ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF BUSINESS

POLICY, PRACTICE AND CHALLENGES OF FEMALE TEACHERS' PARTICIPATION IN THE SECONDARY SCHOOL LEADERSHIP POSITIONS: THE CASE OF KOLFE KERANYO SUB-CITY

BY

KIDIST LEMMA

JULY 2024

ADDIS ABABA, ETHIOPIA

POLICY, PRACTICE AND CHALLENGES OF FEMALE TEACHERS' PARTICIPATION IN SECONDARY SCHOOL LEADERSHIP POSITIONS: THE CASE OF KOLFE KERANYO SUB-CITY

BY

KIDIST LEMMA

ID NO. SGS/0306/2015A

ADVISOR MISGANAW SOLOMON (PHD)

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (GENERAL MANAGEMENT)

JULY 2024

ADDIS ABABA, ETHIOPIA

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS

POLICY, PRACTICE AND CHALLENGES OF FEMALE TEACHERS' PARTICIPATION IN SECONDARY SCHOOL LEADERSHIP POSITIONS: THE CASE OF KOLFE KERANYO SUB-CITY

BY
KIDIST LEMMA

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies	**Signature**
Advisor	**Signature**
Internal Examiner	**Signature**
Dr Getie Andualem 14/07/2024	
Extrernal Examiner	**Signature**

ACKNOWLEDGMENT

First and most my heartfelt gratitude goes to the almighty God for making everything possible and making me strong enough to make it to this stage. And I would like to extend my heartfelt gratitude to my advisor Dr. Misganaw Solomon for his unwavering support and guidance throughout the completion of my thesis. Your thoughtful feedback and constant encouragement have not only honed my skills but also enriched the quality of this thesis.

I'd also like to acknowledge KolfeKeranyo sub-city administrators for their contributions and the resources provided while in need. I want to thank all teachers' leaders in the sample of secondary schools for providing me with the necessary data. I am also thankful at my school and would like to say thank you for the support and wealth of research materials and opportunities available which significantly influenced the outcome of this thesis.

This acknowledgement extends to my family especially to my Husband and my sister, whose belief in my abilities and their encouragement has provided the emotional sustenance needed to complete this challenging task. Their everyday support has been my motivation and strength to accomplish my thesis successfully, finally thanks to Almighty God once again.

Table of Contents

LIST OF TABELS AND FIGURES

ABSTRACT

This study was conducted at Kolfe Keranyo Sub-city aimed at assessing the policy, practices and challenges of female teachers' participation in secondary school leadership positions using descriptive survey research design and employing a mix of research approaches was also employed to select representative sample of 122 teachers through simple random and stratified sampling techniques. Additionally, three school principals, three female teachers in lower leadership positions, and four educational experts from the sub-city were chosen using purposive sampling techniques. Interviews and questionnaires were used to gather data. There was a combination of quantitative and qualitative data analysis techniques used. While information gathered through interviews, and open-ended questions was qualitatively examined to supplement quantitative results, information gathered through questionnaires was statistically analyzed using SPSS. Ultimately, the study came up with the following findings. For the past five years, it has been determined that female teachers' participation in school leadership has been negligible in the sub-city. Among the main obstacles to their participation were socio-cultural practices as well as organizational and personal related factors. In addition, it was found that the female teachers themselves had low ambitions and were also unwilling to become head teachers. The study found that the influence of cultural ideology affected female teachers' participation in leadership. In addition, lack of an influential female role model in secondary school leadership, limitations in hiring and promotion decisions, and implementation of policies to promote women in secondary school in KolfeKeranyo sub-city had an impact. Socio-cultural and gender stereotypes such as family and domestic responsibilities also affect women's opportunities to gain experience in school leadership to conclude the participation of female teachers in leadership roles in secondary schools in KolfeKeranyo sub-city falls short of current expectations. This means that the existing measures and strategies that provide good opportunities for women are not fully implemented to attract as many female candidates as possible for greater participation in secondary school leadership in KolfeKeranyo Sub-City. It is therefore generally urged that all concerned agencies work to close the gaps in accordance with the policy provisions.

Key words: Leadership, Participation, School Leadership Position, Female School Leadership

CHAPTER ONE

INTRODUCTION

This chapter's background of the study, statement of the problem, Objectives, significance delimitation, of the study and Research Design and methodology of the study, and organization of the study will be presented.

1.1. Background of the Study

Leadership involves collaborating with others to achieve a school vision based on personal and professional values (Bush and Glover 2003). The principal and their team must guide the school towards a strategy that maintains high standards, continuous development, and responsibility for all parties involved. The literature shows that while women are increasingly in executive positions in corporate organizations, their participation in leadership roles in education remains limited. Historically, few women have held administrative positions in schools, and while the number of women working as teachers is increasing, they only constitute 14% of administrative positions in many industrialized countries.

Research reveals that cultural and constitutional factors in countries like Australia, the USA, and South Africa contribute to skewed attitudes towards women's skills, resulting in underrepresentation of women in top educational administration positions globally, despite affirmative action and cultural shifts (Dominicici and Zeger's 2009). Traditional beliefs about women's roles and status persist, making it challenging for many women to break free from this system. Women are often overrepresented in lower-level corporate positions and may feel less at ease in work and training environments.

In many countries, there is a growing recognition of the importance of gender equality in educational leadership, and efforts are being made to promote the equal representation of both men and women in school leadership positions. This includes policies and initiatives aimed at addressing gender biases and barriers to women's leadership in education. Additionally, international organizations such as (UNESCO 2003) and the World Bank (2012) have also been advocating for gender equality in education and leadership.

Furthermore, Lad (2010) noted that female principals were better than males in communicating school goals, supervision and evaluation of instruction, coordinating curriculum, maintaining high visibility, promoting professional development and providing incentives for learning. The fact that women are inadequately represented in the educational management as well as in the teaching force. In this regard, Ethiopia shows a considerable gender disparity in the education system in terms of numbers, position held, benefits and influence.

The gender gap in educational management is a global issue, with Ethiopia being a notable example. World Economic Forum (2021) report that despite high numbers of women in the sector, they are underrepresented in the leadership position like most developing countries. Davies' 2013 study found that the proportion of female head teachers, supervisors, and senior ministry personnel in third-world countries is not related to their teaching force, indicating a significant under representation of women in management positions. In Ethiopia, according to Muhammed &Ayenalem (2023), women are underprivileged, receiving fewer social services, occupying lower positions in economic, political, social, and cultural activities, and underrepresented in education, particularly in higher education.

Despite being a larger proportion of literate people, expecting a balanced ratio of male and female leaders is challenging. Constraints faced by women in administrative roles are complex, involving cultural factors and male attitudes that contribute to their lack of confidence and self-esteem. The perception of leadership in schools is often distorted by the belief that males are superior, leading to stereotypes of goal-oriented, ambitious, emotional, and clever negotiators. Jennifer (2011) emphasizes that gender labeling is just one of many issues faced by women in administrative positions, particularly in secondary schools where there is a shortage of female teachers.

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs (FMWYC, 2011). For example, recent statistics show the existence of more illiterate women than men (51 per cent men and 66 per cent women) and women are less represented at all levels of education, especially in higher education (MoE, 2019, Cited in Emebet, 2020). The same to other countries, the Ethiopian context also shows that the under-representation of women in educational leadership at different levels especially at secondary

schools is highly seen. Moreover, this result comes due to different similar factors like other countries.

The situation in the education sector is not encouraging either. The participation of women as principals has not improved at all. Among the **74 secondary schools** found in Addis Ababa in the 10 sub-cities, we only find two main principals and 10 vice principals (AAEB,2021) That number is very low by any standard. The research aims to investigate the policies and practices of female teachers' participation in the secondary school principal ship position in Addis Ababa City administration. Additionally, it seeks to identify the reasons for the low participation of female teachers in this role.

1.2. Statement of the Problem

Women hold half of the world population statistically. This logic should have let them possess high proportion in different administration echelon so that they could play significant role in economic, social, cultural and political development of a country. However, the reality is the opposite in most cases women account for no more than 10% managers and 4% of company director and this issue has received the attention of international organizations (Onsong, 2004).

Education is basic means of economic, social and political development for all society. It is widely recognized as one indicator of development. One of the basic purposes of educations is to produce trained human resources which can overcome development impediments of a given country. Education is emphasized in Dakar and Beijing platforms as crucial for women's empowerment, as it expands options, maximizes potential, promotes gender equality, and supports development initiatives. A 2000 UNESCO paper highlights its benefits, including reducing child mortality, slowing population growth, and improving living standards. A study by Jungho (2023) confirmed that education also increases women's ability to participate in informal organizations, workplaces, and decision-making processes, overcoming obstacles traditionally held by males.

Tyree, (2016) & Criswell and Betz, (2014) noted that the literature highlights negative perceptions of female leaders in school administration that are widespread and not limited to any particular group, nation, ethnic group, or institution. This perception stems from personal, social and cultural factors and is not limited to any particular school or institution in South Africa.

3

Historically, men have held leadership roles in various organizations and sectors. In patriarchal societies, women often take on the role of homemaker, while men take on leadership roles in various fields (Clara, 2016). Holtkamp (2002) and Enomoto (2000) found that women are hesitant to pursue educational or administrative positions due to societal attitudes, and despite equal opportunities in public and private institutions, their secondary education participation is significantly lower than that of men.

Women are underrepresented in leadership positions in various fields, including politics, healthcare and business. While women's leadership has positive impacts, such as improving public goods, the challenges and opportunities of female leadership in schools have not yet been sufficiently explored. While there is a growing body of literature on the benefits of female teachers on girls' educational outcomes, the challenges and opportunities of female leadership in schools have not yet been adequately explored. (Sperling et al., 2015), the challenges and opportunities of female leadership in schools have not been adequately researched.

Despite women's increasing representation in the teaching workforce, they remain underrepresented in school leadership positions in six African countries. Administrative data reveals a low share of women among primary school leaders, ranging from 9 percent to 21%. In Niger, women account for only 17% of leaders, while in Togo, Mali, Côte d'Ivoire, and Burkina Faso, women make up around one in 10 leaders. Research indicates gender disparities in school leadership, with women being underrepresented in leadership positions compared to the teaching profession in Latin America and the Caribbean. Eight countries show a 20-percentage point gap between female school leaders and female teachers, with Mexico, Chile, and Colombia having the lowest proportion of female school leaders.

Women face obstacles like institutionalized gender bias, political and economic system structure, mistrust, and stereotypes about their leadership capacity, regardless of their qualifications. These barriers highlight the need for more inclusive and equitable opportunities for women Panigrahi's (2013), research shows that while women's representation in Ethiopia's executive councils and administrative bodies has increased, they still hold a low representation in school leadership roles, especially in educational settings. This disparity is particularly noticeable when transitioning from primary to secondary schools and higher education establishments.

Empherical gaps : Fundamentally, equality between men and female is a matter of human right and a condition for social justice, necessary and basic pre-requisite for equality, democracy, development, peace and good governance. However, studies for instance (Emebet, 2014) noted that the contemporary world is male dominated in which gender power relations are clearly adjusted in favor of men. One of the areas were female are clearly discriminated is in leadership position. Though this world is created both for male and female there are imbalances in taking the leadership position (Christine, 2012, Dereje,2013). In relation with this, the female participation in secondary school leadership is less than expected as a ratio compared to male. For instance, according to the MoE(2019).

Theoritical gaps: As studies indicate, leadership positions have been institutionalized as men"s work in earlier times (Holtkamp, 2002; Enomoto, 2000; MoE, 2008; ESDP-IV). According to Holtkamp (2002), leadership roles have been hold by men. Also, Enomoto (2000) noted that little has been changed in school leadership preparations programmers, and for this female remain under-represented at higher levels of administration.

Methodological gaps: Bahirnesh Emiru (2022) employed quantitative methods to study female principals' underrepresentation, while Leliftu Mekonnin (2013) combined both approaches, emphasizing quantitative methods. My research aimed to fill methodological gaps by using both quantitative and qualitative methods equally.

Ethiopia has made progress in enhancing women's representation in school leadership positions across different regions. However, the attitude towards women in leadership positions in Addis Ababa remains unchanged. According to the Education Bureau (2022), only 2% of 74 government secondary schools currently have female principals and 10% vice principals, it can be concluded that the school's leadership is dominated by males.

The Ethiopian government has made significant strides in gender equality through the introduction of the National Policy on Women in 1993 and the Federal Constitution of 1995. The Ethiopian Education and Training Policy (1994) encourages equal access to education and training for both boys and girls, including encouraging women to participate in teacher hiring,

training, and placement, including gender equality in the national curriculum, and holding leadership roles in the education sector.

The current status of female leadership in Addis Ababa city secondary schools has not been extensively researched; this lack of research has sparked the researcher's interest in exploring teachers' perceptions of female involvement in school leadership. It is evident that female participation in leadership roles is lower compared to males (AABoE, 2012). Hence, the study will try to investigate the reasons for the low participation of female teachers in school principal positions and examine the practices, policy provisions, and challenges of female teachers in the secondary school principal ship position.

1.2.1 Basic Research Questions

1. To what extent do female teachers participated as principals in government secondary schools in the KolfeKeranyo sub-city of Addis Ababa City Administration during the last five years (2012–2016 E.C.)?
2. What are the major organizational, personal and socio-cultural challenges that hinder female teachers'' participation in school leadership position in secondary schools of KolfeKeranyo a sub-city of Addis Ababa City?
3. What is the perception of principal's sub-city educational experts and female leaders towards the assignment of female teachers to leadership positions in secondary schools?

1.3 Objectives of the Study

1.3.1. General objective

This study is to assess the current secondary school leadership practices and major challenges of female teachers'' participation in Secondary schools of KolfeKeranyo sub-city

1.3.2. Specific Objectives

The study aims to examine the policies, practices, and challenges impacting the involvement of female teachers in secondary school leadership roles in the KolfeKeranyo sub-city. The specific objectives include:

☐ To analyze the extent that female teachers participated as principals in government secondary schools in the KolfeKeranyo sub-city of Addis Ababa City Administration

☐ To examine the policies that female teachers have in place regarding their involvement in school leadership

☐ To investigate current practices in school leadership selection, appointment, and assignment by educational experts in the sub-city.

☐ To explore teachers' perceptions of female leadership involvement in Kolfekeranyo sub-city city's secondary school.

☐ To identify the main obstacles that prevents Female teachers from actively participating in leadership roles in schools within the KolfeKeranyo sub-city?

1.4. Significance of the Study

The study explores women teachers' participation in secondary school principal ship in KolfeKeranyo sub-city, aiming to raise awareness about the importance of women in decision-making positions, encourage their involvement, increase female representation in school principal ship positions, and serve as a foundation for further research by other scholars.

1.5. Delimitation of the study

To make the study manageable, the researcher focused on KolfeKeranyo sub-city out of the 11 sub cities in Addis Ababa City administration. Three government secondary schools were selected from the seven in the sub –city it was delimited to examine the policy, practices, and challenges faced by female teachers in aspiring for the school principal ship position. To this end, an attempt was made to study the current practice of female teachers" to involve in secondary school leadership position, major organizational , personal and socio-cultural factors that affect female teachers" participation in secondary school leadership of KolfeKeranyo sub-city in line to these, traditional outlooks that hinder their participation, the pressure of home responsibility and the perceptions that hinder their participation in secondary school leadership, strategies and procedures for recruitment and its implementation discriminatory or not are a major focus of the study.

1.6. Limitation of the Study

It is evident that research work cannot be completely free from limitations. The limitations of the study include the geographical scope, which was limited to Addis Ababa city Administration specifically to one of the sub-cities (KolfeKeranyo) and selected government school. If the study had been conducted in different regions and countries with a comparable context, covering a wider area and a larger number of respondents, it would have offered more comprehensive and valuable insights into the factors influencing women's participation in leadership positions.

1.7. Operational Definitions

For the purpose of clarity and constancy in the study the following terms carry the perspective operational definitions given below.

- ➢ **Educational leaders:-** to refer to individuals in leadership positions at a school, such as school principals, department heads, and unit leaders, to ensure clarity and consistency in the research.
- ➢ **School leadership positions:-** involve individuals in formal roles such as school principals and vice principals, who are responsible for guiding, coordinating, and directing an organization or group to achieve its goals and objectives.
- ➢ **Leadership**:- involves taking on a recognized role in an organization or group.
- ➢ **Participation**:- the act of sharing in the activities of a group; the condition Share in common with others (followers, partners, etc.).
- ➢ **Principal**:- in this study, individuals in the position of leading the schools
- ➢ **Secondary school:** The term secondary schools in this study refer to first-cycle secondary schools (from 9 to 12 grade levels).

1.8. Organization of the Paper

The thesis has preliminary parts such as table of content, list of tables, figures, acronyms, acknowledgment and abstract. The rest of the thesis paper was structured as follows. Chapter one presents the background of the study, statement of the problem, objectives, significance of the study, limitation, delimitation and organization of the study. Chapter two presents conceptual and empirical literature reviews. Chapter three presents research design and methodologies of the study. Chapter four presents results and discussions of the study. Finally, chapter five presents summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the literature on women's involvement in secondary school leadership, with a focus on global and national perspectives. It emphasizes the limited representation of women in educational leadership compared to men, and despite some advancement in creating opportunities; the majority of leaders are still men. The chapter seeks to tackle the barriers that impede women's participation in educational systems. In the last twenty years, many studies have examined the difficulties encountered by women in educational leadership, with a focus on obstacles, career trajectories, and leadership approaches. This is mainly because of the widespread presence of female educators in the teaching profession, who are hired and advanced despite their aspirations to be in leadership roles.

2.2 Theoretical Review

2.2.1 Meaning of Leadership

Warren & Bennis (2009) noted that "leadership is a topic that has interested historians and philosophers since antiquity, but scholarly studies did not begin until the twentieth century. Scholars and other authors often have more than 350 definitions of the term "leadership" "Based on the above sections on the definition of leadership, there is no single meaning for leadership; the meaning can be given depending on the situation and complexity of the leadership being exercised.

2.2.2 Concept of Leadership

Yuk and Gardner (2019) highlight that leadership has various meanings due to changes in environmental conditions. Leaders need to implement leadership skills in educational institutions, organizations, and households. However, the essentials of leadership remain the same for all positions. The implementation of leadership capacities depends on the environment and situation, with differences in skills, roles, job duties, problem-solving methods, and relationships between individuals. Individuals must understand leadership's significance and

implement necessary measures to drive improvements, as leaders in different organizations may have varying perceptions of leadership.

2.2.3. School Leadership

Leith wood et al. (1990) and Yukl (2002) argue that leadership lacks a universally agreed-upon definition, with over 350 definitions without a clear distinction between leaders and non-leaders. Despite this ambiguity, the importance of leadership for school effectiveness is widely acknowledged.

According to Daresh 1998 and NCSL 2010, it is crucial to establish a working definition of this complex concept. As Beare, Caldwell, and Millikan (1989) highlight, exceptional leadership consistently stands out as a key trait of exceptional schools. There is no longer any doubt that individuals striving for excellence in education must guarantee its existence and prioritize the cultivation of future leaders.

Greenfield and Ribbins (2018) emphasize leadership's character, involving personal values, self-awareness, and emotional competence. Day, Harris, and Hadfield's (2001) study of 12 schools in England and Wales reveals effective heads' values, based on OFSTED criteria and peer reputation, gathered feedback from teachers, parents, governors, and students. The core of these important 'personal values' is further explored when they contend that 'successful leaders are guided by and communicate different sets of personal and educational values that represent their moral ambitions for school'.

2.2.4. Women and Leadership

Research on equality of opportunity in educational administration shows that a person's role in education is determined more by their gender than by their age, experience, background, or ability (Whittaker & Lane, 1990). Transformational leadership is primarily linked with women, who are increasingly recognized for their exceptional leadership abilities. In fact, women exhibit leadership styles associated with effective performance as leaders more frequently than males (Eagly, 2007; 1).

According to research (Eagly and Johnson, 1990), female leadership, which is marked by democratic and participatory traits, can be successfully implemented in the school setting

because it emphasizes relationships and fosters a positive work environment, all of which improve the standard of education. Thus, the researchers firmly believe that if women are given access to leadership opportunities and their leadership qualities are transferred to educational settings, they would be able to offer their leadership qualities to the school.

Gross and Trask (1976) identified women's leadership attributes, including their expertise, attention to instructional supervision, favorability over male counterparts, higher ratings for student performance, superior administration, decision-making and problem-solving abilities, and greater interest in helping misbehaving students.

2.2.5. Gender Stereotyping (the Glass Ceiling)

Ashimre and Del Boca (1979) defined gender stereotypes as a structured set of beliefs about individual attributes of a group. Powell (1993) further elaborated on this concept, defining gender stereotypes as beliefs that view men as possessing masculine traits like independence and aggression, and women as possessing feminine traits like gentleness, sensitivity to others' feelings, and tactfulness. This perspective emphasizes the complex nature of gender stereotypes and their impact on individuals and society. Oell (1993) argues that despite media attention and workplace changes, beliefs about sex differences have remained consistent since the late 1960s. The concept of the Glass Ceiling, introduced in 1986 by the Wall Street Journal, aims to explain the contradiction between increasing women entering the labor market and their limited access to leadership positions.

The metaphor depicts the obstacles women face in corporate leadership despite their education and skills. It appears as an invisible barrier, hindering their progress. The glass ceiling acts as an unseen obstacle for women participation in the leadership position. As a result, the existence of gender stereotyping disadvantages women in positions of power in comparison to their male counterparts, precisely because their gender stereotypes clash with leadership stereotypes. (Galanaki et al., 2009).

2.3. Empirical Studies on Policy of Female School Principal-ship Position

As an intervention for change promoted by equity-driven political agendas, programs involve organizational goals for increasing the representation of historically excluded groups,

timetables for their achievement, and the introduction of strategies and practices to support targets (Konrad and Haetmannn, 2001). Quotas and targets may be seen as discriminatory (in this case against men) or as risking causing backlash and accusations of tokenism (Baez, 2006; Lihamba et al., 2006; Morley et al., 2006).

On the other hand, they can be justified as appropriate and essential, especially in places where gender segregation is well ingrained. They can also address and mitigate gender prejudice in hiring and selection (OECD, 2008). In 2008, Norway implemented quotas that required a minimum of 40% of each gender to be represented on publicly traded boards. Since then, other European nations—including Spain, Iceland, Finland, France, the Netherlands, Belgium, and Italy—have enacted quota laws or are contemplating doing so. An intervention that has resulted in audit-able change is shown

The federal government has issued several documents, including the Education and Training Policy (ETP) in 1994, which aims to promote female education and female educational leadership. The policy aims for democratic, professional, coordinated, efficient, and effective educational management, encouraging women's participation. Although a quantitative strategy could have improved the policy's implementation, administrative guidelines issued in stages, particularly the ESDP series phases, have been instrumental in implementing this policy.

The Ethiopian Teachers Development Program (TDP) Blueprint, 1999 E.C. aims to prioritize female candidates in education and training. The National Female Strategy, 2010, focuses on enhancing female educational participation through continuous capacity-building training for female leaders. The ESDP IV, which addresses gender and education as one of the eight cross-cutting issues in the Ethiopian education system, reflects the current status and trends towards female leadership in the Ethiopian education system. When describing the achievements in terms of reducing gender gaps in the education system since ESDP III, it was not forgotten to note the fact that the number of women in administrative and managerial positions remains low, depriving female students of the opportunity to look up to role models (ESDP IV; p. 70). As one of the main challenges in the spectrum of gender and education, ESDP IV states that: - Women are severely underrepresented in positions of pedagogical leadership and management and in the teaching profession in higher education (ESDP IV: p:70). The document goes on to forge its expected outcomes in a way that increases the number of female administrators,

supervisors and directors at all levels (p:70), but it does not specify by how much or to what percentage the increase would be.

The main outcome targets aim to increase female representation in education policy and outline future trends for female leaders. The Ministry of Education and the Ministry of Public Service circulate administrative guidelines to regional offices, recognizing women as a significant part of society and ensuring affirmative action. The Ministry has clarified in its sub-article 5.6.1 a and b of the Conditions of Recruitment for Civil Servants that female applicants are guaranteed affirmative action and that differences in results at the local level should be addressed.

The ministry has stated in its public servants' proclamation that women should be given priority in recruitment, promotion, and deployment, and job applicants should not be discriminated against based on sex. However, it is not believed that women can advance to leadership roles in schools, even as researchers. The effectiveness of these tactics is demonstrated in this report.

Major Factor for Low Women Participation in School Leadership

In this section, several research studies confirm the factors for low participation of women in educational leadership. For instance, female administrators in educational leadership are underrepresented as gender given that make up the whole teaching profession (Gregory 2000). For their under-representation" they list several factors that are related to organizational and individual factors.

Organizational Factors

Since the 1980s, women have faced barriers in achieving leadership positions in education due to unfavorable perceptions by school board members and superintendents. These stereotypes and false beliefs, such as women's inability to handle funds, oversee people, provide constructive criticism, and operate in a political context, persist among administrators, search consultants, and school board members. Misconceptions, such as a female superintendent's incompetence at supervising a school, are linked to concerns about a woman's suitability for the position.

Ogan (1999) found that women were perceived as lacking the ability to handle discipline at school. Skrletal (2000) reported that school boards and other administrators believe that women are malleable. The authors described malleable personalities as school board perceptions of women superintendents as easy to direct just because they are female. If women turn out not to be malleable, the repercussions are much more negative for women than for men.

Most research suggests that the main obstacles to women's career advancement are largely outside their personal control. The Glass Ceiling Commission identifies organizational and structural barriers as the primary factors impeding women's progress up the career ladder (Wood, 1994). Berman (1999) argues that organizational structures, particularly job assignments, are intentionally set up to hinder women from reaching top administrative positions. Job assignment is seen as a key factor in women's career advancement to leadership roles within an organization, especially in educational settings.

Organizational structures often limit women's upward mobility by limiting them to roles considered women's occupations. This leads to placement in functional areas or crucial job assignments, limiting their potential for management. Women are often seen as responsible for teaching, while men are seen as principals. This traditional assumption has made men privileged in educational leadership, undermining female teachers' roles. However, if females are given the opportunity to lead schools, they can achieve this. Research on leadership positions has been predominantly male dominated, leading to a bias in organization research and theory, with early work on teachers' careers often ignored or oriented towards male ways of knowing

Working Conditions and Sex Discrimination

According to Morgan, King, and Robinson (1981:467), discrimination is the act of treating an individual or group unfairly or unfavorably. Of course, prejudice frequently gives rise to discrimination. However, there are situations where prejudiced people act contrary to their views, either out of fear or a lack of opportunity. Because they belong to the weaker sex, women are frequently the ones who are more prone to remain silent in the face of discrimination out of fear of additional injury or victimization. In the context of women's

discrimination, Ouston (1993:5) asserts that the main obstacle to women in management is still males.

Although there has been some improvement, traditional sexist beliefs persist and are a genuine, not imagined, obstacle to women's advancement. Since human beings are by nature capable of learning in other realms, discrimination based on any claimed distinction between men and women is both unfounded and unethical. Women have the capacity to study just like other members of the human species do, since knowledge enables a man to rise to a higher rank in society. By making a compelling case that leadership in both dynamic enterprises and educational institutions is a common phenomenon, Grogan (1996:137) further enlightens.

Schools can foster leadership opportunities for everyone, including women, if they believe in equality and reject discrimination. This perspective, rooted in democratic beliefs, asserts that there is something universal to all humans, transcending class, race, or sex.

Unfair discrimination against women is based on unproven assumptions and justifications. Women's perceptions of the attractiveness of administration are influenced by the elements of the job and the male-defined settings they must operate in. Research shows that women experience more workplace stress than males in traditionally masculine environments. Males discourage women through intimidation, silence, name-calling, gossip, and excessive lying. Some male subordinates may also make it clear that they do not believe in women as future leaders. Logan (1999) and Lange (1995) revealed that male coworkers in educational leadership often engage in sexual harassment and bribery. Supervisors frequently fail to address gender concerns, leading to silence on these matters, which may be perceived as sexism. The perception of a principal's role discourages female teachers from seeking administrative positions, with significant impact

Socialization and Sex role stereotype

Organizational socialization involves integrating new leaders into a school or district's norms and assumptions. Women face greater challenges due to traditional stereotypes, which cast them as socially incongruent as leaders. This marginalization results in women being expected to behave like men and judged on their womanliness, leading to their failure to advance to upper-level leadership positions. (Hart, 1995, Braithwaite 1986)

Hill and Ragland (1995) found that colleagues often label female principal as firm, but they are often viewed negatively by school management and community. Irby and Brown (1995) also found that societal perceptions of women as emotional workers and intuitive often hinder their decision-making abilities. Kamler and Shakeshaft (1999) further supported these findings, highlighting the myth that women are too emotional and cannot rationally see things, affecting their decision-making abilities.

Hiring Practice and Recruitment

Organizational culture and gender stereotypes significantly impact hiring, promotions, and pay for women leaders. These biases can lead to employers overlooking talented candidates and limiting their talent pool. Unjustified assumptions about women's career ambition and loyalty hinder their advancement in leadership. Gender stereotypes and recruitment obstacles also hinder women's advancement, as they are often perceived as inferior or distinct from typical leaders. Rhode (2002) suggests that women's lack of recognition stems from a lack of mentors and informal networks, a trend that Ehrich (1994) also notes. Women in various professions, including management, academe, and education, also face challenges in mentoring opportunities. The recruiting and hiring committee on selection panels is seen as a gatekeeper to leadership.

The interview process often involves non-educators and local community members, causing uncertainty for applicants. Despite the assumption of lay women replacing women in principal roles, male appointments increase. Socialization, stereotyping, and barriers make appointments difficult for women, limiting advancement beyond low-paying jobs and perpetuating female job ghettos with limited mobility. (Giese 1989; Vetteer 1989).

Hiring practices in entry-level jobs determine access to ladders within complex organizations. Employers typically recruit applicants for specific jobs within a company, relying on traditional sources like vocational educational programs and business colleges. Personal networks of friends and relatives also play a role in finding out about entry-level jobs. Personal networks and organizational rules are common sources of information about entry-level jobs. The internal labor market (ILM) theory helps analyze career advancement, focusing on a job ladder

that links skill, knowledge, and experience. Formal rules govern eligibility and promotion decisions, ensuring a logical progression of skills and experience.

Sex discrimination in educational administration is prevalent, with methods such as recruiting filters, selection criteria filters, and selection decision filters being used to exclude qualified women. These methods limit job openings, apply dual selection criteria, and reject women due to aggressiveness, highlighting the pervasive barriers women face in career advancement.

Mahoney (1993) and Christianson (1975) highlight the challenges faced by women in administrative positions, including selection criteria, discrimination, dual-work roles, lack of female role models, community resistance, and lack of central office experience. Shapiro (1987) highlights the importance of low encouragement, limited role models, lack of networks, and discriminatory hiring and promotion as barriers to women seeking administrative placement in school systems.

Research shows that women's advancement in education is limited due to anti-nepotism policies in institutions of learning. These policies discriminate against wives, often limiting their opportunities. Additionally, there is a lack of role models, leading to women not giving administrative posts consideration. These factors, combined with discriminatory hiring practices and a lack of networks, contribute to the limited opportunities for women in education. Restine (1993) highlights the unplanned and unexpected paths women take into administration, emphasizing the importance of female role models. Coleman (1996) explains barriers to women's career progress as constraints from socially defined roles, such as domestic matters, and the "gender overlay" in schools favoring young male teachers. (Coleman, 1994:185). Coleman also observes that male teachers may also benefit more from an informal level of "mentoring" than their female equivalents. Male principals tend to sponsor male teachers. Additionally, many school boards and selection teams are male dominated.

Individual and societal Factors as Barriers for Females' Advancement to Educational Leadership

Shakeshaft (1989) identifies internal barriers for females' advancement to educational leadership, such as lack of confidence, motivation, aspirations, deficiencies in credentials and

experience, and socialization and gender stereotyping, which can be overcome through individual changes, while external barriers require social and institutional change.

Poor Self-image and Lack of Confidences

Women are less confident in requesting promotions and applying for positions they are qualified for, compared to men. Studies suggest they receive less helpful feedback, potentially causing harm to their self-esteem. However, some argue that these psychological hurdles are less common in women and that the social structure of society is more responsible than the woman's psychology. Systemic barriers and lack of credentials often hinder women's aspirations to leadership positions in educational leadership. However, research shows that the number of women in graduate school increases confidence, motivation, and credentials. However, this doesn't guarantee positions in the administrative field, as studies show that the number of women in graduate programs often exceeds male students.

Systemic barriers and lack of credentials often hinder women's aspirations to leadership positions in educational leadership. However, research shows that the number of women in graduate school increases confidence, motivation, and credentials. However, this doesn't guarantee positions in the administrative field, as studies show that the number of women in graduate programs often exceeds male students. Brown and Irby (1995) found Women aspiring to become administrators often report lower aspirations and lack of confidence, compared to those who have already become administrators. Studies show that female secondary school teachers who didn't want to become administrators exhibited no signs of low self-esteem or confidence. However, women superintendents reported no internal barriers of poor self-image or lack of confidence.

Similarly, Grogan and Brunner (2005a, b) report that 40% of women in senior central office positions feel competent to take on district leadership positions. However, low self-esteem and self-confidence may differ from leadership identification, which can lead to feelings of isolation and being an outsider. Studies show that women lack a sense of themselves as leaders and perceive they have more work to do than men.

Family and Home Responsibilities

Women's lack of administrative success is attributed to factors such as moving with spouses, place-bound situations, family and home responsibilities, and misalignment of personal and organizational goals. Family responsibilities are a reality-based barrier to women achieving administrative positions. (Kamler and Shakeshaft, 1999). Hewitt's (1989) study highlighted the complexities of the role, workload, and meetings outside school hours, reducing principals' physical and psychological time. As a result, many senior leaders are reassessing their ability to balance their lives.

Gender and Socio-culture

Cultural and social structures in industrialized nations like China, Turkey, and Islamic nations restrict women's access to leadership positions, imposing gender-specific duties and obligations. This results in societal disapproval and reduced marriage opportunities. Traditional Chinese culture and developing nations also have societal beliefs that women are weaker and cannot hold administrative roles. Schultz (1998) highlights that women in developing countries often remain tied to the house for ritual and spiritual purity, believing it is only through domestic activities that they can evolve to a man. Barriers to career advancement are influenced by cultural and religious beliefs that define femininity in terms of marriage, housekeeping, and child-rearing. Pakistani women principals lack power, with most non-government schools having women principals but predominantly male governing boards.

Grady's (1992) study reveals that women face a psychological barrier, a subconscious occupational ceiling, and gender stereotyping that prevent them from pursuing success in non-traditional roles like school administration. This subconscious occupational ceiling hinders women from recognizing their abilities and competing in a larger occupational sphere. Socialization and gender stereotyping also contribute to this issue, preventing women from actively pursuing success in this field. Likewise, the finding of Ngan (2011), both the indigenous culture substantially influence the female participants' exercise of leadership and, consequently, contribute to the poor representation of women in leadership positions. Mahoney (1993) argues that women are often limited by social expectations, parental guidance, and self-aspiration, while men are encouraged to pursue professional success. This socialization

perpetuates notions of female inferiority, as women are often socialized not to pursue higher education, as society believes they don't need as much. Ethiopian society is patriarchal, with stereotypical work divisions and gender stereotypes. Women face challenges in establishing themselves and finding jobs outside the home due to perceived inferiority. They perform most domestic and reproductive responsibilities, making it essential to examine their abilities and support both genders in educational leadership.

The literature suggests networking as a way to overcome barriers and promote women as candidates for positions. Networks offer personal and professional references, job opening information, advice on benefits, salaries, and school board history. Women should actively seek these networks for career growth. (Rees, 1992). Women are increasingly attending graduate school and preparing for principal roles to overcome barriers to administrative advancement. However, the under-representation of women in leadership remains a concern. Employment equity programs and affirmative action initiatives can help decrease these barriers and promote women's participation in educational leadership.

Employment equity programs monitor employment patterns to address fairness and representation in the workforce. Institutions need to recognize that recruitment doesn't guarantee acceptance. Supporting gender parity in the classroom can help break down obstacles for women, particularly in educational and extracurricular activities.

Employment equity programs aim to address issues like fair treatment and representation in the workforce. Institutions need to recognize that recruitment doesn't guarantee acceptance. Supporting gender parity in the classroom can help break down obstacles for women, as girls are disproportionately underrepresented in educational and extracurricular activities. This approach helps create a more equitable and representative workforce.

2.4. Conceptual Framework

This study aims to assess the policy, practice and challenges of female teacher's participation in leadership position in secondary school in Kolfe keranyo sub-city using the conceptual framework adopted from literature review.
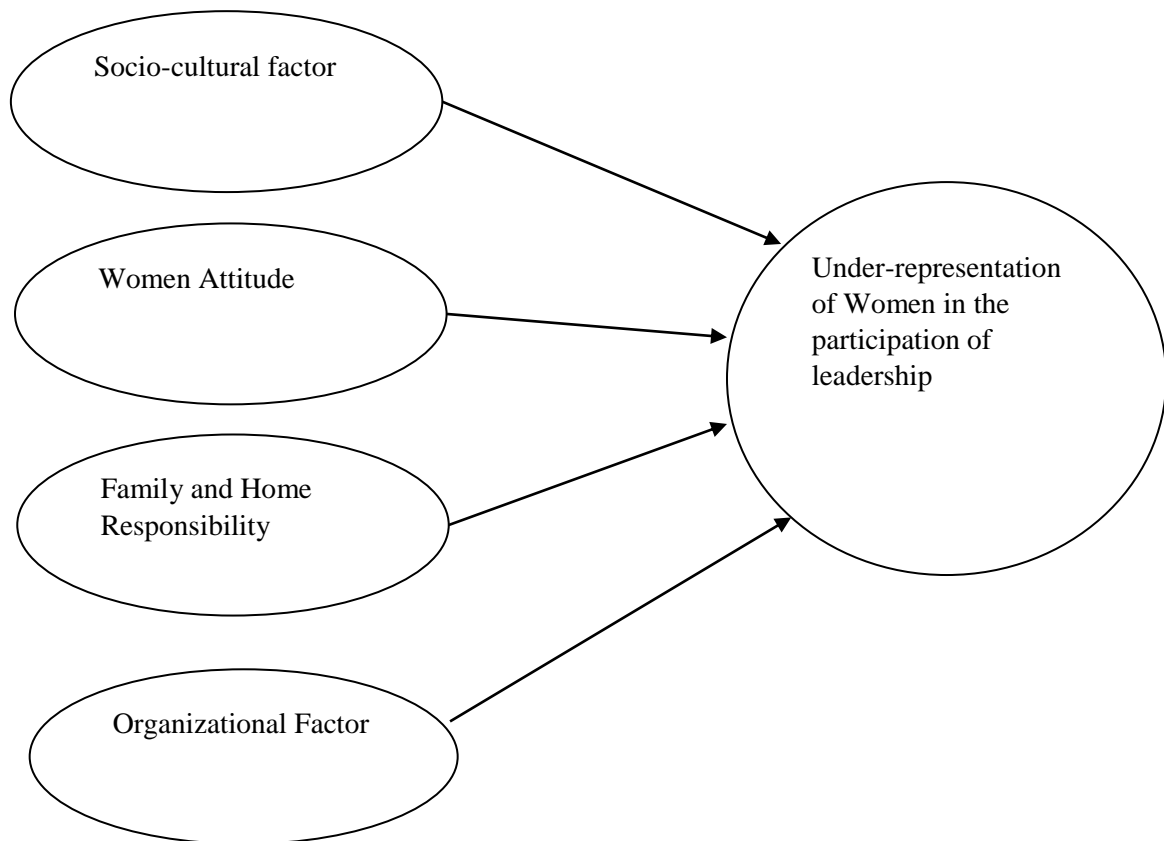
Figure 1: Conceptual Framework(Adopted from Literature Review)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

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

3.2. Research Paradigm

This study will primarily use the positivist paradigm, which emphasizes the importance of quantitative observation of activities, actions, or reactions to establish knowledge. This paradigm, based on measurement and reason, aims to measure and draw generalizations about a population through statistical approaches, ensuring that anything cannot be known for sure without quantitative data.

3.3. Research Approach

The research methods utilized include both quantitative and qualitative approaches. As the research is survey-based, it prioritizes a quantitative methodology. Employing multiple approaches can leverage their respective strengths, mitigate their individual weaknesses, and yield a deeper comprehension of the research issues compared to relying on a single approach. Additionally, this approach may offer more comprehensive responses to research inquiries, surpassing the constraints of a solitary approach (Creed et al., 2004). Furthermore, it is practical as it allows the researcher to employ all available methods to tackle a research problem. Cresswell (2006). Additionally, a triangulation strategy was used to validate findings within a study.

3.4. Research Design

This study aims to explore the policy provision, practices, and challenges of female teachers' participation in secondary school principal ship leadership in KolfeKeranyo sub-city using a descriptive survey design. This design allows for predictions, event narration, and conclusions based on large, representative samples of the target population, connecting philosophical

assumptions to specific methods. Prakash (2005) stressed the importance of survey research in obtaining descriptions of existing phenomena. In addition, a qualitative phenomenological design was utilized to explore human experiences through descriptions provided by participants (Donalek, 2004). Thus, it can be justified that this phenomenological design aid in examining the lived experiences of women teachers that impede their involvement in leadership roles within secondary schools.

3.5. Sampling Techniques

Probability sampling techniques that allow a representative chance or give an equal chance for the population to be selected or included in the study as a sample. Probability sampling techniques are also a process of choosing a subset of people or things from a broader population in order to draw conclusions or generalize about the population as a whole (Cresewell,2012). Therefore, two probability sampling techniques were employed to collect data prepared in the form of questionnaires. Additionally, a non-probability sampling technique of purposive sampling was used for collecting interview data.

Target Population

The target population of this study was 802 secondary school teachers, 7 secondary schools, 28 principals and 15 educational expertises working in the KolfeKeranyo sub-city in Addis Ababa city Administration.

Sampling Frame

Three (3) secondary schools located in the KolfeKeranyo sub-city were selected as the sample schools. The study involved 202 secondary school teachers and 12 school principals as the population, from which a sample was drawn. Additionally, the population for sampling the study participants includes three secondary school supervisors and six female teachers who are working in a leadership position.

Sampling procedure

The study targets teachers and school leaders in KolfeKeranyo, a sub-city of Addis Ababa, and the Administration Education Bureau. KolfeKeranyo sub-city has 7 government secondary schools with 28 principals (main, vice academic, vice administrative, and vice on teacher development) and 802 teachers (KolfeKeranyo sub-city Annual Report, 2015: 12).

It is important for the researcher to define, as specifically as possible, both the sampling procedures and the characteristics of the sample used in the study (Best and Khan, 1999). Out of the 7 government secondary schools in the sub city, 3 (three) secondary schools (General Wako Gutu, Yemane Birhan and Keranyo Medhanialem Schools) were chosen through a lottery method, where names are listed and selected one by one until the desired sample size was achieved.

The study included a total of six school leaders (main and vice principals) from the sample schools, six (six) female school leaders from the sample schools working in any type of leadership position, and four (four) sub-city teachers, development directors, and experts using purposive sampling techniques. This approach is chosen because these individuals can provide the most valuable information through interviews to address the research questions, and they have insights about the topic under study (Gay & others, 2009).

Two sampling techniques (stratified and simple random sampling) were used to select a sample of teachers due to the population's lack of homogeneity. To ensure a sufficient number of subjects from both male and female teachers, stratified sampling methods are suitable (Gay, 2009). The population is initially segmented into homogeneous groups by gender, and subjects are chosen from each group.

Based on data from the Kolfe Sub-city Education Department, there are 282 secondary school teachers in the sample schools, with 201 males and 81 females. Therefore, 122 teachers (68 males and 54 females) were selected from the three secondary schools for the study. This sample size of 122 teachers is considered appropriate and representative for the population of 409 teachers, as recommended by Cohen (2002:104).

3.6 Sources of Data

Both primary and secondary data sources were used to collect the necessary data from the sources.

Primary Sources

The primary data sources consist of male and female teachers, principals, sub-city educational experts, and females in leadership roles. These individuals were selected due to the anticipation

that they would possess superior insights into the factors influencing low female involvement in educational leadership at secondary schools.

Secondary Sources

The secondary data were articles, journals, books, unpublished documents, such as annual reports from government offices and schools

3.7 Data Collection Instrument

Three main instruments employed in the data collecting process: document analysis, interviews, and questionnaires. To accomplish triangulation, the researcher made use of these instruments for gathering data. In the social sciences, triangulation methods seek to offer a more thorough account of human behavior from several angles. Using both quantitative and qualitative data were required for this (Cohen, 2002).

Questionnaires

To ensure the reliability and adequacy of the information, a questionnaire containing both open and closed-ended questions was prepared in English language with the assumption that every respondent at least has a minimum of first degree and can be able to understand and respond appropriately. Then 122 questionnaires for teachers' respondents were administered to a sample of secondary school teachers. The reason for this is that a questionnaire makes it possible to collect a large amount of information from a large number of respondents in a short time and relatively inexpensively. It allows respondents to provide information without threats. In line with this, it saves time and space and allows for a high proportion of usable responses (Best & Khan, 2003).

The survey comprises two sections: one gathering background details from participants and another containing five inquiries about policy provisions related to the involvement of female teachers in secondary schools. Additionally, it encompasses 10 questions assessing the perceptions of male and female teachers in female leadership roles, as well as the obstacles encountered by women in engaging in leadership within secondary education. Each element is evaluated using a five-point Likert scale to gauge respondents' attitudes and levels of agreement; i.e 5= strongly Agree; 4= Agree; 3= Undecided; 2= disagree; 1= strongly disagree). The survey

aims to understand the current practices, policy provision and challenges faced by female teachers in the secondary school leadership position.

Interview

An interview schedule utilized to deliberately choose 3 three school principals, 4 (four) sub-city education experts, and 6 (six) female teachers in the school leadership position questionnaires. This can help us in cross-referencing the questionnaire responses with interviews. To gain comprehensive insights into female participation or underrepresentation in school principal roles, interviews were conducted with education experts collaborating with secondary school principals in principal selection and assignment. Furthermore, interviews provide additional depth, accurate and reliable information, as doubts could be clarified, and respondents cross-checked. Interviews are crucial primary data collection instruments as they allow respondents to express their ideas and perspectives on the issues under investigation. They are used in descriptive research, where opinions and perceptions are essential. Interviews provide more accurate and reliable information, as they allow for clarification of doubts and cross-checking of respondents' responses. The interview structure was semi-structured and similar to the questionnaire content. (Denscombe & Martyn, 1999; Khan, 2008).

Procedures of Data Collection

To answer the study questions, a sequence of data gathering techniques is employed by the researcher. These processes facilitate the collection of accurate and relevant data from the sample units. The researcher pre-tested the data gathering instruments at a secondary school after obtaining ethical clearance and authorization documents from KolfeKeranyo Sub-City. The principals of the schools gave consent when the pilot test was finished. Once the participants had agreed, the researcher presented her objectives and purposes. Subsequently, the final questionnaires were given to teachers in the selected schools. Participants provided their responses to each question, with the data collector assisting and supervising to address any confusion. Finally, the questionnaires were gathered and prepared for data analysis.

Pilot Testing

The questionnaires were pilot tested in one secondary school in the sub-city but were not included in the study. In the pilot-tested school, there are 89 teachers (58 male, 31 female);

therefore, 30% of the total population, i.e., 27 teachers (17 male, 10 female), was selected as a sample for the pilot test using stratified and simple random sampling techniques. The school used in pilot testing (Rapi Secondary School) was not included in the main study. The data collected during the pilot test was prepared, analyzed, and interpreted. The results from the pilot test were used to rectify any misleading questions in the instruments before the study was carried out, making the instruments valid and reliable. The adjustments included changing unclear words and removing redundant questions.

3.8 Validity and Reliability of the research instruments

Validity of the instruments

The validity of an instrument is the extent to which it measures what it is intended to measure. To ensure content validity and accurately measure the intended effects, a combination of questionnaires, interview schedules, and document analysis will be employed. The questionnaires will be given to specialists in educational research to determine the correctness of the content. Their comments and corrections are incorporated into the questionnaire, thus validating it. The content validity of the instruments was further ensured by carrying out a pilot test. Any unclear questions were corrected before the main study. The adjustments included inserting simpler words, re-framing the questions for easier understanding, and removing some redundant questions.

Reliability of the instruments

According to Mugenda and Mugenda (2009), reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Internal consistency techniques were used to test the reliability of the questionnaires. Instruments were pilot tested in some teachers, which were randomly selected. The instruments were administered to the participants only once. Reliability of the questionnaire was assessed using the Cronbach alpha, often referred to as the alpha coefficient of reliability, or simply the alpha. The Cronbach alpha measures the inter-item correlations, i.e., the correlation of each item with the sum of all the other relevant items and is beneficial for multi-item scales. Hence, in the administration process, a Cronbach alpha greater than **.70** is considered acceptable and processed. (Cohen, 2013).

3.9 Method of Data analysis

Both quantitative and qualitative data analysis methods were employed in order to answer the research aims and study objectives that drive the data analysis process.

3.9.1 Quantitative Data Analysis

The questionnaire responses were entered into a computer using the SPSS version 20 software. The data was analyzed using descriptive statistics such as percentage, frequency, mean, median, and standard deviation, providing a foundation for interpreting and summarizing the data clearly and understandably (Aron et al., 2008).

3.9.2 Quantitative Data Analysis

Qualitative data analyzed by transcribing the respondent's ideas and views through narrations, descriptions, and discussions to capture aspects of the study that could not be addressed through the quantitative method and to triangulate research findings derived from the literature review and primary sources. The quantitative and qualitative data findings, acquired through survey questionnaires and interviews, were presented sequentially. Firstly, the quantitative data was analyzed and then complemented by the qualitative data. Ultimately, conclusions were drawn from the major findings, and possible recommendations were suggested for solutions.

3.10 Ethical Considerations

The researcher was first obtaining permission from the KolfeKeranyo sub-city education department to access the schools. Then followed by formally contacting the head teachers of the chosen schools to request access. A consent form was created and distributed to all study participants. Through the use of these consent forms, the researcher obtained informed consent from all participants. Necessary measures was taken to minimize disruption to the participants' daily activities.

For the analysis and interpretation parts of the study, the researcher maintains the identity of participants' anonymity. Names are disassociated from responses in the process of coding and re-coding survey data and numbers were used to ensure anonymity (Creswell, 2009).

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented using tables. On the other hand, the collected data through interview and open-ended questions were analyzed qualitatively. This tool was used to triangulate the consistencies and variations of the results obtained.

As mentioned earlier, among various data collection instruments, questionnaires and semi-structured interviews were used to collect the relevant information for this study. Thus, a total of 122 questionnaires were distributed to the selected secondary school teachers. Fortunately, 122 (100%) of them were properly filled and returned to the researcher. Among 24 interview respondents (four experts, three secondary school principals and six secondary school female teachers who are in a position of leadership from department heads up to vice principals) and 13 have properly participated and given the required information on the issue under investigation. In general, 50% of respondents have participated as respondents to the issue raised through the interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Item scores for each category were arranged under five rating scales. The range of the rating scales were Strongly Agree =5, Agree =4, Undecided =3, Disagree =2 and Strongly Disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of strongly agree and agree were combined in to agree and the results of strongly disagree and disagree merged to disagree.

Accordingly, the overall results of the issue investigated as well as respondents' personal background or profiles were clearly presented below.

Table 1. Socio-demographic characteristics of respondents

Item		Respondents	
		No	%
Sex of Respondent	Male	68	55.7
	Female	54	44.2
	Total	122	100
Educational Background	BachelorDegree	101	82.7
	MA	21	17.3
Work Experiences	<5	10	8.1
	5-10	20	16.3
	11 and above	70	57.3
Principals	Male	3	100
	Female	-	0
Sub city education department experts	Male	4	100
	Female	-	0

As shown in table two above, 68 (55.7 %) males and 54 (44.2%) females were government secondary school teachers. The great majority of the secondary school teachers, principals and vice principals were males. And it could be possible to say not only the principalship, sub-city education bureau level experts, but also the teaching in secondary school is male dominated.

Regarding experience, 70 teachers (57.3%) in a sample of secondary schools have worked for 11 years or more. 10 (8.1%) of the remaining teachers at government secondary schools have been there for fewer than five years, while twenty (16.3%) have been there for five to ten years. This suggests that the sub city's teachers have a great deal of experience.

In terms of qualifications, 101 teachers (82.7%) in the secondary schools under study hold bachelor's degrees, while 21 teachers (17.3%) possess master's degrees. This suggests that most

teachers at the school under study have bachelor's degrees. It can be inferred that the expected qualifications at secondary schools are MA degrees, highlighting the need for policymakers and decision-makers to equip the current teaching staff to meet the required standards.

4.1 The Availability of policies, strategies that support female teachers in leadership roles

In relation to this fundamental question, data was gathered by examining documents in the KolfeKeranyo sub-city that support female teachers in attaining educational leadership positions. Accordingly, based on the observation checklist, the observation results are briefly explained below.

Table 2. *Availability of policy documents, strategies, manual that facilitates women teachers' participation in the secondary schools*

R.N	Availability of documents	Yes	No
1	Is there a city-wide document for secondary school principal-ship selection and assignment?	✓	
2	Is their policy/strategies designed to empower and provide opportunities for female teachers to advance to leadership positions?	✓	
3	Does their selection and placement policy serve as a guide for the principalship position?	✓	
4.	Any decision made during a meeting agendas shows affirmative action is being taken to support female teachers	✓	
5	Are there minutes from the experts' meeting on the absence of women school principals in the sub-city? Is there suggested mitigation and recommendations?	✓	

During the initial visit to the sub-city education department, the researcher noted different strategies for appointing secondary school principals. Documentation was utilized for the selection and placement of secondary school positions within the sub-city.

In KolfeKeranyo Sub City, the researcher discussed with the teacher development director whether the document is used for selection and placement purposes. He presented the vacancy letter, which directly outlined the selection criteria. The researcher also inquired about the minutes from the experts' meeting regarding the absence of female school principals in the sub-city and any proposed mitigation and recommendations. A letter from the Addis Ababa Education Bureau suggested having female school principals at the secondary level. Additionally, the sub-city education bureau management discussed the low participation of female school leaders as an agenda item, with recommendations from the management committees noted in the minutes.

The data indicates that there are efforts to appoint female teachers to school leadership roles by sub-city education officials. However, there is a lack of consistent commitment. The researcher noted that meetings were held in response to letters from external bodies and political pressure. Overall, it can be concluded that policy documents, political influence, and efforts by educational experts in the sub-city were primarily for reporting purposes, with little impact seen in the past five years.

4.2 The extent of female teachers' participation as principals in government secondary schools

Table 3. Trends of Female Teachers' Participation in Secondary School Principalship in the KolfeKeranyo sub-city (2012-2016 E.C)

Year in EC	Sex	Dep. Heads		Unit Leaders		Vice Principal		Principal		Total leadership position	
2012	F	14	19%			2	7.2%			16	12.7
	M	63	81	14	100	19	92.8	7	100	110	87.3
	T	77	100	14	100	21	100	7	100	126	100
2013	F	12	15.6			1	3.6			13	10.4
	M	65	84.4	14	100	20	96.4	7	100	113	89.6
	T	77	100	14	100	21	100			126	100
2014	F	10	13			4	14.3			14	11

Year	Sex										
	M	67	87	14	100	17	85.7	7	100	112	89
	T	77	100	14		21	100			126	100
2015	F	17	20.3		-	4	14.3			21	16
	M	60	77.9	14	100	17	85.7	7	100	106	84
	T	77	100	14	100	21	100			126	100
2016	F	13	16.8	-	-	2	6.2	-	-	15	12
	M	64	83.1	14	100	19	92.8	7	100	111	88
	T	77	100	14	100	21	100	7	100	126	100

The above table indicates, throughout the Kolfekeranyo sub-city in the six secondary school educational system for the last five years (2012-2016 E.C) the females' involvement in educational leadership positions at secondary schools was negligible.

In 2012, 81% of department heads, 100% of unit leaders, 100% of vice principals, and 100% of principals were male teachers. Only 2 (7.2%) of them were female vice principals. In 2013, 84.4% of department heads, 100% of unit leaders, and 96.4% of principals were male. Conversely, 15.6% of department heads and only one (3.6%) of vice principals were female. Male-dominated individuals held about 89.6% of leadership positions in KolfeKeranyo sub-city secondary schools.

In 2014, 87% of department heads, 100% of unit leaders, and 85.7% of vice principals, as well as all principals, were male. Nevertheless, in that year, only 11% of educational leadership roles in the school system were occupied by females, leaving 89% held by males. The data indicates that within KolfeKeranyo secondary schools, most educational leadership positions, including those of principals, were primarily filled by males.

Furthermore, in 2015, 77.9% of heads of department, 100% of heads of unit, 85.7% of deputy heads of school and 100% of heads of school were male, while only 20.3%, 14.3% of heads of department and deputy heads of school respectively were female. Overall, 84% of education leadership positions in KolfeKeranyo Sub-City were held by men, while only 16% of teachers were female that year. In 2016, 83.1% of heads of department, all heads of department, 92.8%

of deputy head teachers and all head teachers were also male teachers. The proportion of female teachers among heads of department and deputy heads of school was only 16.8% and 6.2% respectively. This means that 88% of the positions were held by men and only 12% by female teachers in the year under review.

Based on the data, it can be inferred that female participation in leadership roles among government secondary schools in KolfeKeranyo Sub City from 2012–2016 E.C was significantly low, with females at 12.42% and males at 87.57%. This disparity is contrary to the Ministry of Education's policy on gender equality in leadership roles; the 1994 Education and Training Policy emphasized that educational management should be democratic, professional, coordinated, efficient, effective, and promote women's participation (Ethiopia MOE 1994: 30: 3.8).

This policy, established in 1994, aims to empower female education leaders and ensure gender balance in such roles. Despite affirmative action and supportive regulations, gender equality for female teachers in secondary schools remains elusive. Qualitative data from interviews with educational experts in the sub-city agree with the quantitative findings, indicating a predominance of men in principal and leadership positions. While the sub-city's women's education and leadership association, AAEB, suggest for increased female participation in leadership, progress in this area has been limited.

4.3 Factors Hindering female teachers' Participation in Secondary School Leadership

This study aimed to analyze the factors that impede female teacher participation in school leadership based on relevant data. The paper examined both internal and external factors, including the attitude of female teachers towards leadership and family and home responsibility, as well as institutional and social factors. The study emphasized the contribution of both internal and external factors to the lower participation of women teachers in leadership. The study also discusses the role that institutional elements have in guaranteeing gender parity, dismantling obstacles, and creating a positive atmosphere. Socio-cultural elements are investigated in addition to institutional and personal elements to see how they affect women's participation in leadership positions, particularly those related to education.

Socio-Cultural Factors

Table 4. The Impact of Socio-cultural factor for female teachers' participation in the secondary schools

Item	Degree of Agreement	Respondent							
		Female Teachers				Male Teachers			
		No	%	M	SD	No	%	M	SD
Diverse socialization cultures of women and men lead them to take on distinct roles.	Strongly Agree	29	53.7	3.9	1.0	25	36.7	3.7	1.2
	Agree	15	27.7			15	22		
	Undecided	2	3.6			4	5.8		
	Disagree	7	12.2			20	37		
	Strongly dis	1	2			4	5.8		
Women do not have the ability and skills to be leaders.	Strongly Agree	-	3.6	1.8	0.9	2	2.8	1.8	0.67
	Agree	-	7.4			6	8.8		
	Undecided	6	11			6	8.8		
	Disagree	10	18			20	29.4		
	Strongly dis	38	70.3			34	50		
Patriarchal ideology is still in the education system.	Strongly Agree	22	40	3.6	1.4	-		2.1	1.2
	Agree	18	33			13	19		
	Undecided	1	2			4	5.8		
	Disagree	10	18.5			20	30.8		
	Strongly dis	3	5			31	45.5		
Female teachers' refusal to participate in educational leadership.	Strongly Agree	21	38	3.9	0.8	28	41.1	4.1	0.9
	Agree	15	27.7			22	32.3		
	Undecided	6	11.1			10	14.7		
	Disagree	10	18.5			2	2.8		
	Strongly dis	2	3.6			6	6.8		

Different roles for men and women are a consequence of different socialization cultures, as seen in Table four and Item one regarding secondary school teachers. Of the female teachers, 29 (53.7%) agreed and 25 (36.7%) strongly agreed. The mean results for item number one, which examines how socialization culture shapes men's and women's future roles, were x = 3.7 for men and x = 3.8 for women. The majority of the respondents 84 (68%) of the participants generally agree that early socialization has the power to influence how men and women behave in the

future. The findings of this study are also similar. Grady's (1992) research suggests that women face barriers to success in non-traditional roles like school administration due to unconscious occupational ceilings and gender stereotypes. Similarly, Ngan's (2011) study indicates that indigenous culture significantly impacts female leaders' actions and contributes to their under representation in leadership positions.

As shown in above table Item two, most respondents strongly disagreed with the idea that women lack the ability and skills to lead. Accordingly, 72(59%) respondents expressed strong disagreement. The study revealed that both male and female participants in secondary school believe that women have the necessary qualities for leadership roles. Female teachers had a mean response of (X = 4.5), while male teachers had (X = 4.1). From the data, it can be deduced that the participants collectively did not agree with the given statement. The research results contradict Ogan's (1999) view that women were seen as lacking the capability and skills to manage discipline in schools. However, this study's outcomes align with those of Mabalika and Onyngo (2022), who, irrespective of gender, thought that female educators could handle leadership duties. Essentially, women can successfully undertake leadership roles if given the opportunity. These results also support the findings of Blaker et al. (2013) and Zhao and Jones (2017), indicating that women possess inherent leadership abilities.

Referring to Table four Item three, of secondary school teachers to assess the patriotic ideology still in the education system, 40 (74%) of females agree on the existence of patricidal ideology in the education system on the contrary, 51 (75%) of males disagree on the item listed. This study found different perceptions of male and female respondents regarding the existence of patrician thinking or not. The means of female teachers were (x = 3.6) and male teachers were (x = 1.2) indicating different perceptions Therefore, the study pursues more research on the topic.Regarding the item under discussion, one study supports the response of women. A study by both Rutherford (2001) and Ngan (2011) maintained that women face barriers on their way to the top positions, and while in those positions, they may experience unequal employment opportunities and role conflict, as well as patriarchal attitudes towards women.

In relation to Table four of item four, the refusal of female teachers to participate in educational leadership, majority of respondents 86 (70%) firmly agree on the topic under discussion. As a

result, looking at the female data, the mean value was (X = 3.9) in male (X = 4.1). The participants certainly agreed that refueling of women to participate in the school leadership position was one major reason for them under representation in the sub-city under study. Data collected from interviews with six female teachers holding leadership roles in the three sample schools reveal the primary factors contributing to the underrepresentation of women in leadership positions. FL2 and FL5 opinion on interview in line with the survey findings, noting during the interviews that vacancies for secondary school teachers were available each year, with efforts made to encourage female applicants. However, despite some female teachers having qualifications in educational leadership, they were reluctant to apply.

The findings of this study are similar to the response of female teachers who are often not well represented in leadership positions within public schools, limiting the ability of schools to benefit from the skills and contributions of women in improving academic outcomes. Studies conducted beyond Africa have also underscored the scarcity of female teachers in leadership roles. For instance, research by Hideg and Shen (2019) in Canada found that societal perceptions of women as fragile and in need of support deter them from pursuing leadership roles, causing them to prioritize other aspects of their lives over career advancement. Similarly, findings from Kotsenas (2017) in the USA suggest that the lack of female representation in leadership roles can be attributed to women themselves, who may face challenges competing for such positions.

4.4 Personal factor that female teachers' participation in the secondary school leadership

Personal Factors: This part focuses on respondents' opinions related to personal factors those include the attitude of women toward themselves and family and home responsibility. Based on the responses of respondents the descriptive analysis was performed to compare using mean and standard deviation.

Table 5. Attitude of women towards themselves

Item	Degree of Agreement	Respondent							
		Female Teachers				Male Teachers			
		No	%	M	SD	No	%	M	SD
Lack of self-confidence of women hinders them to participate in leadership positions.	Strongly Agree	-		1.8	1.3	2	2	1.79	1.11
	Agree	6	11			3	4		
	Undecided	8	14.8			11	16		
	Disagree	13	24			20	29		
	Strongly dis	27	50%			32	47		
Women underestimate their abilities or perceive themselves as less skillful in leadership position.	Strongly Agree	-		1.7	1.5	8	11	1.9	1.21
	Agree	4	7			3	4		
	Undecided	3	5			10	14		
	Disagree	15	27			20	29		
	Strongly dis	32	59			27	39		
Women consider themselves to have low level of acceptance than men.	Strongly Agree	29	53	4.1	1.2	30	44	4.2	111
	Agree	15	27			15	22		
	Undecided	7	12.9			8	11		
	Disagree	-	5			10	14		
	Strongly dis	-				5	7		
Women frequently see themselves as undertaking lower tasks that are high demanding than leading the school.	Strongly Agree	27	50	3.97	1.2	32	47	3.88	1.0
	Agree	13	24			16	23		
	Undecided	7	12.9			10	14		
	Disagree	4	7			5	7		
	Strongly dis	3	5			3	4		

In Table 5 of Item 1, respondents were asked about whether female teachers lack self-confidence in leadership participation. The majority, 92 (75%), strongly disagreed. This indicates that limited female participation in educational leadership is not due to self-confidence issues.

The data indicates that the average ratings for item 1 among female and male teachers were (X = 1.8, X = 1.1), respectively. Thus, it can be concluded from the data that neither group perceives women as lacking confidence to participate in leadership. This conclusion contradicts Kaiser's (2009) research, which suggests that women's participation in leadership roles is influenced by individuals with low self-awareness who perceives themselves as lacking self-confidence.

Concerning item 2, women underestimate their abilities and skills to take leadership positions. Accordingly, the majority of the respondents, 84 (68%), strongly disagreed that the low participation of female teachers in the secondary school of KolfeKeranyo sub-city could not be attributed to the fact that females underestimate their abilities and skills to participate in leadership positions. As shown in the table, the mean score of female respondents (X = 1.7) and male respondents (X = 1.9) indicated that both respondents disagreed on the item that women's lack of participation could not be attributed to an underestimation of their abilities and skills.

During an interview with three secondary school principals and sub-city educational experts regarding female leadership in secondary schools, educational expertise (E1 and E4,) along with the three principals, shared a consistent viewpoint. They highlighted that female principal, many of whom had previously served as vice principals, demonstrated high competence, skills, and performance exceeding that of their male counterparts. These women exhibited strong leadership qualities essential for effectively managing teams and schools. The interview outcomes support the survey findings, suggesting that the under representation of female teachers in secondary school leadership roles did not stem from inadequate skills and capabilities.

The study findings both through questionnaires and interviews were contrary to the findings of Ashebir (2014), who concluded that women's perception and their self-concept have been among the challenges faced in attaining leadership positions.

In Table five, Item three it was discovered that women perceive lower acceptance than men. In this context, the majority of the respondents, 89 (72%), agree on item three. This suggests that most participants attribute the limited presence of female teachers in school leadership roles to a fear of acceptance by colleagues, students, and others. Women's social standing influences their leadership involvement. This finding underscores that women view self-acceptance as a key barrier to their engagement. In supporting the findings from survey,

During interviews with female teachers FL6 in department heads in secondary; "I have been delegated vice director for a while," said one participant in the sample study schools. This experience made it easier for me to understand how society and subordinates view female leaders. I don't see any jobs that are just for males or that are too hard for women to perform. In this area, personal skills are more important than gender. The problem, though, is with how

stakeholders and coworkers view female executives. "I've noticed that people often link leadership roles more with men than women, which can discourage female teachers from pursuing such positions. I used to think it was primarily a man's role until I was appointed.

However, serving as vice director has proven to me that women can effectively lead schools. Despite this, due to family commitments and dissatisfaction with how women leaders are perceived by stakeholders, such as administrators and the community, I don't plan to seek a leadership position.

I believe it's wiser to avoid the position as it demands more time than I can provide, and it also shields me from negative individuals encountered in school leadership. When issues arise, there's a tendency to attribute them to gender, overlooking their multifaceted roles within a family and the insufficient support women often endure. The analysis reveals that the path to school leadership is notably challenging for female educators. The primary hurdles stem from societal factors such as perceptions of women in leadership roles within school communities, educational authorities, and their fellow teachers.

Thus, one may infer from this finding that women undervalue their capabilities due to personal influences, hindering their active and efficient involvement in leadership roles. This assertion is echoed by Strachan (2010), who highlighted the intertwined nature of culture and gender as factors diminishing women's engagement in leadership positions. Adam's (2023) research on Ethiopian higher education institutions further validates this finding, illustrating women's limited acceptance in senior leadership roles.

As shown in Table 5, Item 4 indicates that women tend to view themselves as constrained when it comes to tasks at lower levels. Among the female respondents, 27 (50%) strongly agreed with this item, while male 32 (47%) also expressed strong agreement. The average score for female respondents was 3.9, slightly higher than the average score of 3.88 for male teachers. This suggests that a majority of respondents believe that women being limited to lower-level tasks hinders their progress towards leadership roles, diminishing their capacity to proactively and effectively engage in such positions. This observation aligns with the findings of Hirut (2014), who noted that women often perceive themselves as lacking skills and being passive in leadership roles, leading them to confine themselves to lower-level tasks compared to their male counterparts.

40

Family and Home Responsibility

Table 6. *Impact of Family and Home Responsibility on Female Teachers' Participation in Secondary School Leadership*

Item	Degree of Agreement	Respondent							
		Female Teachers				Male Teachers			
		No	%	M	SD	No	%	M	SD
Women`s responsibility at home affect their participation in educational leadership	Strongly Agree	33	61	4.1	1.3	45	66	4.2	1.4
	Agree	10	18.5			15	22		
	Undecided	7	12.9			5	16		
	Disagree	4	7			3	8		
	Strongly dis	-				-	-		
Women are more responsible to home or family related issues than their male counterparts	Strongly Agree	29	53	3.9	1.6	34	50	3.9	1.8
	Agree	10	18.5			18	26		
	Undecided	7	12.9			6	8		
	Disagree	6	10.5			8	11		
	Strongly dis	2	3			2	2		
Women`s lack of support from family(partner)affects their participation	Strongly Agree	27	50	4.3	1.5	10	14	1.2	1.1
	Agree	20	37			4	5.5		
	Undecided	3	5			3	4		
	Disagree	4	7			20	29		
	Strongly dis					31	45.5		
Women feel less authority in commanding and managing the education system than their male counterparts.	Strongly Agree	-		1.3	1.11	31	45.5	4.5	.1
	Agree	-				17	25		
	Undecided	4	7			10	14		
	Disagree	13	24			2	2		
	Strongly dis	37	68			8	11		

As shown in Table six, Item one, respondents rated how women's responsibilities at home impact their participation in educational leadership. The results showed that the majority of the respondents 103 (84%) of them agreed that women's responsibilities at home significantly affect their participation in leadership. This is supported by the mean score of female respondents (X = 4.1) and the male mean score of 4.2, indicating this issue as a major barrier to women's advancement into leadership positions. The researcher concludes that women's care for family is a key factor hindering their involvement in leadership roles. This is further supported by Hana's (2006) finding that women bear more responsibility for home or family-related matters than their male counterparts, ultimately impacting their participation in leadership.

Regarding the second item on table 6, respondents were asked to evaluate the perception that women bear more responsibility for home and family-related matters compared to men, which impacts their involvement in leadership roles. Accordingly, the majority 91(74%) of both respondents agreed that the additional responsibilities women have at home, in comparison to their male counterparts, hinder their engagement in leadership roles within secondary schools. Both male and female respondents gave an average rating of 3.9, indicating that they consider this issue a significant factor leading to the under representation of women in leadership positions.

The results suggest that women have dual responsibilities which impede their progression into leadership roles, effectively serving as a primary barrier to women's entry into such positions. These findings align with Shake Shaft's (2012) observation that, "In many households, women bear the primary responsibility for childcare and household duties, which impacts their involvement in leadership roles."

Regarding item 3 on table 6, 27 (50%) of females strongly agree that a lack of support and encouragement from family was a major cause for the low number of women in leadership roles. Conversely, 31 (45.5%) of male respondents strongly disagreed with this notion. This suggests that insufficient support from family, particularly partners, significantly contributes to the scarcity of women in leadership positions, as perceived by females, whereas male participants perceive it another way. The varying views of male and female teachers illustrate different perspectives on the issue. Female respondents' perspective is consistent with Marshal's (1985) findings that women's home and family responsibilities contribute to their lack of desire for leadership. Similarly, female perception aligns with Kamler and Shakeshaft's (1999) research, which identified family responsibilities as a factor in women teachers' decision not to pursue administrative roles.

Organizational/ Institutional Factors

Organizational structures can either restrict or enhance opportunities for women's advancement by confining them to traditionally female roles. This confinement can result in being assigned to specific roles or tasks, hindering their chances to take on leadership positions. In the following discussion, we explore the impact of organizational factors on the involvement of female teachers in leadership roles at secondary schools.

Table 7. Organizational factors that affect women's participation in secondary

Item	Degree of Agreement	Respondent							
		Female Teachers				Male Teachers			
		No	%	M	SD	No	%	M	SD
Educational institutions do not have transparent selection and promotion directives and practices to enhance women`s school leadership participation.	Strongly Agree	28	51	4.3		30	44	4.2	1.2
	Agree	12	22			18	26		
	Undecided	4	7			5	7		
	Disagree	2	3			2	2.9		
	Strongly dis	10	5			13	19.1		
Educational institutions do not have official efforts to make females active participants in leadership	Strongly Agree	30	55	4.4	1.2	19	27.9	4.1	1.1
	Agree	17	31			29	42		
	Undecided	6	11			10	14.7		
	Disagree	1	1.5			17	25		
	Strongly dis					3	4		
Educational institutions have sex segregation while selecting and hiring employees	Strongly Agree	-		1.4	.3	10	14	1.5	1.21
	Agree	7	12.9			4	5.5		
	Undecided	7	12.9			3	4		
	Disagree	17	31			20	29		
	Strongly dis	23	42			31	45.5		
Recognition is not given for strong (model) women leaders by the organization	Strongly Agree	30	55	4.1		32	47	4.3	
	Agree	13	24			15	22		
	Undecided	7	12.9			11	16		
	Disagree	4	7			6	8		
	Strongly dis	-	-			4	5.5		
Organization was lacking commitment to apply affirmative action in practice	Strongly Agree	26	48	4.4		27	39	4.2	
	Agree	16	29			20	29		
	Undecided	8	14			10	14		
	Disagree	4	7			3	4		
	Strongly dis	-				8	11		

Regarding item 1 on table 8, respondents were asked about their perception of educational institutions lacking transparent selection and promotion processes to support women's leadership in schools. Regarding this majority 84 (68%) of both respondents agreed that educational organizations do not have clear directives for enhancing female leadership participation in secondary schools. With mean scores of 4.3 for female teachers and 4.2 for male teachers, the data suggests that selection and promotion practices for leadership lack transparency among teachers.

The survey participants indicated that educational institutions lack official initiatives to involve women in leadership roles. Accordingly, 95(77.8) respondents agree that institutional experts do not actively support female leadership. Female respondents rated this aspect mean of (X = 4.4), while male respondents rated it (X = 4.1). This suggests a lack of efforts to promote female teacher participation in secondary school leadership. In summary, educational institutions are not actively engaging female teachers in leadership roles.

In relation to item three, on table eight respondents were asked to view their perception on educational institutions have sex segregation while selecting and hiring employees. From these results, the majority of participants, 91 (74%), do not believe that their organization engages in sex discrimination during the selection and hiring of leaders. With an average mean score of 1.4 for female participants and 1.2 for male participants, the data confirmed the notion that there is no gender bias in the educational institution's leadership selection and recruitment process.

Regarding item four, on table eight, respondents were asked to view their perception that adequate recognition is not given for strong model women leaders by the organization. In this regard, the majority (81.9%) of the participants strongly agree that there is a lack of recognition for female school leaders in the schools being studied. This can discourage other women from taking on leadership roles. Similarly, men rated the item related to female school leadership lower (X = 4.1) compared to male leadership (X = 4.3), indicating a lack of support for female leaders in schools. This lack of support may hinder women from pursuing leadership positions. In conclusion, when organizations fail to acknowledge exemplary female leaders, it sends a

message that leadership achievements go unnoticed, potentially dissuading others from aspiring to leadership roles.

Regarding item five on table eight, participants were asked to evaluate the organization's lack of dedication to enacting affirmative action into practices. Females gave it an average rating of 4.1, while males rated it at 4.3. Both genders viewed this as a key factor in the low representation of women in leadership roles. Most participants concurred that there is a deficiency in the commitment to realizing affirmative action. These findings suggest that organizations are resisted to effectively implement affirmative action, thus perpetuating the under representation of women in leadership positions. The findings of this study agree with Alemu's and et al.'s (2022) the policy of affirmative action in governmental institutions is formulated as simply and comprehensively as possible, taking into consideration bridging gender gaps. However, in practice, it has not yet managerial position gaps in the study area. The implementation of this policy further becomes problematic in the discrimination of gender in governmental institutions. Affirmative action policies were not put into practice, bridging the gender gap in government institutions in Dabat District.

According to interviews with six female departmental and two vice principals and educational experts, despite some survey findings suggesting otherwise, the sub-city is fully committed to enforcing the affirmative policy outlined in the document. E1, an education expert in the sub-city, highlighted the dedication to implementing government directives and strategies, especially regarding affirmative action for female leadership applicants. However, a key issue identified was the hesitancy of female candidates to apply for leadership roles in schools.

During the interviews with the three groups—female teachers working in lower leadership roles, sub-cities with educational expertise, and the three main principals—the main reasons for the lack of female principals in your school and the Kolfe-Keranyo Sub-City were listed in order of importance. Accordingly, the researcher summarized the responses in a table hereunder.

Educational expertise	Female teachers currently working as leaders at lower level	School principals
1. Fear of harmonizing leadership tasks with family and home responsibilities 2. No attractive salary and incentives for the position 3. Lack of role model	Home responsibilities Fear of unacceptable Societal stereotype thinking no attractive salary and incentives for the position lack of role model	They dislike staying in the school for long time Fear of handling the behavior of students and teachers. Lack interest on shouldering high responsibilities

On the bases of the main reasons that contributed for low participation of female teachers in the secondary schools, listed by interview participant the researcher asked what should be done to improve their participation in the school leadership position in the future,

Accordingly, several strategies were proposed to attract more female leaders to the secondary school principal ship position in the KolfeKeranyo sub-cities and Addis Ababa overall. These included creating an appealing salary package, offering leadership training for female teachers in both short- and long-term, addressing low self-esteem and underestimation of potential among female teachers, as well as acknowledging exemplary female leaders.

This unit covers the summary, conclusions, and recommendations of the study. General conclusions were drawn from the findings, and recommendations were provided to the educational leadership bodies to reduce the factors leading to low women's participation in the Addis Ababa city administration of secondary schools in KolfeKeranyo sub-city.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This unit deals with the summary of major findings, conclusions and recommendations of the study. Therefore, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned educational leadership bodies to minimize the factors for low female teacher's participation sourced from three secondary schools in the KolfeKeranyo sub city.

In an effort to improve understanding of the factors impacting the representation of female teachers in school leadership, the researcher has documented the demographic characteristics of the participants and evaluated these characteristics in relation to the research objectives. Additionally, the following sections of the study concentrate on the extent of female teachers' engagement in leadership roles over the past five years and the factors associated with their involvement in school leadership. Key elements such as personal, socio-cultural, and institutional factors were scrutinized to explore the impact of female participation in school leadership.

The proportion of women principals and assistant principals in secondary schools is insignificant Thus, as the above facts indicate the problem of the under representation of women in educational leadership. In Addis Ababa City Administration. Hence, this study seeks to investigate the current major factors for low women participation in educational leadership KolfeKeranyo sub-city. Accordingly, the study aimed at assessing the major challenges that caused female teachers under representation in educational leadership in order to meet this purpose, the following basic questions were designed to guide the study.

➢ What policies are in place for women or female teachers in leadership roles?

☐ To what extent have female teachers participated as principals in government secondary schools in the KolfeKeranyo sub-city of Addis Ababa City Administration during the last five years (2012–2016 E.C.)?

☐ What are the major challenges that hinder female teachers from assuming leadership positions in the secondary schools of KolfeKeranyo, a sub-city of Addis Ababa City?

□ What is the perception of principal's sub-city educational experts and female leaders towards the assignment of female teachers to leadership positions in secondary schools?

To address these research questions, a descriptive survey method was utilized. The study took place in three randomly chosen secondary schools (General Wako Gutu, Yemane Birhan, and keranyo Medhaniyalem) in KolfeKeranyo sub-city. A total of 122 teachers were chosen via stratified random sampling methods, particularly the lottery approach, to take part in the study. Additionally, three primary principals, four sub-city experts, and six female leaders were selected for interviews using purposive sampling techniques. To gather the necessary data, 122 questionnaires were distributed to teachers, all of which were completed and returned. Additionally, semi-structured interviews were conducted with three school principals, four education specialists, and six female secondary school teachers in leadership positions to supplement the questionnaire findings.

The data collected from teachers through a closed-ended survey was analyzed descriptively using percentages, mean, and SD. Quantitative analysis was conducted using SPSS, while qualitative analysis of data from a semi-structured interview was achieved through narratives that supported the quantitative results.

5.1 Summary of Major Findings.

□ All essential policy strategies, documents, minutes for secondary school principal selection and assignment, provisions for female teacher leadership opportunities, and sub-city management minutes on the under representation of female leadership were found.

□ The extent of female leadership participation was significantly low, with females in leadership roles among government secondary schools in KolfeKeranyo Sub-city from 2012–2016 E.C was (12.42%) and males at 87.57%.

□ Majority of the respondents **84 (68%)** of the participants generally agree that early socialization has the power to influence how men and women behave in the future.

□ Most respondents strongly disagreed with the idea that women lack the ability and skills to lead. Accordingly, 72(59%) respondents expressed strong disagreement.

□ This research revealed varying perceptions among male and female participants regarding the presence of paternalistic attitudes in the educational system. Specifically, 40 (74%) of

the females strongly agree, whereas 51 (75%) of the males disagree on the matter being discussed.

☐ 86 (74%) of the respondents strongly agreed that women's reluctance to take on leadership roles in schools was a significant factor contributing to their under representation in the sub-city being examined.

☐ The majority of respondents, 92 (75%), strongly disagreed that limited female participation in educational leadership is not due to a lack of self-confidence issues.

☐ The results showed that the majority of the respondents 103 (84%) of them agreed that women's responsibilities at home significantly affect their participation in leadership.

☐ It was found that the majority 91(74%) of both respondents agreed that the additional responsibilities women have at home, in comparison to their male counterparts, hinder their engagement in leadership roles within secondary schools.

☐ It was found that the opinions of the survey participants and the interview participants differ. A majority of 84 (68%) of survey respondents agreed that educational organizations do not have clear policies to promote female leadership in secondary schools. This was contrary to the data obtained from the observation of documents and the interviews with educational experts.

☐ Majority of the respondents 95(77.8%) of them confirmed that a lack of efforts by educational officials to promote female teacher participation in secondary school leadership

☐ The study revealed that the majority of participants, 91 (74%), do not believe that their organization engages in sex discrimination during the selection and hiring of leaders. With an average mean score of 1.4 for female participants and 1.2 for male participants, the data confirmed the notion that there is no gender bias in the educational institution's leadership selection and recruitment process.

☐ In this regard, 30 (55%) of female respondents and 32 (47%) of male respondents strongly agree that the lack of recognition for female school leaders can discourage other women from taking on leadership roles.

☐ The majority (81.9%) of the participants strongly agree that there is a lack of recognition for model female school leaders in the schools being studied.

49

- Most survey respondents 89 (72%) agreed that educational institutions lack commitment to putting support measures into practice. However, the results of the qualitative data, i.e. the interviews, confirmed that organizations are very committed to putting affirmative action policies into practice.

- It was discovered in interviews that the main reasons for low female participation in secondary school leadership included fear of balancing family responsibilities with leadership roles, a lack of role models, fear of rejection, societal stereotypes, and a lack of interest in taking on additional responsibilities.

5.2 Conclusion

Depending on the findings of the study, it is possible to draw the following conclusions.

- The study revealed two opposing views on the presence of policies, strategies, and manuals for selecting and assigning secondary school principals. Survey respondents reported a lack of these documents, but the researcher verified the existence of MoE directives in the sub-city office. Interviewees also confirmed the availability of clear directives. Thus, an information gap existed due to insufficient awareness of principal selection and assignment processes. It is likely that the sub-city office lacked transparency towards teachers.

- Throughout the educational system for the last five years (2012-2016) the females 'involvement in leadership positions at secondary schools was negligible. In the KolfeKeranyo sub-city, it seems that men predominate in secondary school's leadership roles, and female participation was low and unimpressive. Seven secondary schools have not had one female main secondary school principal in the last five years, which can be concluded that there is a gender gap and a pervasive problem with educational leadership roles that needs to be looked into.

- According to the findings of the study major challenges that hinder female teachers' participation in the secondary school leadership were socio-cultural, personal, and institutional factors. With regards to Socio-culture impact, the influences of socialization process were rated. Socialization of girls and boys in terms of gender role need care and attention as it would affect the future career aspiration of the individuals.

50

- The fear of lack of acceptance by subordinates significantly impacts female teachers' participation in secondary schools. A study revealed that a majority of respondents believed that the main reason for the insufficient number of female leaders in secondary schools is the perceived lack of acceptance by their subordinates. These beliefs are closely linked to the socio-cultural influences of the socialization process. Consequently, it can be inferred that the lack of acceptance by subordinates has the potential to affect the capabilities, effectiveness, and morale of leaders, ultimately resulting in diminished interest in taking on leadership roles. Other personal factors, which affect women participation in leadership positions, are home and family related issues; double responsibility and lack of support particular for women from their family to come on the leadership position was the main obstacle for women to leadership position.

- Complementary institutional factors related problems also hinder women to the leadership position. In line with this the concept that women are not good leaders is the predominant factor in the institutions and it is an obstacle for women's participation in leadership positions. Unclear organizational selection and assignment of procedures are also related to institutional factors that affect the participation of women in leadership positions. Moreover, the absence or improper implementation of affirmative action is another hindering factor for female participation in leadership

5.3 Recommendations

Based on the major findings of the study, the following recommendations are submitted. Implementation of all recommendations is necessary to reduce the existing gap and improve the imbalance of female teachers in leadership. However, some of the recommendations need serious commitment to implement in the town.

1. The level of participation of women in principal-ship in secondary schools of Addis city administration is very low. As the national constitution of policies concerning women's rights assert, women should be given the opportunity to participate in leadership. The Addis Ababa City Administration education bureau should amend the implementation of affirmative action's to give women the opportunity they deserve.

2. To ensure women participation in principal ship, the necessary conditions that equipped them to that end should be provided for instance, women teaching in secondary schools should be given the opportunity to learn and upgrade themselves and build their confidence in every direction so that they fit into principal ship position.

3. One crucial method to increase awareness of leadership responsibilities and roles is through training. Female secondary school teachers in the Addis Ababa city administration, as well as in the KolfeKeranyo sub-city, should offer training on leadership, interpersonal communication, and other relevant skills to improve the grasp of female secondary school leadership in the city.

4. Effective implementation of Affirmative action for female teachers to balance and maintain their equal participation in leadership is important to encourage women to engage in secondary schools, enabling them to compete and seize opportunities.

5. Currently, secondary school principals are chosen based on their academic qualifications and backgrounds. Hence, it's crucial to support women in gaining adequate education and training, particularly those with experience, and to create opportunities to tackle the low participation of female teachers in the KolfeKeranyo sub-city.

6. The Ministry of Women, Social Affairs and Culture can break the stereotypical thinking about the oppression of women by implementing various policies and programs that promote gender equality, create equal opportunities for women in various fields, raise awareness about gender stereotypes and biases, support women empowerment initiatives, and promote the representation of women in educational leadership. One way to achieve this is through education and awareness-raising campaigns that challenge harmful gender stereotypes and promote positive portrayals of women in the media, politics and other areas of society. The Ministry can also work to change societal attitudes and norms that perpetuate gender inequality through advocacy, research and collaboration with other stakeholders.

REFERENCES

Adamu, A. Y. (2023). Barriers to women's participation in and contribution to leadership in Ethiopian higher education. *Education Policy Analysis Archives*, *31*. https://doi.org/10.14507/epaa.31.7884

Aemero, A. (1995). *Women's Participation in Educational Administration in Ethiopia* (Doctoral   dissertation, Addis Ababa University).

Alder, S., Laney, J., and Packer, M. (1993). Managing women: Feminism and power in educational management. Buckingham, England: Open University Press.

Alemu, N. E., Adeagbo, M. J., Muchie, A., &Tigabu, Y. (2022). Affirmative Action Policy in Bridging the Gender Gaps in Governmental Institutions of Ethiopia: Implementation, Successes,   and   Challenges.   *Cogent   Social   Sciences*, *8*(1). https://doi.org/10.1080/23311886.2022.2138106

Allan K.(2004). African American Women in Educational Administration: Journal of Negro.

Aron, A., Aron, E. N., & Coups, E. J. (2008). Statistics for the behavioral and social sciences (4th ed.). USA: Pearson Education, Inc.

Best and Khan. (1999). Research Methods in Social Science. Rutledge Falmer, New York.

Blackmore, J. (2010). Educational Leadership: A Feminist Critical Perspective on Educational Leadership. New York Falmer.

Bryman, A. (1993). Social research methods, 3rd edition. London: Oxford University Press Clara Mutabai et al. (2016). Patriarchal Societies and Women's Leadership:

A Comparative Analysis of Developed and Developing Nations. International Journal of Social Science and Humanities Research, ISSN 2348-3164 (online), Vol. 4, Issue 3, pp. 356-366, Month: July–September 2016, www.researchpublish.com

Celikten, M. (2005). ―A Perspective on Women Principals in Turkey‖: International Journal of Leadership in Education, Vol. 8 No. 3, pp. 207–21.

Cohen, L., and K.M. (2007), Research Methods in Education, 6th edition. Rutledge Flamer, New York, and London.

Coleman, M. (2000). The female secondary head teacher in England and Wales: leadership and management styles. Educational Research, 42(1), pp. 13–27.

Coleman, M. (2009), Women in Education Leadership in England: Boston, MA, U.S.A.

Coleman, M. 1996. Barriers to career progress for women in education: the perceptions of

female head teachers. Educational Research, volume 39, number 3, winter 1996.

Creed, C., Freeman, R., Robinson, B., & Woodley, A. (2004). Mixed Research Methods: Pres practitioner research and evaluation skills training in open and distance learning

Creswell, J. W., & Plano Clark, V. I. (2011). Designing and conducting mixed methods research, 2nd ed., Thousand Oaks, CA: Sage Publisher.

Criswell, M., & Betz, L. (1995). Attitudes towards administrators among school board members: A current perspective. In B. Irby & G. Brown (Eds.), Women executives: voices and visions (pp. 28–35). Austin, Texas: The Texas Council of Women School Executives.

Davis, S. et al. (2013). School leadership study: Developing successful principals: Review of research, CA: Stanford University, Stanford Educational Leadership

Drake, P., and Owen, P. (1998). Introduction: Gender Management and Education: An International Perspective, Heroes and Villains In P. Drake and Power (eds.), Gender and Management Issues in Education: An International Perspective (pp. 1–10), Stoke on Trent: Trentham Books

Eagly, A. (2011). Female Leadership Advantage and Disadvantage: Resolving the Contradictions in the Psychology of Women, Quarterly, 311–12, Web of Science Time

Ethiopia, Federal Democratic Republic of, Ministry of Education (MOE). (1994). Education and Training Policy (retrieved from. http://www.unesco.org/education/edurights/media/docs/8bee116313a86cc53420 f01a7fa052bd5e40bf3d.pdf).

Ethiopia, Federal Democratic Republic of, Ministry of Education (MOE). (2002). Directive for Educational Management, Organisation, Public Participation, and Finance. Addis Ababa, Ethiopia: MOE. Ethiopia, Federal Democratic Republic of, Ministry of Education (MOE). (2009).

Continuous Professional Development for Primary and Secondary School Teachers, Leaders, and Supervisors in Ethiopia: The Framework Addis Ababa, Ethiopia: MOE. Ethiopia, Federal Democratic Republic of, Ministry of Education (MOE). (2010). Education Sector Development Programme IV, 10/11–2014/15 Addis Ababa, Ethiopia: MOE.

Ethiopia, Federal Democratic Republic of, Ministry of Education (MOE). (2013a). Teachers', principals', and supervisors' development blueprint Addis Ababa, Ethiopia: MOE.

Grady, M. (1995). Building a network for women in educational administration. In B. Irby & G. Brown (Eds.), Women executives: voices and visions (pp. 121-126). Austin, Texas: The Texas Council of Women School Executives.

Gregory, R.F(2000). Women and Workplace Discrimination, Overcoming Barrier to Gender Equality. New Brunswick: New Jersey and London: Rutgers University press

Gupton, S. L. & Slick, G. A.. (1995). Women leaders: who are they and how do they compare. In B. Irby & G. Brown (Eds.), Women executive: voices and visions (pp. 6-14). Austin, Texas: The Texas Council of Women School Executives.

Helgesen, S. (1990). The female advantage: women's ways of leading. New York. Doubleday.

Hill M.S, and Ragland, J.C (1995). Women as Educational Leaders: Opening Windows, Pushing Ceilings. Thousand Oakes, CA. Corwin press, Inc.

Hill M.S, and Ragland, J.C (1995). Women as Educational Leaders: Opening Windows, Pushing Ceilings. Thousand Okaes, CA. Corwin press, Inc

Jacobish, D. R. (2012) "Barriers to women's Leadership" Encyclopedia of leadership ED. Thousand Oaks, CA. SAGE Reference online, 77-81.

Jungho Kim, 2023. "**Female education and its impact on fertility**," IZA World of Labor, Institute of Labor Economics (IZA), pages 228-228, May.

Kowalski, T. J., McCord, R. S., Peterson, G. J., Young, P. I., &Ellerson, N. M. (2011). The American School Superintendent: 2010 decennial study. Lanham, MD: Rowman and Littlefield

Lopez, A. E., &Rugano, P. (2018). Educational leadership in post-colonial contexts: What can we learn from the experiences of three female principals in Kenyan secondary schools? Education Sciences, 8(3),1- 15. https://doi.org/10.3390/educsci8030099

Lunenburg, F. C., (1995). The principal ship: concepts and applications. Prentice Hall, Inc., Englewood Cliffs, New Jersey

Mbalika, C. and Onyango, D. O. (2022). Factors Contributing to Female Teachers Underrepresentation in Schools Leadership: A Case of Sumbawanga, Tanzania. East African Journal of Education and Social Sciences 3(2), 120-129. Doi: https://doi.org/10.46606/eajess2022v03i02.0166

Ministry of Education (1994). Educational and Training policy. Addis Ababa EMPDA. (2005). Education Statistic Annual Abstract. Addis Abeba, Ethiopia (2006). Decentralized Management of Education in Ethiopia. Ethiopia: Maste   Printing   Press.   (2010). Education Sector Development Program IV (ESDP-IV): Program Action Plan. Addis Ababa: Ministry of Education, Education Management (EMIS) Department.

Ministry of Women's Affair (2006). Ethiopian Women Development and Change Package. Addis Ababa: National Printing Press Plc.

Muhammed   Hamid Muhammed & Abebe   Yirga Ayenalem (2023) Women's   political participation at the local level in Ethiopia: Does number really matter? Cogent Social Sciences, 9:1, DOI: 10.1080/23311886.2023.2218720

Ngan, L. (2011). How does culture impact on women's leadership in higher education? A case study in Vietnam (master's thesis). University of Waikato, Hamilton, New Zealand.

Pigford, A. B., &Tonnsen, S. (2003). Women in school leadership: Survival and advancement

Piterman, H. (2008). The Leadership Challenge, Women in Management. Office for Women

Porat, K.L. (2014). Women in administration: The difference is positive. **Clearing House**, 64(6),

Rhodes, P.W (2002). Women in School Principal ship: A Multi case study: Doctoral Dissertation, University of Nebraska-Lincoln.

Sexty, R, & Starke, F.(1995). **Contemporary Management**. New York: Prentice Hall

Shakeshaft, C. (2010) .**Women in Educational Administration** .USA: SAGE publications.

Strachan, J. M. B. (2007). Some Body 's Daughter: Women and Educational Leadership in New Zealand and Melanesia. Paper presented at the Women and Educational Leadership Conference, Duquesne University Rome campus, Italy

Tarnve,J.(2010). Fundamental concept of educational leadership. Atlanta: Atlanta press

Walker, A. And Dimmock, C. A. J. (2002). School leadership and Administration: Adopting a cultural perspective. New York, Rutledge Flamer

Weyer, B. (2009), ―Twenty years later: explaining the persistence of the glass ceiling for women   leaders, Women in Management Review, Vol. 22 No. 6, pp. 482-96.

Whitaker, K.S., & Lane, K. (2016).What is "a woman's place" in educational administration? Education Digest, 56(3), 12-16.

www.wpnet.com/cgi-bin/epwtop/page

World Bank. (2012). World Development Report 2012: Gender Equality and Development. Washington, DC: World Bank. Retrieved from

https:// open knowledge. worldbank.org/

Wood, K.B (2004). The Effect of Patriarchal on Three Women Leaders in Catholic Schools. A case studies. Doctoral dissertation Georgia State University

Yukl, G., & Gardner, W. L. (2019). Leadership in Organizations, Global Edition (9th ed.). Pearson Education Limited.

Yukl, G. (2016). Leadership in organizations (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hal

APPENDIX I: Survey Questionnaire
SCHOOL OF GRADUATE STUDIES
School of Business Administration

Questionnaire to be filled by respondents (Secondary school Teachers)

Dear respondents! This questionnaire is prepared as part of the data for my master`sstudy titled "factors affecting women to participate in secondary school`s leadership in the KolfeKeranyo sub city of Addis Ababa City Administration". more specifically, it seeks to have your views and opinions about women`s participation in educational leadership in the KolfeKeranyo secondary schools. The information you provide will only be used for thepurpose of this research and will be kept confidential you are not therefore required towrite your names. The result and success of the study depends on the quality of yourresponses you are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give your responses.

Thank you in advance for your cooperation!

Part1: Background information

1) Sex	a) Male ☐	a) Female ☐
2) Age(in year)	a) 21-30 ☐	b) 31-40 ☐
	c) 41-50 ☐	d) =>50 ☐
3) Educational background	a) BA/BSc ☐	b) MA/MSc ☐
	c) Other ☐	
4) Work Experience	a) =< 3 years ☐	b) 4-10 years ☐
	c) >11 years ☐	

PART2: SOCIOCULTURAL FACTORS

The following are believed to be socio–cultural factors that affect women`s participation in educational leadership please indicate the extent of your agreement on these factors that affect women`s participation in educational leadership in secondary schools by putting a tick mark (☐)in one of the boxes provided for each possible factor using the scales given below.

Strongly agree(5), Agree(4) somewhat agree(3)disagree(2) and strongly disagree(1)

no	Items	5	4	3	2	1
1	The diverse socialization cultures of women and men lead them to take on distinct roles.					
2	You think women do not have the ability and skills to be leaders.					
4	Is patriarchal ideology still in the education system?					
5	If you agree with item number 4, this ideology dominates female teacher's refusal to participate in educational leadership.					
6	Most people still think the decision-making power rests with men					
6	Men feel more competent, capable and efficient in leadership than women.					

PART3. WOMEN ATTITUDE TOWARDS THEMSELVES

The following are supposed to be women`s attitude (self-concept) towards themselves. Please indicate the extent of your agreement on the following statements by putting a tick mark (□) in one of the boxes provided for each possible factor using the scales given below.

no	Items	5	4	3	2	1
1	Women still acknowledge the world as masculine scales					
2	Women exhibit poor risk taking of themselves					
3	Women underestimate their leadership abilities than men					
4	Women perceive themselves as less skilled than men					
5.	Women consider themselves to have low level of acceptance than men					
6	Women frequently see themselves as undertaking tasks that are high demanding than leading the school					

PART4: FAMILY AND HOME RESPONSIBILITY

The following statements relate to women`s family and home responsibility that are thought to affect their participation in educational leadership please indicate extent of your agreement by putting a tick mark (□) in one of the boxes provided against each statement using the scales given below.

no	Items	5	4	3	2	1
1	Women`s responsibility at home affect their participation in educational leadership					
2	Women are more responsible to home or family related issues than their male counterparts.					
3	Women`s lack of support from family(partner) affects their participation					
4	Women feel less authority in commanding and managing the education system than their male counterparts.					

PART5. ORGANIZATIONAL FACTORS.

The following are some of the expected institutional factors affecting women`s participation in educational leadership.

	Items	5	4	3	2	1
1	Educational institutions do not have transparent selection and promotion directives and practices to enhance women`s school leadership participation.					
2	Educational institutions don't have official effort to make females active participants in leadership					
3	Educational institutions have sex segregation while selecting and hiring employees					
4	There is Lack of supporting women to form professional networking in leadership					
5	The absence of women role models in educational institutions may limit women teachers' in involvement leadership roles.					
6	Lack of mentors and support system					
7	Implementers are less committed to apply affirmative action in practice.					

Part 6- open- ended questionnaires

1. In your opinion what are other major factors that might contribute to the underrepresentation of women in educational leadership?

_____

_____

2. In your opinion, whose concern is to maximize their participation in educational leadership?

_____

_____

3. State what possible strategies or actions should be taken to attract and increase the participation of women in education leadership.

_____

_____

Thank you again for your cooperation

Appendix II: Interview Guide

School of Graduates

Interview guide for sub-city educational expertise, female teachers, and Principals

Part 1 Background information

1) Sub city _____ 2) Educational background _____

3) Work experience _____

Part 2 Guiding Interview questions

1. Is there educational directives, strategies that encourages female teachers to pursue leadership roles in schools?

2. What are your thoughts on the current male-dominated principal position and the distribution of assignments within the school and the broader sub city?

3. Is there still any affirmative action or policy priority in place to promote female teachers to principal positions in your sub city or school?

4. What are the main factors contributing to the underrepresentation of women in secondary school leadership in the KolfeKeranyo Sub city and in the school?

5. What are the main reasons for the lack of women principals in your school and the KolfeKeranyo Sub city as a whole, listed in order of importance?

6. What was the perception of female teachers, sub-city educational experts towards female leadership in secondary schools?

7. What do you think should be done to improve their participation in the school leadership position in the future?

ANNEX III: Document Review Checklist

Availability of Policy documents, strategies, Manuel that facilitates women teacher's participation in the secondary schools

R.N	Availability of documents	Yes	No
1	Is there a city-wide documents for secondary school principalship selection and assignment?		
2	Is their policy/strategies designed to empower and provide opportunities for female teachers to advance to leadership positions?		
3	Does their selection and placement policy serve as a guide for the principalship position?		
4.	Any decision made during a meeting agendas shows affirmative action is being taken to support female teachers		
5	Is there Minutes from the experts' meeting on the absence of women school principals in the sub-city ? Is their suggested mitigation and recommendations?		