economic opportunities only begins at the point of gaining employment. However there is a discrimination both in hiring and in promotion including discrimination in the sense that women are often discourage from entering certain occupation in any occupational categories women are found disproportionately in the echelon jobs.

2.2.1 Women in Educational Leadership

Historically, women never dominated in a position of school leadership. Given that the path to school administration often begins with teaching, women have long struggle to be included and taken seriously in the field of education .The teaching profession was not always open to women. Early records documented that teaching was done by men until the late eighteenth century (Shakeshaft, 1989).When women were admitted to the teaching profession; their role was substantially smaller than that of their male counter parts. In spite of the fact that the teaching profession has been" feminized" and has been viewed; women were not permitted to teach until the shortages on men provide a need as well as an opening for women with the profession (Rury, 1989).

When the United States was predominantly an agrarian society, education focused on skills related to societal values. Male teachers instructed typical village schools. The teacher was often a college student or in seminary. Other teachers were males with disabilities who were ill-suited for the regroup of farm life (Hoff Man, 1981). In some cases women did teach. However, they

taught small group of very young children .Often these women were poor, older, widows, Dame, schools ,as they were called ,provided basic information to small children in exchange for a small some or in kind goods young women also sought to teach as an alternative to farm life(Hoff Man,1981). Women were encourage to enter the teaching profession, because it would be offered training on how to handle young children and prepare young women for eventual mother hood .The second reason posted having women as a teacher is the civilization effect they would have on young, rowdy boys. However, women were primarily assigned to the primary grades, because they were thought too weak to discipline the older boys (Kerber, 1983).

Although teaching did ultimately become feminized, women faced several kinds of discrimination at various times throughout the evaluation of the profession. Many districts had policies forbidding married women to work. Some school districts would hire married women to teach only under special circumstances (Davis, 1992). When women did marry, they were forced to resign their teaching positions.

Likewise, women and education in Africa has its own history. The most fundamental reasons for the existence of an educational system are that education plays a significant role in the economy of any society. In view of this, it is essential that the education provided meets the economic need of that society, thus enhancing efficiency in the use of social and economic resources ultimately leads to improved economic growth and social well being. According to Kerlfer(1985),Education should contribute to economic development, equalize opportunities between social classes, reduce disparities in the distribution of income and prepare the labor force for a modern economy. Researches done by Kelly(1978),Browne and Barrett(1991) confined that, the international organizations such as the united nation, UNESCO, the world bank, and the third world countries are becoming increasingly aware of the importance women in national development and the fact that education can contribute to their playing as much more meaningful in development.

There are many reasons as to why the education of women is important. Researches done by Kelly(1978),Browne and Barrett(1991) shown that there is a strong association on between education and better life ,nutrition , improved hygiene, low mortality and fertility rates, and economic development. Education for women in sub-Saharan African has been noted to have a

powerful developmental effect in light of their cardinal role of nurturing, upbringing, socialization and education of children .Women are well known for being active economically, as both producers, and consumers of goods .Their capacity to serve actively in these areas can be enhanced if they are provided with adequate level of education (Browne and Barret, 1991). A lack of education on the part of women deprives them of their productivity levels in the rural areas, because they will remain ignorant of ways and means of producing more on realities of limited family resources and employment opportunities for women, which in the past have inhibited girls' entry in to primary and secondary education may now prominent factors which inhibiting Nigerian women from entering university (Biralmah, 1987).

The history of Women's education in Ethiopia is also mentioned as follow. According to MEDAC/WAO (2001), women constitute half of the country's population are involved in 50-80% of the economic development and social welfare activities. However, they do not benefit from the nation's wealth. Given women's lack of access to economic resources and the various obstacles preventing them from benefiting from the fruits of their labor it can be estimated that the majority of the people, 27 million living in chronic poverty in Ethiopia are women. The document MEDAC/WAO (2001) also states that the situation of women living in rural area is humiliating. The fact is that females are under privileged and underrepresented in development and leadership. This raises the issue that the role of education and female participation in education should be analyzed and studied. Furthermore, although modern education was introduced in Ethiopia at the turn of 20th century, its development was cautious and gradual, particularly with regard to the education of women. AS Seyoum(1986) investigated in his research though empresses men established school for girls in 1931 ,the number of students is not more than a token. The country's education policy at no time has made a distribution based on gender; however evidence still confirms the superiority of males in an indirect way.

According to MOE (1994), the educational and training policy of the transitional government of Ethiopia has launched an educational program with major emphasis on enhancing the participation of females in education through means. Despite the policy, however, the pattern of participation of female in managerial position is still very low.

Leadership in education, particularly school leadership is considered it seems highly characterized and dominated by males and females' participation is insignificant, indicating that, school leadership is more of a male domain. Regarding this Bass (1981) reported that women are almost completely absent from the study of leadership until the late 1970s. Hence, various studies were conducted on factors that resulted for low representation of female in school leadership roles and different findings were reported. In addition to this, females less in number found in principalship positions are subjected to different challenges while performing their leadership role at schools.

Current literature on women principals has indicated that whilst the number of women in managerial positions in the business world is increasing, this cannot be said in educational leadership (Celikten, 2005). The number of women who held administrative positions in schools in the past is unchanged in the present time. Comparison between women in the teaching field and administrators evidently sees an increase of women in the teaching field yet this is not reflected in administration positions (Celikten, 2005).. Even though this may be the reality in some ways, women are just as important to leadership as men. Studies have shown that women lead differently to men, yet barriers exist that hinder them in excelling into higher positions.

2.2.2 Characteristics of Female Principal's Leadership

As Ndongko, (1999) noted, women have been brought up to be helpful, patient, accommodating, understanding and people minded. He further indicated that, they are generally more aware of the human factor which is considered important. However, a brief look at some of the findings becomes important to understand the characteristics of female's leadership.

Accordingly, Hart (1980) viewed, men as aggressive, independent, objective, rational and maintain self control, which was more valued than those of women, whereas, the women was shown as emotional, subjective, passive, talkative and gentle. In a similar vein, Wirth (2001) stated that, males were seen as manipulative, independent, forceful, competitive, logical, resilient and decisive, while the females were seen as flexible, emotional, spontaneous, intuitive, caring, cooperative and thorough.

Fullan (2000) on the other hand, reported that, men tend to emphasize individual relationships, individual achievement, view power as a source for controlling events, people independence, authority and set procedures. Women by contrast tend to emphasize successful relationship, affiliation, and view power as a means to achieve shared goals, connectedness, authenticity and personal creativity.

.Thus, as of research findings of scholars mentioned above, characteristic of female's leadership was expressed as people-oriented, less devoted on tasks, and caring when compared to male counter parts.

Consequently, Fullan (2000) argued that, men focus more on achieving success in tasks, while women seek interpersonal success. Women put more energy into creating a positive group effort, whereas, men focus on displaying recognizable leader behavior. Further, they went on to indicate that, the difference in leadership characteristics is the result of role expectation, leadership style and situational characteristics.

Scholars attempted to differentiate leadership characteristics of males and females, on one hand, there are people who assume male and female's characteristics of leadership overlap on the other hand. Thus, it seems difficult to differentiate leadership characteristics of males and females; however, the difference depends largely on the situation and other factors.

Shakeshaft (1989) viewing characteristics of leadership as a culture and its implementation for education recognized that, male culture and female culture applied to educational leadership do not refer to entirely distinct categories, rather cultural overlap does exist. Hence, it appears appropriate to conclude that, leadership characteristics of male and female principals' overlap based on the situation encountered.

Usually, leadership characteristics of male and female principals over lap based on the situation, one can view leadership characteristics of female as people oriented, better listeners and more emphatic as reported by the scholars

2.2.3 Perceptions of Teachers towards Leadership of Female Principals

Nowadays, women are taking on leadership roles relatively in greater numbers than ever before, however problems still exist which constraint the opportunity for capable and competent women

to rise to highest leadership positions. Studies were conducted paying attention to the constituents which suppressed women to participate in leadership roles and findings were reported.

In line with this, Schmuck (1980) reported that, sex-role stereotyping is one of the factors that constrained women to participate in leadership roles, and categorized it in to three as the individual, the social and the organizational perspectives.

As Schmuck clarified, the individual perspective is limited by the individual attitudes and focus on men's and women's work, the social perspective provides women's work less status, value and pay, men gradually hold more influential positions. The organizational perspective on the other hand, discriminates and marginalizes competent women with terms such as "girls" and "honey". Ultimately, these stereotypical attitudes make it difficult for women to involve actively in leadership and decision making roles compared to their male counterparts.

In a similar vein, Allio (2003) reported that, men embrace stereotypes of women that include traits of weakness, passivity and instability, images of sexuality or the obligation of motherhood also complicated the relationship between men and women as leaders and followers. Moreover, Allio stated that, women leader experience serious handicap in organization in which majority of their followers are male, who may hold women to a different and higher standards of performance from men.

On the top of this, the stereotypical attitude divide the society in to male and female ground, and attribute certain tasks and spheres of responsibilities to each gender assuming that one must behave in accordance with the social expectations of one's gender (Limerick & Andereson, (1999), Shakeshaft, 1989). Thus, leadership position in this sense belongs to male members of the society and women should abstain from attempting to attain this kind of position (Celikten, 2005).

Correspondently, Fullan (2000) reported that, one third of all working women in USA were concentrated in seven jobs meant for women which includes, secretary, retail sales, clerk, household worker, elementary school teacher, waitress and nurse. As a result, the findings of, Fullan denoted that, the societal sex-role stereotypes and attitudes influenced the career

aspirations of women and their competency towards low status jobs rather than leadership positions.

Women in school leadership are subjected to pressures, which are not experienced by male principals. It may be however, argued that, they share some of the same work related pressures as their male counterparts, but some problems are unique to female principals. They are usually loaded with dual expectation of family and school leadership roles.

While, most of principals depend on a great extent to the support and loyalty of staff, sharing of ideas and work towards achievement of school objectives, Cubillo and Brown (2003) in their study however, reported that, women principals felt that they often experienced more difficulty in being accepted, difficulty with the staff, and further they noted that, male teachers are threatening and the reluctance of women teachers to work for women principals were the findings of their study.

Jarvis (1969) on the other hand, reported that, teacher especially males have less esteem for female principals, considering them as less effective and less knowledgeable.

Therefore, the findings reported by the scholars conform to the cultural stereotypes, social norms and traditions which defined women as weaker than an inferior to men. Due to this, stereotypical masculine behaviors characterize or perceive leadership and feminine traits are devalued in schools.

With regard to women's promotion to leadership position, there is an assumption that, women lack aspirations, qualities and skills and choose not to put themselves forward for promotion (Boulton & Coldron, in Coffey & Delamont, 2000).

However, feminist scholars have challenged this assumptions proving them to be inadequate and making a far more complex positioning of women within the careers of teaching. In line to this, it has been suggested that, the assumptions that women lack ambitions and promotional qualities are more a part of the folklore of the staffroom than the experienced reality of women teachers (Delamont, Measor & Sikes, Boulton & Coldron in Coffey & Dalamont, 2000).

Perceptions, which provide less importance for female principals in their leadership roles, are usually reflected not only by male teachers but by female teachers too. Mahlase and Shirely

(1997) on their study of principals preference for female teachers, if it made any difference having a male or female as their principal, reported that, most female teachers replied that, they did not mind working under either a male or female principals.

However, as Mahlase and Shirely noted, when female teachers were given the opportunity to make a choice, a few preferred to work in schools run by female principals, but, majority of female teachers preferred to work in schools led by male principals. This happens because of the perceptions or attitudes of some women teachers towards leaders detracted from the notion of leadership traits exhibited by female teachers in schools that headship is an appropriate male domain.

In general, it seems to continue that, women to suffer from socialization and negative perceptions from teachers and others which may result in creating obstacle to their career development in the society. Therefore, a successful alteration of this old paradigm will require that, both male and female teachers demonstrate more courage in accepting the leadership of female principals, however, clearly it demands women to demonstrate their effectiveness in leading schools staffed largely by men and improve their self-concept or self-image aggressively.

2.3 Underrepresentation of women in Educational Leadership

Various researchers have confirmed the under-representation of women in educational leadership. Factors that result in the exclusion of women from educational leadership are manifold and interlocking. Some of the glaring ones which are indicated in the work of different researchers (Shakeshaft,1989; Weber and others, 1981; Heller, 1982; Colewill, 1989; Davies and Gunawardena, 1992; Grambs, 1978) include: the impact of traditional sex role stereotyping, the pressure of family and home making roles, the traditional norm attached to women's aspiration, institutional sex segregation mechanisms in the hiring and job placement of employees, and biases attached to management styles and job performance of women educational administrators.

Chelimo and Washinju (2007) noted that there are fewer women than men in educational management in keynya. In Kenya women are underrepresented in educational management.

A study of women in educational leadership position in education undertaken by (Brown&Ralph, 1996) indicated that women were making little progress in achieving equity with men in attaining leadership positions in educational administration and policy making. The study suggested that women are hindered by various barriers which keep them from advancing to educational leadership.

Internal barriers include the effect of socialization, and sex stereotyping. External barriers derived from the structure of the education system that looked women low power, low visibility, dead end jobs, and limited their performance and opportunities as the result. These factors make females to feel inferior as males dominated management positions. This results in low participation of women in educational management.

Women have sought to move in to school leadership positions, but they have not been able to overcome the dishonor of culture that consciously or unconsciously, believe that women in education are better suited for the class room. Currently female teachers on both elementary and secondary levels far outnumber their male counterparts. Therefore, it would be reasonable to assume that with no many women in the class room it would be natural for women ascend into educational administration. Edson(1988) pointed out in his study of 142 female administrative aspirants from various geographical regions that there is a definite pattern of gender division of labor in education. He concludes that women have not made significant gains in educational administration because their “femaleness” appeared to be problematic in an area dominated by men .Consequently; their gains have been slow and weak. Based on the current status of women in educational administration, males continue to dominate all facts of this domain, except specialists of instruction. These positions, for the most part, have represented. The highest levels stone women achieve in education (ShakeShaft, 1989).

2.4 Barriers to women participation in Educational Leadership

As Cubillo and Brown (2003) reported, education is a field dominated by women, they represent majority of the teaching profession, but are greatly under-represented in the position of leadership. Thus, there are various factors which contributed for women to be found in lower

status positions in schools as well as other organizations. In supporting the idea, lower status positions meant for women, Davis (1986) and Shake shaft (1987) reported that, women tend to be concentrated in a lower echelons of educational hierarchy. Similarly on job opportunities and advancement of women UNESCO(1995) reported that it is acceptable for a women to be a teacher, but not administrators, a laboratory assistance ,but not an engineer, a secretary, but not an executive, a farm hand or laborer in a field of the farm but not a tractor driver or farm manager. Therefore assignment of such lower status jobs for a women rather than leadership is a result of society perception which grants leadership position for males and followership role for females.

Accordingly, Bass (1981) reported that women were almost completely absent from the study of leadership until the late 1970s. Lack of research on women was not viewed as a problematic because gender was considered difference of consequences .Bass, further noted that ,researchers seemed to believe that their findings be applied without regard for gender. Women in the past were excluded from education, because of cultural and traditional perceptions of the society which grants less value for women education.

Allio,(2003) reported that, historic deprival of access by women to be halls of learning has intern, denied them access to wealth and power and hence, to positions of leadership she is in patriarchal society.

Norms and values on the other hand further noted that , these exclusions then evolve in to traditions that are difficult to change especially id are products and parts of role socialization that begins in infancy and continues through adult hood for both males and females, Fullan(2000) in this regard reported that women, experience prejudice and discrimination, the values and norms that legitimate prejudice and discrimination are internalized and transmitted to new members of the society through socialization.

As mentioned earlier, women's involvement in educational leadership position was very low compared to their members in teaching professions. For example in Canada while three quarter of teachers are women, three quarters of the principals are men (Taylor, in, coffey and Delamount, 2000). In England and Wales ,over 80% of the teachers are women where as 46% are principals ,similarly in Island 75% of the teachers are women but only 8% of the principals

position is occupied by females. Similarly, as it was mentioned in the introduction part of this research, in the study area 51.6% of the teachers were women where as 11.5% are principals.

Another factor for low representation of women in leadership role is the notation that interested to leadership roles. Regarding to this, Edson(1988) motivated or interviewed female administrative aspirants on his study and reported that, they had to be far superior to male candidates just to be considered for an administrative positions and even then, school boards still showed a preference for hiring men than women.

Sims (2006). Investigated on the topic the obstacles of women seeking the principalship in public education; and also explore major changes of different obstacles to women's principalship because women's roles have changed overtime. Different obstacles in women's pathway to principalship are: low selfimage; lack of encouragement; myths about women's work; sex stereotyping; lack of aspiration; role conflict; low self-esteem; family responsibilities; lack of mobility; and hiring and promoting practices.

Gaus (2011) in his study revealed that the underrepresentation of female teachers at headship positions was due to both socio-cultural and institutional. Those socio-cultural and institutional factors are Cultural expectation ,family responsibility ,recruitment procedures ,lack of support from school systems, lack of opportunity and lack of positive feedback.

Schmuck (1981), from her efforts in reviewing the literature of research on women and leadership, found research and divided it into several categories. Research exploring the barriers women faced in pursuing their leadership roles falls into three strands: internal barriers, external barriers, and strategies for overcoming barriers. Internal barriers include aspects of "socialization; personality; aspiration level; individual beliefs and attitudes; motivation; and self-image. External barriers include aspects of sex-role stereotyping; sex discrimination; lack of professional preparation, and family responsibilities" (Schmuck, p. 14). Methods for overcoming these barriers include "general advice, sponsorship, role model, legislation and education

In general, factors that contribute for underrepresentation of women in educational leadership are assumed to be, organizational (institutional), socio-cultural and individual factors which were cumulative results of early research theory and practices that provide opportunities for male dominance in educational leadership position and underrepresented women from leadership position.

2.4.1 Individual Factor

Personal factors are those which are intrinsic to the women herself. They are psychological and attitudinal factors which inhibit the women's efforts to advance herself. Vander Westhurizen (1997) believes that instinct internal or personal barriers that influence the life of the women are generally regarded as the inadequacy which are within the women because of their femaleness. There are as well psychological constraining barriers to come out from socialization of women which affect their activity or ability to perform effectively and autonomously in opposition to repressive state of affairs.

The individualistic internal aspects of aspiring female principal's personas are acknowledged in some research as valid barriers to career advancement. Shakeshaft (1987) states that the internal barriers most often cited as contributing to women's lack of achievement in leadership are "low self-image, lack of confidence and lack of motivation or aspiration"

By reviewing different books and researchers, the personal barriers which hinder women from educational principalship include: poor self image, and low confidence, lack of aspiration and motivation and lack of commitment and lack of willingness to take the risk and Women's reluctance to apply for promotion.

2.4.1.1 Lack of Aspiration and Motivation

Shake shaft (2007) argued that women's lack of success in obtaining administrative positions was not so to lowered aspiration or lack of motivation on the parts of the women. A finding since 2007 documents a healthy level of aspiration among women. However, according to the literature review conducted on women lack of aspiration and motivation in developing countries by Oplatka (2006). women's under-representation in leadership position may be attributed also

to women's own decision not to apply for promotion in education for a variety of reasons such as lack of necessary aspiration, lack of awareness of the promotion system and lack of confidence that they will be successful, gender based socialization, fear of failure and lack of competitiveness.

As one can observe so far, several researchers had been conducted in different parts of the world in the past years to assess factors that hinder women participation in school leadership positions, though there are some sorts of contextual difference in the findings the similarities exceeded the differences. One can imagine that how far more serious the problem is in over case. However, there is not enough research showing evidence about the current state affairs in the study area.

2.4.1.2 Poor Self image and Lack of Confidence

Schumuck as cited in Shakeshaft (1989) introduced barriers of the self image or lack of confidence just ten years prior to the production of the first handbook for achieving sex equality through education by Shakeshaft, and others (1989) by citing several authors stated that women who aspire to become administrators are more likely to report toward aspirations or lack of confidence than women who have become administrators.

Oplatka (2006) conducted an extensive literature review to identify attitudes hampering the progress of women to assume leadership positions with emphasis to developing countries. According to this review the following factors were paramount importance: for instance, family responsibility in Uganda women negative self perception and lack of confidence in their qualification and experience in Turkish women and gender role stereotypes in educational materials in the curriculum and in the school environment transmit gendered attitudes towards the role of girls and boys and engender negative self perceptions in girls that could impede their personal development in Asian women.

Similarly Sanchez and Thornton (2010) found out women sometimes question their own capabilities of being educational leaders because of lack of confidence or aspirations. For example, women careers may be seen as only one part of life. So they are reluctant to progress to other positions. Further more women may not apply for a job unless they truly believe they

have all of the qualifications. As indicated by North house (2007), writers in the popular press has shown an enduring interest in the topic of gender and leadership, reporting stark and meaning full difference between women and men.

This difference turned from a view of women as inferior to men (example, some positioned that women lacked skills and traits necessary for managerial success).

Low confidence and self esteem in women are big issues found in developing countries. Women's low confidence and self-esteem regarding their leadership capabilities has led to few women advancing to leadership positions. Most women lack confidence because they are unfamiliar with their environment. For example Uganda women lack confidence outside of their domestic roles (Brown & Ralph, 1996). Similarly in Turkey, women having the same qualifications as their male counterparts, have negative self- perceptions and low esteem to advance further up the ladder (Turan & Ebiclioglu, 2002). Jayaweera (1997) argues that the media, educational material, curriculum and school environment creates a gender role stereotype, and girls feel intimidated to advance, thus losing their confidence and self-esteem.

2.4.1.3 Women's Reluctance to Apply for Promotion

Women's underrepresentation in principalship positions may be attributed to their own decisions not to apply for promotion (Oplatka 2006). Although it is assumed that teachers are eager to participate in decision-making processes and serve on governance structures, research suggests that they do not jump at the opportunity. Forty percent of the female teachers interviewed in Adams and Hambright's (2004) survey, conducted on the reasons why women teachers seem to lack interest in applying for administrative positions, said that nothing would encourage them to become school administrators. Several of the participants in Eddy's study (2008) of community college presidents revealed that they did not have a 'presidential' position in mind when they started working in higher education. They got the position by either being encouraged by search committees to seek promotion, by being appointed by their chancellors, by seeking the position for fear of the alternative, or simply by following the hierarchy, which naturally left presidency as the next logical step in their career.

2.4.2 Socio- Cultural Factors

The cultural and social values of a society influence how males or females acquire leadership. In countries like Turkey, China and Islamic countries, there are certain norms, tasks and responsibilities given out to each gender, thus one must behave to the expectations of society (Celikten, 2005; Sidani, 2005; Adams, &Miniberg, 2000). The common norm of these societies is that males are in leadership positions and females are forbidden from attaining such positions. An illustration of such norms can be found in traditional Chinese society where women retain their role of being submissive in the home and in society. Sanctions are put in place if women fail to obey such norms, for example the chances of not being able to get married (Cubillo & Brown, 2003).

2.4.2.1 The Influence of family and Marriage

The literature shows that married females shoulder more of the family chores than their male partners do; and their disproportionate share of housework increases the difficulty of pursuing careers in school leadership, particularly so when relocation is required (Coleman, 2000;Gill, 1995; Grace, 1995; Kruse, 2000; Sherman,2000). Female leaders make choices relating to family and career which influence their potential success in both realms. In previous decades, Schmuck (1975) noted that in educational leadership, “men have been more frequently married and women have been more frequently unmarried”. However, she also observed that there was “evidence that one’s marital status is decreasing in its importance to women’s career choices”

Both men and women seek balance in their lives between family and work, however familial and domestic responsibilities habitually impact more upon women. As a consequence, maintaining a work-life balance can be a particular challenge for female leaders (Coleman, 2005; Shakeshaft, 1987, 1989). Coleman (2005) reports that it is evident tensions arise from combining motherhood and principalship. Traditionally women were the primary caregivers for the family and Neville (1988) maintains that it is not simply the only biological fact that they can procreate, but rather “women are trapped by society allocating to them the nurturing role”. Coleman (2002) argues that “the traditional model has been women following men whose career normally took precedence over both family interests and the career prospects of the

female partner” .Neville (1988) also highlights the less frequently voiced concern over the potential impact of leadership aspirations on a female leader’s children.

The cultural and social values of a society influence how male or females acquire leadership. In countries like Turkey, China and Islamic countries, there are certain norms, tasks and responsibilities given out to each gender, thus one must behave to the expectations of society (Celikten, 2005; Adams, & Miniberg, 2000). The common norm of these societies is that males are in leadership positions and females are prohibited from attaining such positions. An illustration of such norms can be found in traditional Chinese society where women retain their role of being submissive in the home and in society, Sanctions are put in place if women fail to obey such norms, for example the chances of not being able to get married (Cubillo & Brown, 2003). Femininity is defined in developing countries as women getting married, housekeeping; and child bearing and child rearing. These roles are influenced by the culture, religion and values found in the societies of developing countries. Cultural practices play an important role in the allocation of resources by the society and the state for the women.

Even if women encompass half the adult population, and often contribute much more than their share to society, inside and outside the home, they are frequently excluded from positions of power even when laws change many old values and prejudices persist. Thus working women, for instance, even when they prove themselves better, are not given equal treatment. As can be recognized from afore said statement, there is difference in men and women with respect to take for granted high rank positions.

In our context, Ethiopia, for instance ,the prime minister’s office women’s affairs sections PMOWAS(1993) confirmed that, women’s number is very minimal in higher status positions including leadership as compared to men perhaps this attributes to the associated social pressure that describe wide ranging responsibilities for the two sexes seems to broaden the gaps of the differences.

2.4.2.2 Domestic Work and Resistance from Their Husbands

A few scholars have acknowledged that the major barrier towards women's advancement is the role of women in the home (Brown & Ralph, 1996; Celikten 2005 ;). In traditional societies, the role of women in looking after the family has influenced women in our century. For example, Turkish women do not seek leadership positions since they would take up their time, and their husbands also prohibit career advancement (Celikten, 2005). Thus, traditional roles of women act as a barrier to women, therefore, fewer are seen holding leadership positions

In Ethiopia, particularly in Amhara culture there are a multitude of day to day proverbs that signify the impact of socio-cultural factors on women. The proverbs usually reflect that women are weaker than men and as a result they are not considered appropriate for leadership roles and other high status positions. If we take the following proverbs, they can illustrate the extent to which they could create a negative consequence towards women's participation in leadership and educational leadership positions in particular "wend wede chilot, set wede majet" which can be translated as women's are not appropriate for leadership roles. The above proverbs indicate that the socio cultural factor seems to have negative effect on the participation of women in the field of leadership and educational leadership in particular.

2.4.2.3 Stereotypes Associated with Gender

Female socialization practices inhibit women from attaining leadership positions because women are historically encouraged to develop personality traits and behavior that prevent them from participating in leadership (Kelly 2008). Societal values and traditional roles combine to have a detrimental effect on how women are valued as leaders (Vali 2010). In many societies women are still assigned a secondary position by the existing customs and culture. As a result, role incongruence occurs when a woman exhibits the behavior expected of leaders. The Role Congruity Theory can help explain how this incongruence occurs and how it affects women's choices of whether to participate in leadership or not.

According to the Role Congruity Theory, the perceived incongruity between the female gender role and the leadership role leads to two forms of prejudice against women leaders (Eagly &

Karau 2002, in Hoyt 2005). First, the descriptive aspect of the gender stereotype leads people to perceive women as more communal and less agnatic, thus perceiving them as less qualified for leadership positions. Second, the prescriptive component of the stereotype suggests that when women leaders successfully demonstrate favorable leadership characteristics, they are perceived less favorable, because it is inconsistent with expectations of appropriate (or desired) female behavior. Together these two forms of prejudice can account for research findings that indicate less favorable attitudes toward female than male leaders, and for the greater difficulty for women to attain top leadership roles, and to be viewed as effective in these roles.

Knowles, *et al.*'s (2009) study of four women mother-educators found that it was difficult for them to balance their multiple roles of mother, wife and educator. The goal of the women interviewed was to become better educators and better mothers. They had convinced themselves that they needed to reshape their desires and actions. They held on to the culturally entrenched idea that expected patterns of behavior existed, and that they had to live up to them. Such stereotyping affects the women's self-esteem and confidence because they may come to see themselves as unfit for leadership roles, or unable to perform outside their domestic roles (Vali, 2010).

Jones (2006) indicated that social stereotypes associated with women at the work-place showed that women are too emotional, not task-oriented, talk too much, are unable to gain control and discipline, or to handle conflict and community issues. Women are often perceived as lacking confidence, as having low aspirations, and a negative self-image. These attributes are viewed as contradictory to the role of headship, and thus may hinder women from being considered as potential school heads.

2.4.2.4 Fear of Geographical Mobility

Due to the fact that schools are found everywhere in a country, teaching is seen to "...provide many opportunities for women to be employed without it adversely affecting the family situation" (Mitroussi & Mitroussi 2009). Conversely, Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire

family. Relocation was considered by 88% of female superintendents in Wickham's study as one of the major barriers for women aspiring to be a superintendent. A respondent in Eddy's (2008) study reported that she loved her job but that her priority would always be her family. She continued by stating categorically that if someone offered her a job that would take her away from her family, she "...would not even think about it in a heartbeat".

2.4.3 Institutional Factors

The principal basis of male supremacy founded not only in the psychological framework of individuals however, in the structure and operation of organizations where women act in the self limiting ways not only because they were socialized as females, but because of their presence in lower power positions, low visibility, and uninteresting jobs (shakeshaft,1989).

In a review of research on women in educational leadership, Ortiz and Marshal, (1988) conclude that women are under-represented in educational leadership because of the way in which school principals developed. They state that over the years' school principals developed in to a field that favors men over women. They identify four themes that dominated the development of educational leadership. These are teaching and leadership were increasingly seems as separate but mutually dependent professions, with women in class room teaching position and men in leadership position; the structure of schools changed, making the more hierarchical and professional; open competition decreased as the sponsorship become as the way built.

External, institutional or environmental barriers are the real barriers which devalue women's work (Shakeshaft, 1989). The institutional or organizational barriers, defined also as systemic discrimination, work against the valuation of women often in a very unintentional way (Calgary Board of Education, 1992). Several studies demonstrate a pervasive bias for men over women for school and line administrative position and women's aspirations reflect the realization of those attitudes (Ortiz and Marshall, 1988). The socialization of men and women, and the separation of administration from teaching contribute to the development of attitudes that favor the movement of men into positions of educational leadership.

Fagenson (1994) argued that organizational culture and life has hidden barriers for women's career development. The impact is the low opportunity for women to get promotions. Ferrario (1990) divided the barriers faced by women into two categories. They are formal and informal barriers. She stressed that it is the informal barriers that cause women to have low aspirations. Those informal barriers are related to the organizational culture as well, such as the existence of „sex-role stereotyping, negative attitudes, exclusion from male group, lack of mentors, minority groups, occupational segregation, and lack of support from superiors.

In a similar vein, Blackmore cited in (Cubillo and Brown, 2003) portrays the state of affairs of women as the stranger within that is, inside the institution but outside the boys club. This entails that women are previously inside the institution, but their level of involvement is as those of women outside the institution.

Institutional factors refers those obstacles inherent in the organization which are related to policy and practice , institutional culture like lack of support, encouragement and counseling and working conditions and sex discriminations masculine nature of the institution absence of role model women in the institution. The detailed institutional factors are mentioned as follow.

2.4.3.1 Lack of Support, Encouragement and Counseling

ShakeShaft (1987) reviewed literature on increasing gender equity in educational leadership. She noted that women traditionally had little support, encouragement, counseling from family peers supper ordinates or educational institutions to pursue careers in administration. At this time, even a little supports from a few people such spouse or an administrator with in the school district encouraged women to enter administration or stick with it.

However, North House (2007) reported that there is also scat support for the notation that women receives less education than men ,that they quit their jobs more often than men or that they point out of the leadership track for the minimum track. Therefore the notations those women have less work experiences and more carrier interruptions than men, largely because women assume significantly more domestic responsibility.

Sanchez and Thornton (2010), the process toward equitable changes should be improved by reducing and eliminating current barriers to educational leadership positions. However, there

seems to be ‘an implicit assumptions that problems of equity for women have been solved and there are no issue left to address,’ According to their review, many female teachers and other educational stake holders did not recognized or identify a gender imbalance with in educational leadership, there has hardly been any reflecting to gender, although women are still under represented and thus under utilize the resent years ambivalence, resistance and antipathy have redeveloped around gender issue, making it more difficult for feminist scholars to continue to work for gender equity in the leadership.

2.4.3.2 Poor Working Condition and Sex Discrimination

Oplatka(2006) reviewed on women in educational administration in developing countries and revealed that a wide Varity discriminative behaviors towards women in Varity of discriminative behaviors towards women in educational administration .Male teachers are preferred by authorities to held educational leadership positions in Pakistan women and men with the same educational qualifications reach different levels in occupational status, the main having either access to formal sector employment ,managerial and technical jobs or entrepreneurship. One reason for this discrimination relates to many men’s vested interest in holding on to power and authority rather than sharing with as well as men’s tendency to hire people, who look, think and act like them, i.e. make teachers.

A major obstacle to women access for leadership position in school refers to the cultural and social structure that spites the society in to male and female scenarios. Fixed norms inscribed in the culture of many developing countries.

Similarly Shakeshaft, etal (1989) reviewed that the women receive less education than men behaviors of board and community members included name calling, rumors and overt lies. Additionally, women reported that male subordinates were intermediating, at times indicating directly that they did not want to work for a women.

Sanchez and Thornton (2010) described that the domination of masculine values over feminine in educational is not new. Educational administration as an academic field is a little over a hundred years old and for most of this time women have been largely absent from the field. The

masculine nature of the leadership cultures and pointed out that it can serve to marginalize and isolate females. Thus women may not seek leadership positions because the statuesque does not appear to favor them.

Nasstrom and Butler (1975) found that male educators have a negative attitude towards affirmative action programs for female education. Their attitudes were based on their belief that women were not selected for leadership behavior between males and females and concern for their job security.

Pavon (1982) also suggests that women were not selected for leadership position for several reasons including sex role stereotyping. Sex role stereotyping can exist in employee selection placement disciplinary decisions and preferences for supervisions behaviors Dosen and Jerdee (1974, 1975). Staff members (both males and females) contribute tremendously towards the in effective leadership of women school principals. These members of the staff hold values which procure women as inferior to leadership and management positions.

In a study conducted by Chisholm(1999) observed that as a minority, women in leadership positions are often highly visible and are subjected to pressures from both men and women to which men are not subjected .Chisholm further points out that woman in leadership position s are labeled and insulted by both men and women.

Studies in developing countries have revealed that there is a variety of discrimination against women in educational leadership (Oplatka, 2006). In developing countries you will find that males are preferred by authority to hold administrative positions. This can be found in countries such as Uganda (Brown & Ralph, 1996), Turkey (Celikten, 2005), and other Asian countries. Brown and Ralph (1996) state that the reason for such discrimination is that males in administrative positions do not want to share their responsibilities with women. One reason for this mentality is that men try to find masculine characteristics that are only found in their male colleagues. Thus, women have to develop masculine characteristics to be able to acquire leadership.

2.4.3.3 The Masculine Nature of Institutions

The reasons why women do not move into the higher hierarchy of leadership may be related to pressures inherent in the job situation (Celikten 2005). Existing work structures and organizational routines are predominantly male-oriented, which tend to hinder women's participation in decision-making roles in organizations (Syed & Murray 2008). Cultures that exclude or isolate women can possibly be based on masculine activities that are less appealing to women, and a work environment that might strike women as 'cut-throat' and macho (Eagly, 2009).

2.4.3.4. Absence of Role Model Women in the Institution

Another explanation for the lack of women in school administration is a lack of female role models (Kruse, 2000; Shakeshaft, 1989). According to Shakeshaft, for example, they are unable to hear "how [practicing female leaders] describe their lives, and compare themselves with women just one step farther up the hierarchy". Mentors and networking Closely linked to the influence of role models is the fact that females lack the mentors and networks that are important factors in promotion to leadership positions in schools. A related factor is that females tend to receive less information about job opportunities and programs for preparing leaders (Edson, 1988; Shakeshaft, 1989; Sherman, 2000; Young, 1994).

In general as many researchers and writers supported, the researcher is assuming in the same direction that the institutional factors which inhibit the women entrance to school principalship are: The masculine nature of the institution, absence of role model women in the institution, the complexity nature of principal ship position, lack of support and encouragement from peers, supervisors experts as well as education heads.

2.5 Summary of Review of Related Literature

Leadership has carried the notation of masculality and the belief that men make better leader than women are still common to day Fullan, (2000). According to Hojgaard (2002), the societal conceptions regarding to gender and leadership traditionally exclude women , and top leadership is viewed as a masculine domain. People are both the ends means of development.

Then the women and men are the main actors and each constitutes half of the population in the world.

Historically, women never dominated in a position of school leadership. Given that the path to school administration often begins with teaching, women have long struggle to be included and taken seriously in the field of education .The teaching profession was not always open to women. Early records documented that teaching was done by men until the late eighteenth century (Shakeshaft, 1989).When women were admitted to the teaching profession; their role was substantially smaller than that of their male counter parts. In spite of the fact that the teaching profession has been” feminized” and has been viewed, women were not permitted to teach until the shortages on men provide a need as well as an opening for women with the profession (Rury, 1989).

Current literature on women principals has indicated that whilst the number of women in managerial positions in the business world is increasing, this cannot be said in educational leadership (Celikten, 2005). The number of women who held administrative positions in schools in the past is unchanged in the present time. Comparison between women in the teaching field and administrators evidently sees an increase of women in the teaching field yet this is not reflected in administration positions (Celikten, 2005).

As women gain access to leadership positions it is important to look into the leadership styles which each gender portrays, since women’s leadership style is different to male leadership styles, according to some studies (Eagly &Johannesen-Schmidt, 2001). On the other hand, other literature states that there are no differences between how males and females lead: it is genders’ behaviors and not leadership styles that make the difference.

As Ndongko, (1999) noted, women characteristics of principalship have been brought up to be helpful, patient, accommodating, understanding and people minded. He further indicated that, they are generally more aware of the human factor which is considered important.

Barriers that contribute for under-representation of women in educational leadership are assumed to be sex role stereotypes, organizational, societal and individual barriers, culture, traditions norms values and delayed access for education women which were cumulative results of early research theory and practices that provide opportunities for male dominance in

educational leadership position. From the above explained barriers women's to be educational leaders the study focuses only on individual, socio-cultural and institutional barriers.

Individual factors are those which are intrinsic to the women herself. They are psychological and attitudinal factors which inhibit the women's efforts to advance herself. Vandar Westhurizen (1997) believes that instinct internal or personal barriers that influence the life of the women are generally regarded as the inadequacy which are within the women because of their femaleness. There are as well psychological constraining barriers to come out from socialization of women which affect their activity or ability to perform effectively and autonomously in opposition to repressive state of affairs McNee cited in Morely ,(2001) .

Totally the individual factors which hinder women teachers to be principalship include poor self image and low confidence, lack of aspiration and motivation, lack of commitment and lack of willingness to take the risk and Women's reluctance to apply for promotion.

Similarly, the Socio cultural factors that hinder the primary school teachers to be principalship are too many domestic works, stereotypes associated with gender, fear of geographical mobility and influence of family and marriage and resistance from husband. Beyond to those factors, Lack of support, encouragement and counseling, poor working condition and sex discrimination, the masculine nature of institutions and absence of role model women in the institution are the institutional barriers which hinder the women to be principal.

CHAPTER THREE

METHODOLOGY

This chapter Contains design of the study, population, sample size and, data gathering instruments and procedures and data analysis techniques.

3.1. Design of the Study

Because the objective of the study is to investigate the reasons why women teachers are under-represented to become school principals in primary schools, descriptive method was used. The method is selected on the grounds of the nature of the study which needs collection of existing information or data, description and investigation of facts and opinions of respondents towards the practices and reasons which inhibit women primary school teachers to come to principal position. And the researcher used quantitative and qualitative research approaches in order to answer basic research questions

3.2 Population, Sample and Sampling Techniques.

Primary school teachers, principals, supervisors, process owners and heads of education department in Bahir Dar city were the target populations. This is because even if the researcher's target is on female principals, permitting different respondents to the questionnaire and interview help to dig out the real challenges which influence women teachers to be principalship. 52 Primary schools, 1175 teachers(569, males and 606, females), 52 principals, 10 supervisors, 6 process owners and 3 heads in Bahir Dar city education department were taken as target population.

Among the above target population 13 schools were selected out of 52 schools by cluster sampling technique and from each selected schools all teachers and principals are taken as a respondent by comprehensive sampling. All supervisors, process owners and heads taken as a sample since their ideas are very important for the achievement of the study. Finally 288 teachers (131 males, 157 females), 13 principals (9, males and 4, females), 10 supervisors (9 males and 1 females), 6 process owners and 3 heads of education department which sum up

320(147, males and 163, females) members were selected as a respondent of the study. Be informed that 6 process owners and 3 heads participated in interview question only.

Table 1: The population, and sample size of the study area.

Characteristics(stratus)		Population	Sample size	% of the sample
Teachers	Male	569	131	23
	Female	606	157	26
	Total	1175	288	25
Principals	Male	46	9	19.5
	Female	6	4	66.5
	Total	52	13	25
Supervisors	Male	9	9	100
	Female	1	1	100
	Total	10	10	100
Process owners	Male	6	6	100
	Female	0	0	0
	Total	6	6	100
Education Office heads	Male	3	3	100
	Female	0	0	0
	Total	3	3	100
Total	Male	633	157	25
	Female	613	163	27
	Total	1246	320	26

3.3. Data Gathering Instrument and procedures

Once the sample is determined, data gathering instruments are selected and prepared by the researcher. The questionnaire and interview are the instruments used to gather the data for the study.

Questionnaire

The questionnaire is the main instrument prepared to obtain information from respondents of the study. The rationale for employing a questionnaire is that, it is much more efficient, less expensive and permits collection of data from large sample with in short period of time(Gay and Airasion, 2000).The questionnaire consists of both close ended and open ended which has 39 items. It consisted of three parts which are designed for both male and female teachers, principals and supervisors who were the respondents of the study. Accordingly, part one is designed to collect data on the background characteristics of the respondents that pertains to sex, age, marital status, responsibility in the school, qualification and total service of respondents which have 6 items. The second part consists of rating scale questions which contained 28 items (9 items for individual factors, 11 items for socio-cultural factors and 8 items for institutional factors) and the third sections contains 5 open ended items.

The English version of the questionnaire is prepared by the researcher based on the contents in the review of related literature and experts gave comments on the questionnaire. Interpreting the English version of questionnaire to Amharic was done by Amharic and English experts in education bureau. The reason for the interpretation of the instruments from English to Amharic version is to avoid misunderstanding and misinterpretation on the part of respondents. Finally for the validity of the questionnaires experts in the education bureau gave additional comments to the researcher and comments that were given by them were corrected by the researcher.

In order to take some necessary correction and modification on the draft questionnaire, pilot test was conducted before final distribution of the questionnaire to respondents. The drafted questionnaire was distributed to the 26 teachers, 3 principals and 1 supervisor which were selected randemly from Sertse Dingle, Meskerem 16 and Quilqual meda primary schools which were not the sample schools of the study area. After the questionnaire had been filled and

returned from 30 respondents each of the items were examined and refined, unclear, repeated and ambiguous statements were corrected. Then the final questionnaire was developed.

The reliability of the questionnaire particularly the internal consistency of the items in each section was tested using Cranbach's Alpha coefficient. Therefore, the result was found to be:-

$r=0.81$ for 9 items on individual factors, $r=0.83$ for 11 items on socio-culture factors and $r=0.82$ for 8 items on institutional factors and the cumulative reliability was $r=0.84$

As can be seen from the results, the items were consistent among them and with the items as a whole in all factors were sufficiently valid and highly reliable to the intended information. For standard attitude test, the reliability ≥ 0.70 is reliable, hence $r=0.81$, 0.83 , and 0.82 shows the questionnaire that the researcher used had high reliability and at the same time the questionnaire is valid.

Despite the clear guidelines already that was given in the questionnaire, an important clarification was provided during administering the inquiries to the respondents by the researcher.

Interview

Semi-structured interview questions was prepared as a second instrument for data collection to complement and obtain additional data that was not handle by the questionnaire and for triangulation the results based on the prepared questionnaire. Correspondingly, 5 semi-structured interview questions were administered for 6 process owners and 3 City education department heads and beyond to this 7 semi-structured interview questions were also administered for 6 women principals in primary schools in the study area. The interview questions are mainly helpful for the analysis of qualitative data.

Data was collected using different types of techniques based on the type and nature of instruments. Questionnaires were distributed to teachers, principals and supervisors and information was collected through the imperative help of the school principals and city administrative education department experts. Brief orientations about the purpose of the questionnaire and the way how to fill it were provided to the respondents by the researcher.

After explaining the objectives of the study, the questionnaire in Amharic version was distributed to all groups of teachers, principals and supervisors. For convenience, a page of written instruction was attached to all questionnaires so that participants could easily understand how to answer it. The researcher gave sufficient clarification whenever it was necessary. As a result, all the questionnaires were collected as soon as the respondents completed. Interviews with female principals, process owners and heads of city administration were conducted in their respective office. All the collected data were organized and interpreted by using the appropriate way of data analysis as described below.

3.4. Data Analysis Techniques

This study is attempted to catch required information by using different techniques such as questionnaire and interview to collect data from the respondents as it is mentioned above. Both quantitative and qualitative methods of data analysis are applied to analyze data gathered through the questionnaire and interview respectively. The statistics used was descriptive and inferential.

Quantitative data

There were three independent variables to be treated in this study, which are individual factor, socio-cultural factor and institutional factors. The questionnaire consisted of 28 rating items (9 items for individual factors, 11 items for socio-cultural factors and 8 items for institutional factors).

Accordingly, the raw data obtained from respondents was organized in each factor and was analyzed through application of different steps and statistical procedures. Therefore, statistical procedures and steps employed for data analysis were indicated as follows.

The step involved was recording and summing up scores of 28 items (9, 11, 8 items for individual, socio-cultural and institutional factors respectively).

Thus, the sum of scores of a respondent for 9 items to a single variable rests with a range of scores between 9 and 45, for individual factors; for 11 items to a single variable rests with a range of scores between 11 and 55 for socio-cultural factors; for 8 items to a single variable rests with a range of scores 8 and 40 for institutional factors.

The data collected through closed questionnaire will be analyzed by using mean and standard deviation. The mean score represents the agreements of the respondents and the standard deviation shows the variation of respondents with the given item. Again On closed questionnaire, one sample t-test was also used in order to have precise result in the categorical factors (individual, organizational and socio-cultural factors). To perform the above data analysis activities the technology that will be used is statistical package for social science (SPSS) version 20 software. More over the open questionnaire and the interview questions was analyzed qualitatively by narrating with words.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE RESULTS

The purpose of this study was to investigate the factors that affect primary school women to come principal position. To this end, this chapter consists of presenting data gathered from teachers, principals, supervisors, process owners and education office management bodies in Bahir Dar city.

This chapter deals with the presentation and analysis of data gathered from respondents through questionnaire and interview .The chapter is sub divided into three parts that includes, individual factors, socio-cultural factors and institutional factors that hinders women teachers to become principals of the schools.

A total of 311 copies of questionnaire were distributed to sample schools of the study .From these 288, 13, and 10 copies were distributed to teachers, principals and supervisors respectively. All participants filled the questionnaire but it was difficult to obtain once then repeated requests were made to get back all the questionnaires distributed. More over 6 women principals, 6 process owners and 3 education department heads were interviewed as planned.

4.1. Presentation and Analysis of the Results

4.1.1 The individual factors which bring woman teachers underrepresented to be Principalship position

The first variable considered in the study was individual factor which hinder women from being principal position .As indicated in the review of related literature, there are various items which are included in the category of individual factors were described in table 3 below.

Table 2: Descriptive Statistics and One sample t-test distribution of individual factors

No	Items	Test Value = 3					
		N	mean	Std. Deviation	t -value	df	Sig. (2-tailed)
1.1	Lack of aspiration and motivation	311	3.99	.943	18.451	310	.000
1.2	low perception of women's about themselves	311	3.79	1.065	13.102	310	.000
1.3	Fear of male dominance environment	311	3.40	1.113	6.264	310	.000
1.4	Lack of commitment to take risk	311	3.48	1.121	7.587	310	.000
1.5	Women's reluctant to apply for promotion	311	3.62	1.129	9.746	310	.000
1.6	Fear of successfulness in their work	311	3.57	1.084	9.313	310	.000
1.7	Lack of confidence in their work	311	3.71	.953	13.210	310	.000
1.8	Having poor access to information & networking	311	3.69	1.085	11.187	310	.000
1.9	Female's incompetence to lead educational institutions	311	2.68	1.086	-5.170	310	.000

P<0.05, scale Strongly Disagree=1, Disagree=2 partially agree=3, agree=4 strongly agree=5

As indicated in table 2, item for item analysis was made for individual factors that hinder the representation of women in principalship position. The mean responses of the respondents for each item were compared with the expected mean score (which is 3) and using one sample t-test.

As it depicted in table 2, the obtained mean of 8 items of individual factors were greater than expected mean 3. Specially their mean scores of items for lack of aspiration and motivation (3.99), lower perception of women about themselves (3.79), lack of confident in their work (3.71), having poor access to information and net work (3.69) and women's reluctant to apply for promotion (3.62) were the top inhibiting individual factors for women's representation in principal ship position. Similarly, the items such as fear of successfulness in their work (3.57), fear of male dominance environment (3.37) and lack of commitment to take risk (3.47) were additional major individual factors next to the top ones.

In addition, the result of one sample test, the t- value of each eight items were significant positively at $p=0.000$ with degree of freedom 310. This is to mean that all the respondents agreed that the above eight items are the major factors inhibiting women teachers from being principal of primary school.

On item lack of aspiration and motivation, the interview conducted with the women school principals revealed that women teachers in the school were not motivated and aspire to be principal of the school by considering the advantages that they were lost, such as family love, plenty of time and decreasing the chance of to be frustrated.

According to the literature review conducted on women lack of aspiration and motivation in developing countries by Oplatka(2006), women's under-representation in leadership position may be attributed also to women's own decision not to apply for promotion in education for a Varsity of reasons such as lack of necessary aspiration, lack of awareness of the promotion system and lack of confidence that they will be succeed, gender based socialization, fear of failure and lack of competitiveness.

Regarding to women's lack of confidence in their work (item 1.7), the interviewed process owners indicated that women teachers perceived themselves as they don't know everything in management except teaching their students in the class. Even they had not aware that managing the class room is one part of leadership. Most of the interviewees agreed with this idea that women lacked confidence in thinking about leadership. When women principals prepare report

and a meeting they had uncomfortable feeling until they present their report. In relation to this feeling, one of the interviewed principal expressed her feeling like this:

“The first time I addressed the school assembly as head of a new school I felt uneasy. I had prepared a very short speech because I felt my confidence failing. I asked for feedback from one of the teachers whom I had worked with in another school and she said that I need not have worried and this degree of low confidence increases on women teachers since they are not exposed to different meetings and the custom that was inhibited in their mind”.

Generally, lack of confidence is one of the influencing factors for women teachers to be principalship.

On the contrary the obtained mean of the item female’s incompetence to lead educational institutions (2.68) was less than the expected mean(3) and the t-value of the item female’s incompetence to lead educational institution is -5.170 was significant negatively at $p=0.000$ with degree of free doom 310. This indicated that female’s incompetence to lead educational institutions is not a factor for underrepresentation.

Similarly, from open ended questions and interviews, the respondents agreed that female’s incompetent to lead the educational institution is not the factor for their underrepresentation in principalship position. Women now on the real situation of the study area are competent to lead educational institutions and even there are model women beyond their capacity and the educational background was above the requirement. More over the result of the interview for this item conducted with women principals, process owners and education department heads revealed that among the principals in the study area women principals were effective in doing their responsibility. The head of education department again said that.

“Women lack confidence thinking about principal ship while they were a teacher, but when the women come to principal position they were competent enough and even greater than men principals in every activity which are implemented in the school.”

The possible suggestion for the contradiction of this finding with the other may be women by now cop up with academic qualification with men and the struggle of women principals at least to be equal with men may be the reason.

Table 3: The cumulative mean and one sample t-test on individual factors

Factor	Test Value = 27					
	N	Obtained Mean	Std. Deviation	t- value	df	Sig. (2-tailed)
Individual factor	311	31.9357	4.39821	19.790	310	.000

As one observed from table 2, the individual factors had been seen item by item. But in the case of table 3 above, the cumulative reported mean value for all 9 individual factors (31.935) significantly exceeds the test value (27) and the result in table 4 shows that the computed t-value (19.935) with 310 degree of freedom has a level of significance at $p=.000$. From this result, it is deduced that the individual factors are the major factors which inhibit the women teachers to be principalship of primary schools when the analysis had been seen cumulatively.

The response of the open ended and semi-structured interview question goes in line with that of the descriptive analysis.

Shakeshaft (1987) stated that the internal barriers most often cited as contributing to women's lack of achievement in leadership are "low self-image, lack of confidence and lack of motivation or aspiration."

Vander Westhurizen (1997) believes that instinct internal or personal barriers that influence the life of the women are generally regarded as the inadequacy which are within the women because of their femaleness. There are as well psychological constraining barriers to come out from socialization of women which affect their activity or ability to perform effectively and autonomously in opposition to repressive state of affairs.

The findings of this study was also supported by Sims (2006), Guas (2011), saying that individual factors hinders the representation of women teachers to be principalship of primary school.

In Sum ,the study revealed that except the item females' incompetent to lead educational institution, all the rest eight items such as lack of aspiration and motivation, low perception of women's about themselves, fear of male dominance environment, lack of commitment to take risk, women's reluctant to apply for promotion, fear of successfulness in their work, lack of confidence in their work, having poor access to information & networking were the major inhibiting factors for women teachers to participate in principalship position, even if they have different degree of influencing their presentation. By considering the research findings, the researcher inferred that individual factors are the major reasons which retard the women teachers to hold the principal ship position.

4.1.2 Socio-cultural factors which bring women teacher underrepresented to be Principal

Socio-cultural factors are major factors which hinder the representation of women teaches to principal ship position.

Table 4: Descriptive Statistics and one sample t-test values for socio- cultural factor.

No	Items	Test Value = 3					
		N	Mean	ST Deviation	t - value	df	Sig(2-tailed)
2.1	Lack of respect in the society	311	3.86	0.98	15.5	310	0.000
2.2	Resistance from husbands	311	3.49	1.04	8.307	310	0.000
2.3	The society consider women only to rear child and domestic work	311	3.49	1.09	7.862	310	0.000
2.4	Fear of geographic mobility far apart from family	311	3.38	1.13	5.848	310	0.000
2.5	Male leaders dominated culture of the society	311	3.65	1.12	10.15	310	0.000
2.6	Overlap of family and home responsibility	311	3.85	0.95	15.76	310	0.000
2.7	Unbalance access of decision making and leadership roles in the society	311	3.46	1.03	7.791	310	0.000
2.8	Difficulty women face to balance their work and family obligation	311	3.35	1.09	5.651	310	0.000
2.9	Frustration of the live domestic violence that prevents women's from fully realizing their leadership potential	311	3.36	1.13	5.559	310	0.000
2.10	Men teachers are reluctant to be lead by women principals	311	3.32	1.11	5.096	310	0.000
2.11	Cultural stereotyped and traditional views that portrays women as incompetent for decision making	311	3.51	1.16	7.854	310	0.000

P<0.05, scale Strongly Disagree=1, Disagree=2 partially agree=3, agree=4 strongly agree=5

As depicted in the table 4 above , the obtained mean for lack of respect in the society (3.86), overlap of family and home responsibility (3.85) and male leaders dominated culture of the society (3.65) were the top socio- cultural inhibiting factors for women teachers to be principal of the school.

Following the above top inhibiting socio-cultural factors, resistance from husbands (3.49), the society consider women only to rear child and domestic work (3.49) and unbalance access of decision making and leadership roles in the society (3.46) were also greater than the expected mean 3 significantly. Hence, they are the major factors which contributed for women's under-representation in principalship. At the same pattern, the obtained mean of men teachers' reluctant to be lead by women principals (3.32), the difficulty women face to balance their work and family obligation (3.35), fear of geographic mobility far apart from family (3.38) and frustration of the live domestic violence that prevents women's from fully realizing their leadership position (3.36) were also greater than the expected mean 3. Their difference was somewhat moderate and can be considered as the major factors of the under-representation following the above top factors.

Similarly, the t- test value for the above 11 items are significant positively at $p=0.000$ with degree of freedom 310. This showed that the respondents agreed that all the 11 items are the major socio-cultural factors which hinder the representation of women teachers in the principalship position.

In addition to the above rated responses, the result obtained by interviewing the women principals, process owners and education department heads about socio-cultural factors which strengthen the evidences made on the analysis part were expressed as follow:

Concerning about the item lack of respect in the society (2.1). The society did not respect women teachers as they had a power to lead the school. Whatever an individual is intellectual enough or not the attitude toward women's achievement in their orientation still was not solved. One of the interviewed women principal around Tis Abay expressed the challenge like this:

“the peasants around the school informed me as, in our culture female’s major duty is to rear child and domestic work, why not act like that of your sister teachers, you have tell me the real reason and now you have not husband, does it mean you cannot give raise a child?, This also a problem. Totally he said to me that if you want to be beam balance with the society it is better to give child rather than being the school director like that of other women in our area, otherwise you are said to be aimless women”.

According to Cook (1993), traditional roles in our society prescribe that men should be the providers and women the nurturers of the home and family. Because of the dual-career pattern, women find that they are the ones who have to adapt to serve the needs of the family and as such, the demands are conspicuous on them.

Regarding to resistance from husbands (item 2.2), one of the interviewed principals expressed that *“my husband did not resist me to be principal of the school. Instead he helped me in generating ideas how to manage schools”*. On the contrary many of the interviewed principals indicated that *“always our husband resisted us not to continue this position. To be principal of the school means losing disciplined child, loved husband and so on. This unnecessary devotion was not good; hence choose the best for you as well as your family. This was messages from our husbands”*.

Even though there was a controversial idea majority of the interviewed principals agreed as it was the major influencing factor similar to as indicated in the rating of the respondents. Many of the research findings also accepted the findings of this research

In relation to fear of geographic mobility far apart from family, the process owners said that one of the major obstacles that made us not to get women principals in our city administration is fear of isolation from the town and their family. Probably only few unmarried women may volunteer to be principalship, even though they did not love the profession but to add salary as compared to the salary they got as if they were teacher.

Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family.

Based on Overlap of family and home responsibility, the interviewed principals informed the following:

Family and home responsibilities, misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. The ascribed roles of women on the domestic front created a challenge where they had to balance work and home. Each of them had something to share on how their administrative duties affected their time and their relationships with their families. They had to make sacrifices, especially in respect of their families. This was confirmed by two female principals, who said they had to send their youngest children to their mother, as they felt they were not giving them enough quality time. In addition, the other women principal indicated that.

'My son would get home before me, and since I am tired most of the time when I get home, I was not able to share his interest. I decided to send him to his father with the hope that I would be in a position to give him better quality time when we are both at home during the school holiday, even the school holiday is not granted to me to be holiday'.

With regarding to frustration of the live domestic violence that prevent women's from fully realizing their leadership potential, the respondents indicated that Violence against women such as rape, domestic violence, abduction for marriage, sexual harassment, female genital mutilation, early marriage are widely speared in the country and are being widely recognized, as a violation of women's right apart from the physical and psychological consequence it has on the life of a woman. Women in Ethiopia as any where else are also victims of various violence and harmful traditional practices simply because of their gender. Patriarchal domination, cultural and traditional practices, economic deprivation etc are among the reasons for violence

against women in Ethiopia as well as in the study area. Being principal ship of the rural schools in the study area such as Dasra,Maji,Achader, and workemla primary schools are found far from the city and there is no road access. Hence the women principals and teachers are exposed to be domestic violence.

Concerning men teachers' reluctant to be lead by women principals, the interviewed principal said that male teachers were reluctant to be headed by women principals and they always faced problems to women work and discourage them in every activity that was performed in the school and outside the school. Man dominant norm in the society made the male teachers deny to be headed by women principals. One of the interviewed principal wanted to express her faced challenges before two years stated as follows:

“ the challenge which faced to me before 2 years ago was expressed as , there was a male teacher in my school and said to me like this ‘ I did not want to be headed by women heads because women are rude, rush and not flexible in leadership, so you are not a leader rather you are created to rear child and for domestic work, to be leaded by female means the symptoms of the 8th thousand is coming near as the result, instead of to be leaded by you, I always planned to discourage you,’

During the interview she cried by memorizing the past challenges. So it is a real situation that men teachers are reluctant to be headed by the female principals. This showed that like that of other research studies this item is the major factor which hinders women teachers to be principalship.

Table 5: Cumulative mean and one sample t-test on socio-cultural factors

Factor	Test Value = 33					
	N	Obtained mean	Std. Deviation	t-value	df	Sig. (2-tailed)
Socio-cultural factor	311	38.7042	6.71800	14.974	310	.000

As indicated in the table above, the cumulative obtained mean of all the eleven items (38.704) is greater than the expected mean (33) and the t-value was 14.974 at $p=0.000$ 310 degree of freedom is significance. This indicated that the socio-cultural factor is the major factor which hinders female teachers to participate in principalship position.

With regard the socio-cultural factors the respondents perceived that ;lack of respect in the society, overlap of family and home responsibility, male leaders dominated culture of the society and cultural stereotyped and traditional views that portrays women as incompetent for leadership and decision making were the most major factors that inhibit women in leadership position. Next to these, resistance from husbands ,the society consider women only to rear child and domestic work ,unbalance access of decision making and leadership roles in the society, men teachers are reluctant to be lead by women principals, the difficulty women face to balance their work and family obligation ,fear of geographic mobility far apart from family and frustration of the live domestic violence that prevents women's from fully realizing their leadership position were also the major factors for under-representation of women in principalship position of primary schools.

This findings was supported by Seyoum(1996) that ,in Ethiopia, especially in Amhara culture there are a multitude of day to day proverbs that signify the impact of socio-cultural factors which affects women's participation parallel with men . The proverbs usually reflect that women are weaker than men and as a result they are not considered appropriate for leadership roles and other high status positions. If we take the following proverbs, they can illustrate the

extent to which they could create a negative consequence towards women's participation in leadership and educational leadership positions in particular "wend wede chilot, set wede majet" which can be translated as women's are not appropriate for leadership roles. The above proverbs indicate that the socio cultural factor seems to have negative effect on the participation of women in the field of leadership and educational principalship in particular.

More over, the review of literature showed that a few scholars have acknowledged that the major barrier towards women's advancement is the role of women in the home (Brown & Ralph, 1996; Celikten, 2005). In traditional societies, the role of women in looking after the family has influenced women in our century. For example, Turkish women do not seek leadership positions since they would take up their time, and their husbands also prohibit career advancement (Celikten, 2005). Thus, traditional roles of women act as a barrier to women, therefore, fewer are seen holding leadership positions

The present study confirmed that the socio-cultural factor that affects the representation of women in leadership position has been supported by several authors (Celikten, 2005; Sidani, 2005; Adams, & Miniberg, 2000). The social values of a society influence how male or females acquire leadership. In countries like Turkey, China and Islamic countries, there are certain norms, tasks and responsibilities given out to each gender, thus one must behave to the expectations of. The common norm of these societies is that males are in leadership

Jones (2006) indicated that social stereotypes associated with women at the work-place showed that women are too emotional, not task-oriented, talk too much, are unable to gain control and discipline, or to handle conflict and community issues. Women are often perceived as lacking confidence, as having low aspirations, and a negative self-image. These attributes are viewed as contradictory to the role of headship, and thus may hinder women from being considered as potential school heads.

The finding of this study was also supported by Gaus (2006) indicating that socio- cultural barriers are the major inhibiting factors for women principalship position

The other factor which inhibits women teachers from being principal ship of the school obtained from open ended questions was, men teachers, principals and supervisors did not want to marry women principals and supervisors. Because the home management is traditionally left for

women and men teachers, supervisors and principals perceived that if I marry a principal and supervisor, she is busy enough in every direction and the home management and rearing of child is not normal. As the result, men choose not to marry the positioned females. Ruther, women teachers are relevant to manage and control the whole domestic activity of the family. In this, case the women teacher compare the advantage of being principal and the advantage of getting husband and having child. Hence, women teachers choose to have husband and child rather than to be principalship absolutely. Culturally and psychologically women having huaband and child had given responsibility in social aspects. Therefore women teacher gives priority to be husbanded and have a child instead of being principalship of the school.

Another reason that male Supervisors and principals do not want to marry women supervisors is that, if husband and wife are both principals and both supervisors of the school, they have not a chance to live together. Instead they faced geographical mobility. The child they have may get only the love of father or mother, but it is impossible to find

Therefore, unable to get husband and child is the main factor which hinders the woman teachers to be principal be principal of the school. In this case there is no research finding which supports or contradicts this result. Hence finding needs further study for future.

4.1.3 Institutional Factors which Bring woman Teachers underrepresented to be Principal ship.

The last variable considered in the study was the institutional factor which forbids women from being principal position .AS indicated table 6 below; there are various items which are included in institutional factors.

Table 6: Descriptive statistics and one Sample t-test for institutional factors

No	Item	Test Value = 3					
		N	Mean	Std.De vation	t value	Df	Sig(2- tailed)
3.1	poor implementation of institutional rules and regulation which encourage women in aspiring leadership position	311	3.43	1.110	6.843	310	.000
3.2	Negative attitude of males to Ward affirmative action program for females	311	3.53	1.129	8.284	310	.000
3.3	Disrespecting of males in their respective position in the institution	311	3.42	1.150	6.461	310	.000
3.4	The complexity nature of principalship in educational institution	311	3.68	1.172	10.261	310	.000
3.5	Lack of support and encouragement from the supervisors	311	3.90	1.082	14.626	310	.000
3.6	Lack of support and encouragement from experts and head of education office	311	3.96	1.084	15.585	310	.000
3.7	Absence of role model women in educational institution	311	2.72	1.057	-4.614	310	.000
3.8	Lack of transparent support during selection recruitment and placement of women principals	311	3.33	1.219	4.790	310	.000

P<0.05, scale Strongly Disagree=1, Disagree=2 partially agree=3, agree=4 strongly agree=5

As indicated in table 6 above, the obtained mean for lack of support and encouragement from education office experts and heads (3.96), lack of support and encouragement from the supervisors (3.90), the complexity nature of principal ship in educational institution (3.68) were greater than the expected mean most significantly. This implied that the above three items were the top three institutional factors which hinders women's representation in leadership position. Similarly, negative attitude of males to ward affirmative action program for females (3.53), poor implementation of institutional rules and regulation (3.43), disrespecting of males in their respective position in the institution (3.42) and lack of transparent support during selection recruitment as well as placement of women principals (3.33) were significantly greater than the expected mean of 3. This implied that the four items are also the major institutional factors which affect the representation of women in school headship moderately next to the top factors.

In addition, the t-value of the seven items were significantly positive at $p=0.000$ with degree of freedom 310. This indicated that respondents agreed that the above seven institutional items are the major factors for the under-representation of women from being school principalship.

Based on poor implementation of institutional rules and regulation, the respondents replied that ; the rules and regulation designed in the policy frame did not implemented properly; due to experience gap on experts and carelessness in implementing the rule and regulation in the education sector. The participation of women leadership in education from the response of the open ended questions and interviews by respondents were:

the rule and regulation that we know and trained did not implemented by the city administration education department heads, process owners, experts and the education bureau based on the designed policy and regulation. There are rules and regulations which aspire and motivate women's participation in leadership position. But the degree of implementation is very low; it is only a meeting lesson and propaganda about women's participation in recruitment, promotion and placement. The educators are not changed in their attitude about female's participation. The supervisors did not implement their duties and responsibilities based on the allocated activities. But the supervisors are trying to do

only in transferring seasonal data from school to city administrative education department and visversa.

Regarding to negative attitude of males toward affirmative action program for females (item3.2). The interviewed participants said that:

“The government designs the affirmative action for females but the attitude of most males and even few females are negative towards affirmative action program for female. Males criticize that If they are equal to us why affirmative program is necessary and the women also criticize that our equality can be achieved if and only if we compute without taking affirmative action”.

Hence the interview strengthens the rating responses on the item negative attitude of males towards affirmative action was the major factor for low participation in principalship position.

With regarding to the complexity nature of principal ship in educational institution (item 3.4), school heads have a key role in managing schools because they are the main decision-makers and the school-leaders. As they have more responsibilities than the other staff members. The success of a school and the degree of attaining the educational aims depend on the school head and his or her governance (Kocabas & Karakose 2009). In highly effective schools, as well as in schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace, leading and motivating pupils and his/her staff to perform to the best of their abilities.

The payment offered to principals for their added responsibilities was said to be too little compared to the amount of work to be done. Even though this problem is not only for women principal, this was another factor keeping women off headship. Among the interviewed principals three of them said that most of the teachers under them earned a much higher salary than they did because teachers were on a higher grade and they commented that:

"The responsibility allowance is too little. One needs to see a significant difference on the principal's pay slip. Unless you appreciate the cumulative

advantages of headship, you can get very discouraged. Since the payment is not attractive".

Primary school principals are the managers of the curriculum, of the people and of the resources in their respective schools. Issues of being accountable for these responsibilities kept recurring in the interviews. Again one of the women principal indicated that.

"Whatever happens in this school, all the questions land in my office first. If exams results are bad, they will come to me!' If money is misappropriated, they will come for me first. If a child gets hurt, I will be the one to answer. Don't you think that this is too much for one person? In addition to the load of male dominated environment. Moreover, I handover the financial activity, the procurement procedure, the community as a whole. imagine that how is difficult to manage with minimum payment and without vice principal in my school ".

Concerning the lack of support and encouragement from supervisors, experts and heads of education office (item 3.5 and 3.6). The process owners said that:

"Experts, process owners and heads of the education department did not support women principals by designing special program for them. It is simply a propaganda on the stage how to sent the report as far as possible. But women need support and encouragement which minimize their load from the family and the society perception point of view about them. Even they need awareness about their self life. In reality the appreciation is left at the stage".

Similarly the women principals informed that:

"the responsibilities of supervisors are to search gap of the principals and provide training and help every activity in the school which is not clear for the principals. But in reality the supervisors do not practice their responsibilities. The only job for them was transferring data from school to education department and visversa. This does not mean that supporting and encouraging women principals. Moreover, supervisors are incapable of helping school principals. Finally they said that the above concerned bodies did not consider our load of work and the perception of the society. Technical support by means

of advice, opportunities to acquire diverse experiences and access to leadership development are all provide critical career skills to us. Where as in reality it is not exaggerated to say nothing.”

This interview finding was supported by ShakeShaft (1985) reviewed literature on increasing gender equity in educational leadership. She noted that women traditionally had little support, encouragement, counseling from family peers super ordinates or educational institutions to pursue careers in administration. At this time, even a little supports from a few people such spouse or an administrator with in the school district encouraged women to enter administration or stick with it.

On the contrary, the obtained mean of the item absence of role model women in the institution (2.72) was less than the expected mean(3) and the t-value of the item absence of role model women in the institution -4.614 was significant negatively at $p=0.000$ with degree of free doom 310. This indicated that absence of role model women in the institution is not a factor for under-representation.

From the open ended questions and interviews, the respondents confirmed that even though the number of female principals are few, there are three model principals in the study area; who can give training, mentoring and capacitating the other principals, teachers and supervisors. As a result, there is no a problem of role model women principals in the institution relatively. Concerning this idea, head of the education department said that women leaders and teachers are sensitive, punctual, well stand, and devoted their time in performing their responsibility. To express more, he indicated that:

“In our city administration among the six female principals three of them are role models. For instance, w/ro Gojjam Belay who is the principal of Felege Abay primary school designs a project proposal for construction of the school building. Hence, the school performance was improved and every management process was the modality that results from the principal of the school. Similarly, w/ro Gojjam Miteku who is the principal of Woramit primary school can also be taken as a model in providing training on education sector and mobilizing the school resources by designing project proposals. Thus, the school has got a chance of supporting students in supplying educational materials as well

as clothing. Additionally, w/rt ketema Anagaw who is the principal of Tis Abay primary school collect money through justice from those borrowers in the community for the school 57,000.00(fifty seven thousand birr) by mobilizing the school boards and the society.

Hence, all the above activities were performed only by women principals. Therefore we can say that there exist model women principals except they are less in number”. Because of the above responses the absence of role model women is not a factor of hindrance to be principal ship.

But the finding of this study was opposed to Sims (2006), Gaus (2011) the previous finding confirmed that absence of role model women in the institution was the major challenges which influence women to be principal ship.

The response of respondents on open ended questions about lack of transparent support during selection, recruitment and placement of women principals were organized in this way:

Conceptually, when women teacher want to apply to be principal, transparent support is need .But in the real situation of city administration education department, since most experts are male, they do not show transparent support for women teachers during selection, recruitment and placement. The respondents in open ended questions and interviews mentioned that implementing the designed policy is a pretext. Whatever male or female, the attitude of the experts, teachers, principals, supervisors and politicians about women is not changed? The only change from the previous years is the existence of written smart policy. However, smart policy without implementation has not value to bring change on equality of male and female in educational leadership.

Table 7: The cumulative mean and one Sample t-test on institutional factors.

Factor	Test value=24					
	N	Mean	STD.Deviation	Tvalue	df	Sig(2-tailed)
Institutional Factors	311	27.974	4.846	14.461	310	.000

As indicated in table 7 above, the obtained cumulative mean for eight items (27.974) is greater than the expected mean (24) with a mean difference 3.974. This indicated that the institutional factor is the major inhibiting causes for the representation of women in leadership position. In addition to this, the t- test value is 14.461 at $p=0.000$ with degree of freedom 310. This result also showed that the main influencing factor for women to principalship of primary school is the institutional barriers.

In responding to the institutional factors the most challenging factors were found to be, lack of support and encouragement from supervisors, education department experts, process owners and heads, the complexity nature of principal ship in educational institution, negative attitude of males to ward affirmative action program for females. Beyond the above most challenging factors, poor implementation of institutional rules and regulation, disrespecting of males in their respective position in the institution and lack of transparent support during selection recruitment and placement of women principals were the other major factors following the most challenging ones.

In supporting this finding, MoWA (2006) acknowledged that absence of appropriate institutional mechanisms has been recognized as a serious constraint to the implementation of policies related the empowerment of Ethiopian women in decision making positions.

In a review of research on women in educational leadership, Ortiz and Marshal, (1988) conclude that women are under-represented in educational leadership because of the way in which school principals developed. They state that over the years' school principals developed in to a field that favors men over women. They identify four themes that dominated the development of educational leadership. These are teaching and leadership were increasingly seems as separate but mutually dependent professions, with women in class room teaching

position and men in leadership position; the structure of schools changed, making the more hierarchical and professional; open competition decreased as the sponsorship become as the way built. ShakeShaft (1987) noted that women traditionally had no support, encouragement, counseling from family, peers, supper ordinates or educational institutions to pursue careers in administration.

Syed and Murray (2008) stated that the Existing work structures and organizational routines are predominantly male-oriented, which tend to hinder women's participation in decision-making roles in organizations.

The research finding was harmony with the findings Sims (2006), whose study investigated that one of the obstacles which retard women from principalship position is the external barrier commonly institutional barriers.

On the contrary the absence of role model women in the institution was not the factor. This indicated that on the context of the Bahir Dar city administrative zone the absence of role model women was not an influencing factor for under-representation of women principals.

But the findings of this specific item contradict with the other researchers. Other researchers confirmed that absence of role model women in the institution is the major reason which hindered the representation of women teachers in principalship position.

The possible suggestion of the researcher on opposite result on the item absence of role model women in the institution may be the nature of orientation. Since Bahir Dar is the city of the Amhara region, experienced women principals may be collected from different area. Sharing of experience may be common between schools. As a result role model woman in the institution may have to be occurred

Generally, based on the result obtained from the rating scales and open ended questions and semi-structured interviews, the researcher confirmed that except the item absence of role model women in educational institution, all the listed seven items were the major inhibiting factor for underrepresentation of women in leadership position.

CHAPTER FIVE.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary.

The purpose of this study was to investigate factors that affect primary school women to come principalship position in Amhara national regional state particularly Bahir Dar administrative city. Accordingly the following basic research questions were formulated to attain the objectives of study.

1. What are the individual factors which hinder primary school teachers to become school principals?
2. What are the social -cultural factors which inhibit the share of women teachers to be principalship position?
3. What are the institutional factors which under-represent primary school teachers to become Principalship position?

To answer these basic questions, the study is conducted in 13 governmental and nongovernmental, and rural and urban schools among 52 primary schools which are selected by systematic sampling. The respondents of the questionnaire in the study were 288 teachers, 13 principals and 10 supervisors. In addition to questionnaire, interview was used by 6 women principals, 6 process owners and 3 education heads in Bahir Dar city administration. All the questionnaires were returned by the attentive follow up of the researchers as well as the principals in the selected schools and more over the colleagues of the researcher on each selected schools.

The data obtained was categorized, tabulated and analyzed using frequency, percentage, and mean .Correspondingly the obtained value were tested for significance using one sample t-test. And the following major findings were obtained. Thus, the result showed that:

- ❖ The major individual factors which hinder women teachers to be principal ship of primary school were: lack of aspiration and motivation (3.99), lower perception of women about themselves (3.79), lack of confident in their work (3.71), having poor

access to information and net work (3.69) and women's reluctant to apply for promotion (3.62) can be considered as the top inhibiting individual factors for women's representation in principal ship position. Similarly the items such as fear of successfulness in their work (3.57), fear of male dominance environment (3.37) and lack of commitment to take risk (3.47) were additional major individual factors next to the top ones. On the contrary female's incompetence to lead educational institutions with obtained mean less than the expected mean is not a factor for under representation of women leadership on the context of the study area.

- ❖ The major socio-cultural factors which inhibit women teachers to be principal ship of primary schools, the result of the study showed that, lack of respect in the society (3.86), overlap of family and home responsibility (3.85) and male leaders dominated culture of the society (3.65) were the top socio cultural inhibiting factors for women teachers to be principal of the school. Next to the above top inhibiting socio-cultural factors, resistance from husbands (3.49), the society consider women only to rear child and domestic work (3.49) and unbalance access of decision making and leadership roles in the society (3.46) were also greater than the major factors which contributed for women's under-representation in principalship. At the same pattern, men teachers' reluctant to be lead by women principals (3.32), the difficulty women face to balance their work and family obligation (3.35), fear of geographic mobility far apart from family (3.38) and frustration of the live domestic violence that prevents women's from fully realizing their leadership position (3.36) were also somewhat moderate and can be considered as the major factors of the under-representation following the above top factors.
- ❖ The finding of the study showed that major institutional factors which inhibit women teachers to be principal of primary schools were lack of support and encouragement from experts, process owners and heads (3.96), lack of support and encouragement from the supervisors (3.90), the complexity nature of principal ship in educational institution (3.68) which were leveled as the top three institutional factors inhibiting women's representation in leadership position. On the other hand absence of role model women in

the institution with mean value 2.72 was significantly less than the expected mean. As a result it is not the factor for women's underrepresentation in leadership.

5.2. Conclusions

Based on the presentation and the analysis of the results carried out in the research revealed that lack of aspiration and motivation , lower perception of women about themselves , lack of confidence in their work , having poor access to information and net work and women's reluctant to apply for promotion were the top inhibiting individual factors for women's representation in principalship position where as, female's incompetent to lead educational leadership is not a factor which inhibit the participation of women in school principal ship and lack of respect in the society, overlap of family and home responsibility and male leaders dominated culture of the society were the top three socio- cultural influencing factors for women teachers to be principal of the school. Regarding to the institutional factors, lack of support and encouragement from supervisors, experts, process owners and heads of education department, the complexity nature of principal ship in educational institution, negative attitude of males to ward affirmative action program for females are the serious challenging factors which affect the women's participation in principal ship position negatively. On the reverse manner the absence of role model women principals in the educational institution is not a factor for underrepresentation of women in leadership in the study area.

5.3 Recommendations.

Based on the findings of this study, the following recommendations are made for the improvement of current practice.

- Change the attitudes of the school community and the educators as well as others to ward affirmative action for females. Most male teachers and educators and few female teachers and educators did not accept the affirmative action heartifully and they perceived as because of the inability of females to cop up with males. But affirmative action is a positive discrimination in favor of women. Given the past disadvantage experienced by women in most sectors, it is necessary that they are given the opportunities that culture

and traditions have deprived of them. Therefore, the school and city education department, the stockholders and the political leaders should change the attitude of the teachers, principals, supervisors and the community as a whole by designing training through **seminars, conferences, and make partnership and networking with different sectors and stock holders.**

- Support and encourage women teachers and principals.

Lack of support and encouragement from experts and process owners has greater influence on women to be principal of the school. This could be attained by supporting and encouraging through supervision, training and providing feedback about their performance. Hence the city education department should prepare encouraging and supporting mechanisms through supervision, training and providing feedback ranking based on their performance, providing unique motivation and prize and celebrating women principals' day in school.

- Capacitate and monitor the supervisors

It is known that the responsibility of supervisor is to solve the problem of principals, teachers and students in collaboration with the school boards within the required cluster. Even though their responsibilities are many, the supervisors do not practice their responsibility particularly in helping the women principals who need more support due to the influence of individual, socio-cultural and institutional factors. Hence the supervisors should be capacitated, monitored and evaluated by concerned body (city administrative education department and education bureau) in order to fill the gap of the school principals in the primary schools.

- Recruit vice principals in each primary school.

From the finding of the study, the complexity nature of principalship is one of the factors for low participation of women in principalship position. Therefore, the education bureau should recruit vice principals in each primary schools whatever the number of students are less than 1000.

- The education sector could work in collaboration with children, youth and women affairs sector and designed one budgeted plan to support women teachers to exercise leadership and how to balance the load of principalship and household's responsibility in the society. Similarly, there must be discussion among the society and family how the school environment is affordable to be headed by women principals.
- Additional research should be conducted on females incompetent to lead educational leadership and absence of role model women in the institution .whether they are factors or not for women underrepresentation in leadership it needs further investigation. The other factor existed during open ended questions is male teachers, principals and supervisors do not want to marry female principals and supervisors which was obtained from the respondents should be studied further by the researchers. In addressing the above issues, the researcher hope to provide a base for future research on factors that inhibit women teachers to be in a leadership position.

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Appendix A

Bahir Dar University

Faculty of Educational and Behavioral Sciences

Department of Educational Planning and Management.

The questionnaire is designed to collect data for reasons for underrepresentation of primary school teachers to become Principal position in Bahir Dar city. The study will be submitted as a partial fulfillment for the requirement of Master Degree from Bahir Dar University. The study is intended to provide an insight of the main reasons preventing women to become principal position in education sector. Because the accuracy of the research depends on your response you are kindly requested to forward your opinion honestly and logically. Your response will be kept in secret confidential.

Thank you in Advance!!!

Remember: Writing the name on the questionnaire is not necessary.

Part I: General profiles of respondents: Choose the best answer and circle the letter that contains the destructor.

Sex, A) male B) Female

Age, A) below 20 years B) 20-30 years C) 31-40 years D) 41-50 years E) above 50 years

Marital Status, A) Married B) Single

Your position in the school, A) teacher B) Principal C) Supervisor

Qualification, A) certificate B) Diploma C) First Degree D) Second degree

Work experience, A) below 1 year B) 1-5 years C) 6-10 years D) 10-15 years E) Above 15

Part II: The rating scale questionnaire has three categories namely personal reasons, institutional reasons and Socio-cultural reasons that hinder the primary school teachers from school principals. Hence you are kindly requested to answer the questions genuinely. Please put X mark in the column provided for each item.

1=strongly disagree 2=Disagree 3=partially agree 4=Agree 5= strongly agree

No	Item	Alternatives				
		1	2	3	4	5
1	To what extent do you agree that the personal reasons which hinders primary school women teachers to be principal position					
1.1	Lack of women's aspiration and motivation					
1.2	Women's negative self-perception about themselves					
1.3	Fear of male dominant environment.					
1.4	lack of commitment to take risk					
1.5	Women's reluctant to apply for promotion					
1.6	Fear of successfulness in their leadership.					
1.7	lack of confidence					
1.8	Having poor access to information.					
1.9	Female's incompetence to lead educational institution.					

State the other personal reasons that you think which inhibit women teachers to have access in school leadership position.-----

No	Item	Alternatives				
2	To what extent do you agree that the following Socio-cultural reasons which hinders primary school women teachers to be principalship position	1	2	3	4	5
2.1	Lack of respect in the society.					
2.2	Resistance from husbands					
2.3	The custom in which women are created for child rearing and house work.					
2.4	Fear of geographical mobility far from family.					
2.5	Male leaders dominated culture of the society.					
2.6	Overlap Family and Home responsibility.					
2.7	Unbalance access of decision making and leadership roles in the society.					
2.8	The difficulty women face to balance their work and family obligation.					
2.9	Frustration of the live domestic violence that prevents women's from fully realizing their leadership potential discourages women teachers to become school principal.					
2.10	Men teachers' reluctance to be lead by women principals.					
2.11	Cultural stereotyped and traditional views that portrays women as incompetent for leadership and decision making role.					

State the other Socio cultural reasons that you thing which inhibit women teachers to have access in school leadership position.-----

No	Item	Alternatives				
		1	2	3	4	5
3	To what extent do you agree that institutional reasons which hinders primary school women teachers to be principal ship position.					
3.1	Poor implementation of institutional rules and regulations.					
3.2	Negative attitude of males to ward affirmative programs for females.					
3.3	Disrespecting of males in their respective position in the educational institution.					
3.4	The complexity nature of principal ship position.					
3.5	Lack support and encouragement from supervisors and colleagues in their institution.					
3.6	Lack of support and encouragement from heads and experts of city education department.					
3.7	Lack of role model women leader in the educational institution.					
3.8	Lack of transparent support during selection, recruitment, and placement of women principals.					

State the other **institutional reasons** that you thing which inhibit women teachers to have access in school leadership position -----

Part III: Open ended questions: Below are open ended questions then write clear answer for each question based on your opinion and what you know.

1. What can you say about the acceptability of women principals in the society and work colleagues?-----

2. What form of institutional support would you like to see in your work place to bring women to be principalship position?-----

3. Compare between men and women principals in performing their responsibility?

4. What possible strategies can be used to enhance women's participation in leadership?-----

5. What are the opportunities which help to bring women teacher principalship position ?-----

በባህር ዳር ዩኒቨርሲቲ

**በትምህርት እና ሥነ-ባህርይ ሳይንስ ፋኩሊቲ የትምህርት ዕቅድና ስራ አመራር
ትምህርት ክፍል፤**

ለመምህራን፣ ለርዕሰ መምህራን እና ለሱፐርቫዥዎች የቀረበ የጽሁፍ መጠይቅ፤

ይህ መጠይቅ የተዘጋጀበት ዋና አላማ በባህር ዳር ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ፕሮግራም በትምህርት ዕቅድና ሥራ አመራር በ2ኛ ዲግሪ ለመመረቅ የሚያስችል የመጀመሪያ ደረጃ ሴት መምህራን ወደ ር/መምህርነት ለመምጣት እንቅፋት የሆኑትን ምክንያቶች ምን ምን ናቸው በሚል ርዕሰ ባህር ዳር ከተማ አስተዳደር ጥናትና ምርምር ለማካሄድ የሚረዳ መረጃ ለመሰብሰብ ታስቦ ነው፡፡

ስለሆነም በዚህ መጠይቅ ለቀረቡት ጥያቄዎች እርስዎ የሚሰጡት ግልጽና ትክክለኛ ምላሽ ለጥናቱ ስኬት ከፍተኛ አስተዋጽኦ ያለው መሆኑን እያስገነዘብሁ ትክክለኛ መረጃ እንደሚሰጡ እምነት በመጣል ነው፡፡

በመጨረሻም በዚህ መጠይቅ የሚሰጡት ማነኛውም መረጃ ለጥናቱ አገልግሎት ብቻ የሚውል መሆኑን እና የሚሰጡት መረጃ ሚስጥራዊነትም የተጠበቀ ነው፡፡

ማሳሰቢያ:-ስም መጻፍ አስፈላጊ አይደለም፡፡

ውድጊዜዎንናጉልበትዎንሰውተው መጠይቁን ለመሙላት

ስለተባበሩን አስቀድሜ ላመሰግን እወዳለሁ!!!

ክፍል አንድ፡- አጠቃላይ መረጃዎች

ከዚህ በታች ለተመለከቱት ስድስት የዳራዊ መረጃ ጥያቄዎች ስለራስዎ ትክክልኛውን መልስ የያዘውን ፊደል በመክበብ መልስ ይስጡ።

1. ጾታ፣ ሀ) ወንድ ለ) ሴት
2. ዕድሜ ፣ ሀ) ከ20 ዓመት በታች ለ) ከ20-30 ዓመት ሐ) ከ31-40 ዓመት መ) ከ41-50 ዓመት ሠ) ከ 50 ዓመት በላይ
3. የጋብቻ ሁኔታ፣ ሀ) ያገባ/ች ለ) ያላገባ/ች
4. በትምህርት ቤት ያለዎት ኃላፊነት፣ ሀ) መምህር ለ) ር/መምህር ሐ) ሱፐርቫይዘር
5. የትምህርት ደረጃ፣ ሀ) ሰርቲፊኬት ለ) ዲፕሎማ ሐ) የመጀመሪያ ዲግሪ መ) ሁለተኛ ዲግሪ
6. የአገልግሎት ዘመንዎ፣ ሀ) ከ1ዓመት በታች ለ) ከ1-5 ዓመት ሐ) ከ 6-10 ዓመት መ) ከ11-15 ዓመት ሠ) ከ15 ዓመት በላይ

ክፍል ሁለት፡-ግላዊ፣ ማህበራዊ እና ተቋማዊ እንቅፋቶችን የሚያመለክቱ የምርጫ ጥያቄዎች፤

በዚህ ክፍል ሴት የ1ኛ ደረጃ መምህራንን ወደ ር/መምህርነት ለማምጣት ተጽኖ የሚያደረጉ ምክንያቶችን በሦስት ምድብ የተከፈለ ማለትም የግል ተጽኖ፣ ማህበራዊና ባህላዊ ተጽኖና ተቋማዊ ተጽኖ የተከፈሉ የመረጃ መሰብሰቢያ መጠይቆች ቀርበዋል።

ስለሆነም በቅንነትና በሃቀኝነት የእኔን ግንዛቤ በትክክል ይገልጽልኛል የሚሉትን ከጥያቄው ፊት ለፊት ከተቀመጡት ምርጫዎች መካከል በአንደኛው ስር በሚገኝ ቦታ የ "X" ምልክት በማድረግ ይመልሱ። ለምርጫዎ ይረዳዎት ዘንድ አምስት ዓይነት አማራጮች ቀርበዋል። እነዚህ አማራጮችም በጣም አልስማማም ከሚለው ጀምሮ እስከ በጣም እስማማለሁ የሚሉትን ምርጫዎች ያካትታል።

በዚህ መሰረት ተራ ቁጥር፡-

1=በጣም አልስማማም 3=በከፊል እስማማለሁ

2= አልስማማም 4=እስማማለሁ 5=በጣም እስማማለሁ የሚሉ አማራጮች ናቸው።

ተ.ቁ	ጥያቄዎች	አማራጮች				
		1	2	3	4	5
1	ከዚህ በታች የቀረቡት የግል እንቅፋቶች በምን ያህል መጠን ሴት መምህራን ወደ ር/መምህርነት እንዳይመጡ ምክንያት ይሆናሉ ብለው ያምናሉ?					
1.1	የሴት መምህራን የራስ ተነሳሽነት እጦት ስላለባቸው።					
1.2	ሴት መምህራን ለራሳቸው ያላቸው ግምት ዝቅተኛ መሆን።					
1.3	ሴት መምህራን ወንዶች የሚበዙበትን የስራ አካባቢ መፍራት።					
1.4	ሴት መምህራን ኃላፊነትን ለመውሰድ የቆራጥነት ችግር መኖር።					
1.5	ሴቶች ር/መምህርነት ለመወዳደር ስለማያመለክቱ					
1.6	ሴቶች ስኬታማ ላልሆን እችላለሁ የሚል ስጋት ስላላቸው።					
1.7	ሴቶች በራስ መተማመን አለመቻላቸው።					
1.8	ሴቶች ለመረጃ ያላቸው ቀረቤታ አናሳ መሆን።					
1.9	ሴቶች የትምህርት ተቋምን ለመምራት ብቁ አለመሆን።					

ሴት መምህራን ወደ ር/መምህርነት እንዳይመጡ የሚያደርጓቸው ሌሎች ግላዊ እንቅፋቶች ምን ምን ናቸው ይላሉ?-----

ተ.ቁ	ጥያቄዎች	አማራጮች				
2	ከዚህ በታች የተዘረዘሩት ማህበራዊ እንቅፋቶች በምን ህል መጠን ሴት መምህራን ወደ ር/መምህርነት እንዳይመጡ ምክንያት ይሆናሉ ብለው ይስማማሉ?	1	2	3	4	5
2.1	ህብረተሰቡ ለሴቶች የሚሰጠው ግምት ዝቅተኛ መሆን።					
2.2	የሴት መምህራን የትዳር አጋሮቻቸው ስለማይፈቅዱላቸው ።					
2.3	በማህበረሰቡ ውስጥ ሴቶች የተፈጠሩት ልጅ ወልዶ ለማሳደግና ለሴት ውስጥ ስራ ብቻ የሚል አመለካከት መኖሩ።					
2.4	ሴቶች ር/መምህር ከሆኑ ከቤተሰብ ተለይቶ ወደ ገጠር የመመደብ አጋጣሚው ሰፊ ስለሆነ።					
2.5	በሴቶች ላይ የወንድ የበላይነት የሚንጸባረቅበት ባህል መኖሩ።					
2.6	የቤተሰብና የቤት ኃላፊነት መደራረብ ።					
2.7	በማህበረሰቡ ውስጥ በወንድና በሴቶች መካከል ሚዛኑን ያልጠበቀ የአመራር እና የውሳኔ ሰጭነት ድርሻ መኖር ።					
2.8	ስራቸውን እና በቤት ውስጥ ያላቸውን ኃላፊነት አጣጥሞ አለመቻላቸው።					
2.9	በጾታቸው ምክንያት የሚደርስባቸው ጥቃት በኃላፊነት ያላቸውን ብቃት እንዳይጠቀሙ ስጋት ስለሚሆንባቸው።					
2.10	ወንድ መምህራን በሴት ር/መምህራን መመራት ፍላጎት ስለሌላቸው ።					
2.11	ሴቶች ለመሪነትና ለውሳኔ ሰጭነት ብቃት እንደሌላቸው አድርጎ የሚወሰድ ባህላዊና ልማዳዊ አስተሳሰብ መኖር።					

ሴት መምህራን ወደ ር/መምህርነት እንዳይመጡ የሚያደርጓቸው ሌሎች ማህበራዊ እንቅፋቶች ምን ምን ናቸው ይላሉ?-----

ተ.ቁ	ጥያቄዎች	አማራጮች				
3	ከዚህ በታች የቀረቡት ተቋማዊ እንቅፋቶች በምን ያህል መጠን ሴት ምህራን ወደ ር/መምህርነት እንዳይመጡ ምክንያት ይሆናሉ ብለው ይስማማሉ?	1	2	3	4	5
3.1	ሴቶች የመሪነት ሙያን እንዲጫወቱ የሚያበረታቱ ደንቦችና መመሪያዎች በተገቢው መንገድ አለመተግበራቸው ::					
3.2	ለሴቶች የሚደረግላቸውን ማበረታቻ የወንዶች የተዛባ አመለካከት መኖር::					
3.3	የሙያ ብቃትን የተሻለ አድረጎ ለማሳየት ጥረት ከሚያደርጉ ወንድ የሙያ አጋሮቻቸው ጋር ያላቸው መስተጋብር ዝቅተኛ መሆን::					
3.4	የር/መምህርነት የስራ ባህሪ ውስብስብ መሆን ::					
3.5	በስራ ባልደረቦቻቸውና በሱፐርቫይዘሮች በቂ ድጋፍና ክትትል ስለማይደረግላቸው::					
3.6	በትም/ጽ/ቤት ኃላፊዎችና ባለሙያዎች በቂ ድጋፍና ክትትል ስለማይደረግላቸው::					
3.7	አርአያ የሚሆን ሴት መሪዎች በትምህርት ቤቶች አለመኖር::					
3.8	ግልጽ የሆነ የመረጣ፣ የምልመላ፣ የቅጥርና ምደባ እገዛ አለመደረግ::					

ሴት ምህራን ወደ ር/መምህርነት እንዳይመጡ የሚያደርጓቸው ሌሎች ተቋማዊ እንቅፋቶች ምን ምን ናቸው ይላሉ?-----

ክፍል ሦስት፡- የግል ሃሳብን የሚጠይቁ ነጻ ጥያቄዎች፤

ከዚህ በታች ለተጠቀሱ ጥያቄዎች የራስዎን ሃሳብ በነጻነት ይግለጹ፡፡

1. ሴት ር/መምህራን በትምህርት ቤት አካባቢና በስራ ባልደረቦቻቸው ያላቸው ተቀባይነት ምን ይመስላል?-----

2. በሚሰሩበት የሰራ አካባቢ ሴት መምህራን ወደ ር/መምህርነት ሙያ እንዲገቡ ምን ምን አይነት ተቋማዊ ድጋፍ ይደረግላቸዋል?-----

3. የሴት ር/መምህራንና የወንድ ር/መምህራን የተሰጣቸውን ኃላፊነት ከመወጣት አኳያ በንጽጽር ይግለጹ-----

4. የሴቶችን የአመራርነት ተሳትፎ ለማሳደግ ምን ዓይነት ስልቶችን ብንጠቀም አዋቂነት አለው ይላሉ?-----

5.ሴት መምህራን ወደ ር/መምህርነት ሙያ ለማምጣት የሚደረጉ ማበረታቻዎች ምንምን ናቸው ይላሉ?-----

Appendix B
Bahir Dar University
Faculty of Educational and Behavioral Sciences
Department of Educational Planning and Management

An interview question is prepared for Heads and Process owners in Bahir Dar City Administration Education Department.

1. What are the main reasons which under represents primary school women teachers to become principalship?
2. What government strategies can be used to enhance women's participation in educational leadership position?
3. What possible government strategies are impractical in your woreda and school?
4. In Your opinion what solution would you suggest to improve women's representation in educational leadership?
5. On the context of your city explain how women and men principals practice their responsibility?

በባህር ዳር ዩኒቨርሲቲ

**በትምህርት እና ሥነ-ባህርይ ሳይንስ ፋኩሊቲ የትምህርት ዕቅድና ስራ አመራር
ትምህርት ክፍል።**

በባህረዳር ከተማ አስተዳደር ትም/መምሪያ ኃላፊዎችና የስራ ሂደት አስተባባሪዎች

የሚቀርብ ቃለ-መጠይቅ

ይህ የቃለ መጠይቅ ጥያቄዎች የቀረቡት ለባህረዳር ከተማ አስተዳደር ትም/ጽ/ቤት ኃላፊዎችና የስራ ሂደት አስተባባሪዎች የሚቀርብ ነው።

1. ሴት መምህራን ወደ ር/መምህርነት ሙያ እንዳይመጡ ደንቀራ ሆኑ ምክንያቶች ምን ምን ናቸው ይላሉ?

2. ሴት መምህራን ወደ ር/መምህርነት መምጣት እንዲበረታታቱ እንደ መንግስት ምን የተያዘ ስትራቴጂ አለ ይላሉ?

3. በመንግስት ደረጃ ሴቶችን ወደ አመራር ለማምጣት ከተቀረጹ አስተራጅዎች መካከል እንደወረዳችሁ ተጨባጭ ሁኔታ ተግባራዊ ያልሆኑት የትኞቹ ናቸው? ለምን?

4. በራሱም አስተሳሰብ ሴቶችን ወደ አመራርነት መምጣት ለማሻሻል ምን መፍትሄ ሊኖር ገባል ብለው ያምናሉ ?

5. አንደ ከተማ አስተዳደርዎ ተጨባጭ ሁኔታ የሴትና የወንድ ር/መምህራን የተሰጣቸውን ኃላፊነት በቁርጠኝነት እየተወጡ ስለመሆናቸው መገለጫ ካለ ቢያብራሩልኝ?

Appendix C

Bahir Dar University

Faculty of Educational and Behavioral Sciences

Department of Educational Planning and Management

An interview question is prepared for Women primary school principals.

- 1) Why do you decide to be principal ship?
- 2) Throughout your principalship position:
 - A) Describe very delightful principalship conditions.
 - B) Describe very sadness principalship conditions.
 - C) On the context of your leadership describe the best opportunities of being School principals.
- 3) On the context of your leadership describe the challenges of being school Principal ship
- 4) On the context of your leadership journey what are the reasons that women teachers are inhibited to be principalship?
- 5) As you are school principalship:
 - A) Do you advise female teachers to come to principalship? Why?
 - B) Do you advise Female teachers not to come principalship? Why?
- 6) What is the influence of being school principal on your:
 - A) Self life?
 - B) Family responsibility and motherhood?
 - C) Social interaction?
- 7) Are male teachers, principals and supervisors cooperative with female principals?

በባህር ዳር ዩኒቨርሲቲ

በትምህርት እና ሥነ-ባህርይ ሳይንስ ፋኩሊቲ የትምህርት ዕቅድና ስራ አመራር

ትምህርት ክፍል

ለሴት ር/መምህራን የተዘጋጀ ቃለ መጠይቅ።

- 1) ለምን ር/መምህር ለመሆን ወሰኑ?
- 2) በር/መምህርነት ጉዞዎ ውስጥ፡-
 - ሀ) በጣም አስደሳች ነው የሚሉትን ቢገልጹልኝ?
 - ለ) በጣም አሳዛኝ ገጠመኝዎን ቢያብራሩልኝ?
 - ሐ) መልካም አጋጣሚ ገጾች ምን ምን እንደሆኑ ቢያብራሩልኝ?
- 3) በር/መምህርነት ስራዎ ላይ ከፍተኛ ተጽዕኖ (እንቅፋት) ሆኖ ያገኑት ነገር ካለ ቢያብራሩልኝ
- 4) ብዙ ሴት መምህራን ወደ ር/መምህርነት ሙያ የማይመጡበት ምክንያት በራስዎ የአመራር ጉዞ የተረዱት ነገር ምንድን ነው ይላሉ?
- 5) እርስዎ ር/መምህር እንደመሆንዎ መጠን፤
 - ሀ) ሴቶች ወደ ር/መምህርነት ቦታ እንዲመጡ ይመክራሉ? ለምን?
 - ለ) ሴቶች ወደ ር/መምህርነት ቦታ እንዳይመጡ ይመክራሉ? ለምን?
- 6 የር/መምህርነት ስራ በግልና በቤተሰብ ህይወትዎ ውስጥ ያስከተለው ችግር አለ ቢዘረዝሩልኝ፡-
 - ሀ) በትዳርና የግል ህይወትዎ ላይ፤
 - ለ) በቤተሰብ አስተዳደር ና የእናትነት ሚና ላይ፤
 - ሐ) በማህበራዊ ህይወትዎ ላይ፤
- 7) ወንድ መምህራን፣ ር/መምህራን እና ሱፐርቫይዘሮች ሴት ር/መምህራን ስራን ለመስራት ምን ያህል ይተባበራሉ ?

Appendix D

Frequency and percentage distribution for individual factors

No	Items	Respon dents	Alternatives									
			SDA(1)		DA(2)		PAG(3)		AG(4)		SAG(5)	
			N	%	N	%	N	%	N	%	N	%
1.1	Lack of aspiration and motivation	T	8	3	25	9	17	6	157	55	81	28
		P	0	0	0	0	0	0	10	77	3	23
		s	0	0	0	0	0	0	7	70	3	30
1.2	low perception of women's about themselves	T	8	3	44	15	21	7	144	50	71	25
		P	0	0	1	59	1	8	7	54	4	31
		s	1	10	1	10	1	10	5	50	2	20
1.3	Fear of male dominance environment	T	19	7	55	19	38	13	147	51	29	10
		P	1	8	0	237	4	31	4	31	4	31
		s	1	10	3	30	1	10	4	40	1	10
1.4	Lack of commitment to take risk	T	19	7	49	17	36	13	148	51	36	13
		P	0	0	1	59	1	8	6	46	5	38
		s	2	20	1	10	0	0	5	50	1	10
1.5	Women's reluctant to apply for promotion	T	14	5	57	20	14	5	148	51	55	19
		P	1	8	1	0	0	0	10	77	1	8
		s	0	0	0	0	0	0	8	80	2	20
1.6	Fear of successfulness in their work	T	17	6	44	15	22	8	164	57	41	14
		P	1	8	4	59	1	8	6	46	1	8
		s	0	0	0	0	2	20	8	80	0	0
1.7	Lack of confidence in their work	T	4	1	48	17	18	6	174	60	44	15
		P	0	0	2	59	1	8	9	69	1	8
		s	0	0	1	10	2	20	6	60	1	10
1.8	Having poor Access to Information& networking	T	12	4	46	16	19	7	155	54	56	19
		P	1	8	2	59	1	8	5	38	4	31
		s	0	0	1	10	1	10	7	70	1	10
1.9	Female's incompetence to lead educational institutions	T	30	10	124	43	50	17	70	24	14	5
		P	2	15	5	178	3	23	3	23	0	0
		s	1	10	6	60	2	20	1	10	0	0

T=teachers, P=Principals, S=supervisors ,SAG=strongly agree, AG=agree, PAG= partially agree, DA=Disagree SDA=Strongly Disagree

Appendix E

Frequency and percentage distribution for socio-cultural Factors

No	Items	Responde nts	Alternatives									
			SDA (1)		DA(2)		PAG(3)		AG(4)		SA(5)	
			f	%	f	%	f	%	f	%	f	%
2.1	Lack of respect in the society	T	9	3	28	10	20	7	165	57	66	23
		P	0	0	3	23	2	15	6	46	2	15
		s	0	0	1	10	1	10	6	60	2	20
2.2	Resistance from husbands	T	15	5	44	15	43	15	154	53	32	11
		P	1	8	2	15	3	23	7	54	0	0
		s	0	0	2	20	1	10	7	70	0	0
2.3	The society consider women only to rear child and domestic work	T	19	7	45	16	33	11	160	56	31	11
		P	0	0	4	31	1	8	4	31	4	31
		s	1	10	0	0	4	40	4	40	1	10
2.4	Fear of Geographic mobility far apart from family	T	19	7	55	19	63	22	106	37	45	16
		P	0	0	1	8	3	23	7	54	2	15
		s	1	10	0	0	3	30	6	60	0	0
2.5	Male leaders dominated culture of the society	T	15	5	47	16	29	10	138	48	59	20
		P	0	0	1	8	0	0	9	69	3	23
		s	0	0	2	20	1	10	4	40	3	30
2.6	Overlap of Family and home responsibility	T	6	2	28	10	34	12	155	54	65	23
		P	1	8	0	0	0	0	8	62	4	31
		s	0	0	2	20	1	10	7	70	0	0
2.7	Unbalance access of decision making and leadership roles in the society	T	13	5	43	15	64	22	135	47	33	11
		P	2	15	1	8	3	23	3	23	4	31
		s	0	0	1	10	4	40	5	50	0	0
2.8	Difficulty women face to balance their work and family obligation	T	19	7	58	20	51	18	135	47	25	9
		P	1	8	0	0	3	23	4	31	5	38
		s	0	0	1	10	1	10	7	70	1	10
2.9	Frustration of the live domestic violence that prevents women's from fully realizing their leadership potential	T	21	7	55	19	51	18	126	44	35	12
		P	1	8	2	15	2	15	5	38	3	23
		s	0	0	2	20	1	10	7	70	0	0
2.10	Men teachers are reluctant to be lead by women principals	T	15	5	66	23	61	21	111	39	35	12
		P	2	15	1	8	1	8	5	38	4	31
		s	0	0	1	10	1	10	8	80	0	0
2.11	Cultural stereotyped and traditional views that portrays women as incompetent for leadership and decision making	T	19	7	51	18	34	12	135	47	49	17
		P	1	8	0	0	4	31	3	23	5	38
		s	1	10	0	0	2	20	7	70	0	0

T=teachers, P=Principals S=supervisors, SAG=strongly agree, AG=agree, PAG= partially agree, DA=Disagree SDA=Strongly Disagree

Appendix F

Frequency and percentage distribution for institutional factors

No	Item	Respo ndents	Alternatives									
			SDA(1)		DA(2)		UND(3)		AG(4)		SAG(5)	
			N	%	N	%	N	%	N	%	N	%
3.1	poor implementation of institutional rules and regulation which encourage women in aspiring leadership position	T	18	6.3	58	20.1	35	12.2	145	50.3	32	11.1
		P	0	0.0	1	7.7	0	0.0	8	61.5	4	30.8
		s	1	10.0	1	10.0	1	10.0	7	70.0	0	0.0
3.2	Negative attitude of males to Ward affirmative action program for females	T	13	4.5	50	17.4	46	16.0	128	44.4	51	17.7
		P	2	15.4	0	0.0	2	15.4	4	30.8	5	38.5
		s	2	20.0	1	10.0	2	20.0	4	40.0	1	10.0
3.3	Disrespecting of males in their respective position in the institution	T	10	3.5	59	20.5	53	18.4	111	38.5	55	19.1
		P	1	7.7	5	38.5	2	15.4	4	30.8	1	7.7
		s	3	30.0	5	50.0	1	10.0	1	10.0	0	0.0
3.4	The complexity nature of principalship in educational institution	T	18	6.3	39	13.5	42	14.6	117	40.6	72	25.0
		P	0	0.0	0	0.0	1	7.7	5	38.5	7	53.8
		s	0	0.0	3	30.0	1	10.0	2	20.0	4	40.0
3.5	Insufficeint support and motivation from the supervisors	T	8	2.8	36	12.5	36	12.5	114	39.6	94	32.6
		P	0	0.0	1	7.7	1	7.7	4	30.8	7	53.8
		s	0	0.0	1	10.0	0	0.0	5	50.0	4	40.0
3.6	Insufficeint support and motivation from woreda experts and head of education office	T	9	3.1	30	10.4	37	12.8	107	37.2	105	36.5
		P	0	0.0	1	7.7	1	7.7	2	15.4	9	69.2
		s	0	0.0	1	10.0	1	10.0	5	50.0	3	30.0
3.7	Absence of role model women in educational institution	T	26	9.0	118	41.0	35	12.2	104	36.1	5	1.7
		P	0	0.0	8	61.5	2	15.4	3	23.1	0	0.0
		s	2	20.0	3	30.0	2	20.0	3	30.0	0	0.0
3.8	Lack of transparent support during selection recruitment and placement of women principals	T	19	6.6	72	25.0	36	12.5	112	38.9	49	17.0
		P	2	15.4	2	15.4	3	23.1	2	15.4	4	30.8
		s	1	10.0	3	30.0	2	20.0	4	40.0	0	0.0

T=teachers, P=Principals S=supervisors, SAG=strongly agree, AG=agree, PAG= partially agree, DA=Disagree SDA=Strongly Disagree

Appendix G

Formula to find expected mean for each item and for the whole items

Given: scales 1, 2, 3, 4, 5 (1-5)

Number of items: 1, for each item, 9 for the whole individual items, 11 for the whole socio-cultural items and 8 for the whole institutional items

Expected mean for each item = $\frac{1 \times \text{lowest scale} + 1 \times \text{highest scale}}{\text{Two}}$

Expected mean for the whole individual items (9) = $\frac{9 \times \text{lowest scale} + 9 \times \text{highest scale}}{\text{Two}}$

Expected mean for the whole socio-cultural items (11) = $\frac{11 \times \text{lowest scale} + 11 \times \text{highest scale}}{\text{Two}}$

Expected mean for the whole institutional items (8) = $\frac{8 \times \text{lowest scale} + 8 \times \text{highest scale}}{\text{Two}}$

Expected mean for each item = $\frac{1 \times 1 + 1 \times 5}{2} = 3$

Expected mean for the whole individual items (9) = $\frac{9 \times 1 + 9 \times 5}{2} = 27$

Expected mean for the whole socio-cultural items (11) = $\frac{11 \times 1 + 11 \times 5}{2} = 33$

Expected mean for the whole institutional items (8) = $\frac{8 \times 1 + 8 \times 5}{2} = 24$

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for in other universities and that all sources of material have been duly acknowledged.

Name: Abebe Leyew

Signature: _____

This thesis has been submitted for examination with my approval as a university advisor.

Advisor's Name: Adane Tessera (Ass.P)

Signature: _____

Date: _____