ST. MARY'S UNIVERSITY

MBA THESIS PRESENTATION

FACTORS AFFECTING WOMENS' EFFECTIVENESS IN LEADERSHIP :A CASE STUDY OF BUSINESS ORGANIZATIONS IN ADDIS KETEMA SUB CITY

BY:

MAHLET TAFESE

ID.NO. SGS/0149/2014A

JULY, 2023

ADDIS ABABA, ETHIOPI

FACTORS AFFECTING WOMENS' EFFECTIVENESS IN LEADERSHIP :A CASE STUDY OF BUSINESS ORGANIZATIONS IN ADDIS KETEMA SUB CITY

BY:

MAHLET TAFESE

ID.NO. SGS/0149/2014A

ADVISOR: DR. HABTAMU ABEBAW

A THESIS SUBMITED TO ST. MARY'S UNIVERCITY, SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUISNESS ADMINISTRATION.

JUNE 2023

ADDIS ABABA, ETHIOPIA

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

FACTORS AFFECTING WOMENS' EFFECTIVENESS IN LEADERSHIP :A CASE STUDY OF BUSINESS ORGANIZATIONS IN ADDIS KETEMA SUB CITY

BY:

MAHLET TAFESE

[ID.NO. SGS/0149/2014A]

APPROVED BY BOARD OF EXAMINERS

_____
_____
Dean, Graduate Studies   **Signature & Date**

_____   _____
Advisor   **Signature & Date**

_____   _____
External Examiner   **Signature & Date**

_____   _____
Internal Examiner   **Signature & Date**

TABLE OF CONTENT

ACKNOWLEDGEMENTS

List of Tables

List of Figures

Abstract

The main objective of this study is to identify factors affecting women's effectiveness in leadership in some selected business organizations in Addis Ketema sub city. Quantitative methods were employed to achieve the research objectives. The sets of respondents are men and women employees working under the direct supervision of women managers, women leaders who are working in senior management positions and managers who oversee managing women. The study participants for quantitative analysis are: 201 (employees), 40 (women leaders) and 30 (managers) selected using systematic random sampling and purposive sampling technique. Data from the quantitative survey were analysed by using frequency, percentages, mean, standard deviation, correlation and Multiple Linear Regressions. The correlation analysis shows that there was a strong and medium significant association among value & behavior of the manager, support provided, valuing diversity, leadership quality, communication and management skills. Multiple linear regression models are used to find out factors affecting women's effectiveness. Results from multiple regression with the overall sample variables result from the employees, women leaders and managers revealed that: personal factor, lack of support, cultural factor, organizational factor, social factor and work life *have statistically significant and positively affect women leaders effectiveness. Based upon the findings, the study suggested that honesty and integrity, giving recognition and praise, encouraging employees to work in diverse groups, problem solving and decision-making as necessary action to bring significant change in women effectiveness in leadership positions.*

Keywords: women's effectiveness, leadership, business organizations.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Leadership effectiveness refers to the degree to which a leader is able to achieve the goal of their organizational and motivate their followers to perform at their best. Effective leadership is critical for the success and sustainability of any organization.

Recent literature has confirm that building strong relationship with follower is a crucial factor in effective leadership. According to study by riggo and lee (2019), leaders who establish positive relationship with their followers are more successful in achieving organizational goal. Furthermore, leaders who foster trust and collaboration with their teams are more likely to inspire their followers to perform at their best and exceed expectations.

According to study by Van Kleef, De Dreu, and Manstead (2015), leaders who possess high level of emotional intelligence are better equipped to understand and manage their own emotions, as well as the emotion of others. This enables them to communicate effectively, build strong relationships with their followers, and inspire them to perform at their best.

Effective leaders also possess strong problem solving and decision-making skills. They are able to analyze complex situations, make sound judgment and develop effective strategies to address challenges and achieve goals (Northouse, 2019). This requires a combination of analytical thinking, creativity, and the ability to manage uncertainty and ambiguity.

Gender diversity and women's leadership have been a topic of discussion in the corporate world for many years. While there is growing recognition of the benefit of having women in leadership positions, women still phase various challenges that affect their effectiveness as leaders.

Despite growing recognition of the benefit of gender diversity and women's leadership in the corporate world, women continue to face various challenges that hinder their effectiveness as leaders. According to research by bustillos, cuddy, and sterland (2021), one of the primary factor impending women's leadership effectiveness is gender biases. These biases can take many forms, including stereotypes about women's ability and roles, including stereotypes about women's ability and roles, and discrimination based on gender. The research has shown that gender biases

can lead to women being overlooked for leadership position, receiving less support and mentorship than their male counterparts, and being subjected to harsher judgments for the same behavior and traits exhibited by men in leadership position.

Research is deficient in ascertaining what characteristics are deemed needed by women to undertake to achieve success in leadership positions. However, there's is conflicting information about perceptions of characteristics adopted by women to try to be successful in leadership positions.

According to study by Day and Harsen (2020), leaders who possess a high level of self-awareness are better able to understand their own strength and weakness, as well as the impact of their behavior on others. This enables them to make more informed decision, build stronger relationships with their followers, and adapt their leadership style to meet the needs of their team and organization. Additionally, self-awareness can help leaders to manage their emotions and avoid biases that can negatively impact their decision making and interaction with others.

1.2. Statement of the problem

Despite progress in recent years towards gender equality in the workplace, women continue to face systematic barriers that hinder their effectiveness as leaders in business organization. One of the primary challenges faced by women in leadership positions is the "double bind" dilemma, where they are expected to demonstrate both stereotypically masculine traits, such as assertiveness and confidence, as well as stereotypically feminine traits, such as empathy and warmth (Eagly & karau, 2021). This can lead to perception that women in leadership positions are not as competent or decisive as their male counterpart.

Leadership position also face unique challenges, such as lack of representation in decision making roles, limited access to networks and mentorship, and an unequal distribution of household and caregiving responsibilities that can impact their ability to balance work and family commitment (catalyst, 2021). These challenges can lead to lack of recognition and opportunities for women in leadership positions, hindering their ability to advance and succeed in their careers.

Women continue to face significant challenges in achieving leadership positions in business organizations and gender diversity at the top level of organizations remain a critical issue.

According to recent report by Mckinsey & company, women accounts for only 38% of entry-level positions the privet sector, and this percentage declines significantly as women move up the corporate leader (hunt, Layton, & prince, 2021). At the CEO level, women hold just 6% of positions in S & P 500 companies.

Moreover, research has shown that women in leadership positions face a range of challenges that can hinder their effectiveness, including gender biases, lack of access to network and mentorship, and the "double bind" dilemma of having to demonstrate both stereotypically masculine and feminine traits to be seen as effective leader (Eagly & karau, 2021)

Over the years, women have conquered important achievements within the workplace. However, historical gender inequalities, as far as representatively cares, still persist. This is often seen, especially, in senior management and executive positions where women remain a minority like chief military officer (CEO), chief treasurer Officer (CFO), chief operations officer (COO), and board of directors. The pace of advancement for ladies managers and directors is slow or uneven and there are factors that prohibit women from advancing into leadership positions (Mckinsey, 2015).

Over 40 years of research has shown that although women have grown exponentially within the workforce there's still a disparity in perceived leadership effectiveness. In August of 2016, women filled only 19.9% of board positions, with 4.6% being Chief Executive Officers (CEOs) (Warner, 2014). the share of girls in executive manager roles has only had minor changes over the past 40 years, from 5% within the 1970s to 14% within the 2014 and 19.9% in 2016 (Schein, 1973; Warner, 2014). Estimates indicate that given the speed of change in management positions, it'll be 2085 before women reach parity (Warner, 2014).

Consequently, existing studies didn't address all the parameters of women's effectiveness. As a result, there's involve comprehensive studies during this area to deal with the difficulty and to level one breakthrough the women's effectiveness. As a response to the present call, this study were attempt to seem into various factors like social factor, cultural factor, personal factor, organizational factor, lack of support and work life balance.

However, literature review reveals that only a few studies have, so far, targeting the challenges women face on leadership positions and more research are done on representation of women's on

leadership and really a couple of on women's effectiveness on leadership positions and these researches will focus just for the responses of the ladies leaders. The research gap is that the mentioned research doesn't show the combined (triangulated) effect of the responses of subordinate's, the ladies leaders and therefore the bosses. Keeping these views in mind, this paper is an effort to answer what are the factors affecting women's effectiveness in leadership and tries to attach the knowledge gap and use advance methods.

1.3. Research Questions

The study is answering the subsequent research questions: -

1. What are the effects of organizational culture on women's leadership effectiveness in business organization

2. What are the effects of personal factors on women leadership effectiveness in business organization?

3. What are the effects of institutional factors on women leadership effectiveness in business organization?

4. How does lack of support and work-life balance affect women's effectiveness in leadership positions in business organization?

5. What support structures are currently available to women in leadership positions in business organization?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to investigate the factors affecting women's effectiveness in leadership in:- a case study of business organizations in Addis ketema sub city, Addis Ababa.

1.4.2. Specific Objectives

Specifically, the study attempts:

1. To investigate the level of women effectiveness in leadership in case of business organization in Addis ketema sub city

2. To identify the social, cultural, and organizational factors affecting women's leadership effectiveness in case of business organization in Addis ketema sub city.

3. To rank the factors affecting women's leadership effectiveness in case of business organization in Addis ketema sub city.

4. To assess the strategies enhancing women to leadership effectiveness in case of business organization in Addis ketema sub city.

5. To examine the impact of lack of support and work life balance in effective leadership in case of business organization in Addis ketema sub city.

1.5. Scope of the study

The scope of the study covers the geographic, content, methodological, and participant.

Geographical Scope: The study is administered in Addis Ababa town, Addis Ketema Subcity. The researcher chose Addis Ababa, because of the researcher working area and simple of accessing the specified information.

Content Scope: The study is conducted to work out factors affecting women's effectiveness in leadership in some selected business organizations in Addis Ketema Sub city. The study also looks at the social, cultural, organizational, personal effect towards women's effectiveness.

Methodological scope: The study uses descriptive research design and quantitative research method. Questionnaire and document review will employ for the study.

Participant Scope: The study applies to women's who are working with in the senior management position, men and women subordinates working under the direct supervision of women managers and managers who are in charge of managing women's.

1.6. Significance of the study

The aim of the study is to enable organizations to form suitable alterations or take corrective action to extend the women's leadership effectiveness, which can assist them in reaching good performance within the organizations. And also, it helps to manage the challenges facing by women within the organization and empowering women through leadership.

The benefit of this study for academician is to promoting diversity, improve representation, identify barriers, and enhance productivity. By understanding and addressing these factors, organizations can work toward creating a more equitable and support environment for women academics, leading a more diversity, and innovative academic community.

1.7. Limitation of the thesis

In actual fact, leadership effectiveness is affected by many factors, which is not covered by this study, but this particular study does not cover all of them, such as time related factors, access to resource and other factors.

On the other hand, the existence of limited reference material and research works in relation to leadership is another area of limitation to this study. The situation becomes more serious when it comes business sector leadership effectiveness in Ethiopia.

The study has the subsequent limitations. First, this study is merely being limited to 3 business sectors namely schools, bank and constructions located in Addis Ababa whereby it doesn't cover other business sectors and other a part of Ethiopia. Second, only six women's effectiveness factors are studied. The research would are more conclusive if it had considered other factors of women's effectiveness. Third, the study focuses only on women's effectiveness it doesn't compare with the effectiveness of men's in leadership positions.

Another limitation was the lack of reference material and research works related to leadership in construction sector in Ethiopia.

1.7 Operational Definitions

The specific challenges and obstacles that women face in leadership role, such as gender biases, lack of support, and work-family conflict. This would involve measuring these factors through self-report surveys and interviews with women leaders from various industries, with a primary focus on understanding their experiences and perceptions of the barriers they face in being effective leaders. This approach can provide valuable insights in to the challenges that women face in leadership positions and help identify ways to remove these barriers and support women in leadership roles.

Studding factors affecting women's effectiveness in leadership can involve range of research method. For example, surveys, interviews, or focus group with women leaders to better understand their experience. They may also analyze organizational data to identify potential barriers that may affect women's ability to be effective leaders.

1.9. Organization of the thesis

The study organized into five chapters within the course of this final thesis. The introductory chapter presents the statement of the research problem and questions in conception. Chapter two commences by articulating existing women's effectiveness theories and explaining working definition and dimensions of leadership and management. This chapter also contains the literature and empirical review particularly regarding personal factors, organizational factors, social factors, work life, lack of support and, cultural factors. Chapter three presents the methodology part. This chapter entails an outline of the research design, sample, data collection and also a discussion of the statistical methods employed. Chapter four details the result and discussion a part of the study to answer basic research questions. Chapter five provide conclusion of results and therefore the recommendations for further research and practice.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

This section broadly reviews literature on the previous related studies significant to the study topic. It discusses in detail the factors that affect women's effectiveness in leadership position and some of the strategies that have been projected to improve their situation. It also outlines the theoretical, empirical review and conceptual frameworks.

2.1 Theoretical review

2.1.1. An Overview of Leadership

Leadership is complex and multifaceted concept that has been studied extensively in the field of organizational psychology. According to northouse (2019),leadership involves "a process where by an individual influence a group of individual to achieve a common goal"

Leadership is not just about having a title or position of authority, but rather it involves a set of skills, behaviors, and traits that enable a person to guide, motivate and inspire others.

One of the most widely used models of leadership is the transformational leadership model. This model emphasizes the importance of leaders who are able to inspire and motivate their followers to achieve their full potential (Bass & Riggio, 2006). Transformational leaders are characterized by their ability to articulate a clear vision, create a sense of purpose and meaning, and foster a climate of trust and collaboration.

Another important model of leadership is the situational leadership model, which suggests that effective leaders must be able to adapt their leadership style to the specific needs of their followers and the situation at hand (Hersey & Blanchared, 1977). This model proposes that there is no one-size-fits-all approach to leadership, and that leaders must be able to adjust their style based on the maturity and competence of their followers.

In conclusion, leadership is a complex and multifaceted concept that plays a crucial role in organizational success. Effective leaders must possess a range of skills, behaviors, and traits and must be able to adapt their style to the specific needs of followers and the situation at hand. The

transformational and situational leadership models are two widely used approaches to understanding the nature of effective leadership.

2.2. Leadership Effectiveness

Leadership effectiveness is measured using numerous indicators like followers' attitudes, level of commitment given to the organization, and motivation towards the work (Howell and Costley, 2006). The authors also suggest other indicators of effectiveness of leadership that are the outcomes of the organization or of group productivity (cited by Jogulu and Wood, 2006). Additionally, Howell and Costley (2006) means that lower turnover rate and absenteeism also are considered to be indicators of leadership effectiveness in a corporation (cited by Jogulu and Wood, 2006). The transformational leadership was chosen deliberately due to the common traits with female "communal" nature. On the opposite hand, the review of the attributes of an efficient leadership is going to be later wont to create a profile of an efficient leader. The heuristic model of a female leadership by Stanford, Oates and Flores (1995) goes to be the last element of the model which will be constructed next. We can also conclude that no leadership is often named as effective without attention on results. In other words, an effective leader has got to possess personal managerial attributes so as to be ready to work towards results.

Furthermore, advancing women into leadership positions where they will make the best contributions is civilization and features a significant role in changing country development; if not, under-utilization of the talents of highly qualified and experienced women creates loss of economic process and potential development (World Bank, 2001).

2.3. Females and Leadership

Despite making up almost half of the workforce women are still under represented in leadership position across many industries and sectors. This is persistent problem that has been documented numerous studies and reports (catalysts, 2020). Gender diversity in leadership is not only a matter of fairness   and equality, but it can also have significant benefit for organizations, including increased innovation, better decision making, and improved financial performance. (catalyst, 2020).

Leadership and management are inseparable; the 2 skills got to work together. So as to be fully rounded, the person within the managerial role must have the power to manage the day-to-day

tasks and deliver results, while seizing the chance to vary. Demonstrating good leadership skills without the management skills to support them will leave that person unable to satisfy his/her visions. Likewise, being an honest manager without good leadership skills will cause continual challenges in motivating his/her team and producing the results needed. Having the ability to blend these two skills is actually a singular talent. There are a lot of managers within the world, but only a few truly embody the characteristics of a pacesetter (Coach4growth, n.d.). Consequently, to be efficient and effective in their managerial roles, both women and men should have the 2 skill sets. The first set (managerial skills) are often learned easily and trained on; this learning process doesn't vary across genders. Whereas leadership skills aren't acquired as easily as managerial skills and that they are difficult to master, not forgetting that women's leadership skills and designs differ from those of men.

Supported the aforementioned facts, the researchers of the present paper chose to gauge the power of girls to "Lead" and to not "Manage". Anyone can manage if taught appropriately, yet there are certain skills, characteristics and qualities that distinguish women leaders from men leaders. How do they differ? Which style is more beneficial? Which style increases the company's bottom line? And which style is preferred by subordinates?

The researchers find the answers to all or any of the above questions. Balda (2010) refers to Peter Drucker who claims that "the only definition of a pacesetter is someone who has followers" (But to realize followers, an individual requires influence. While Saxena (2009) quotes John Maxwell, who sums up his definition of leadership as "leadership is influence- nothing more, nothing less"

This goes beyond simply defining what a pacesetter is, to watching the power of the leader to influence others, both those that would consider themselves followers, and people outside that circle. Moreover, Saxena quotes Warren Bennis' definition of leadership which is concentrated on the individual capability of the leader: "Leadership may be a function of knowing yourself, having a vision that's well communicated, building trust among colleagues, and taking effective action to understand your own leadership potential"

Finally, Kaye (2010), an expert on leadership, asked an audience of leaders to define leadership, and to explain the foremost important characteristics of a perfect leader. Their combined answers are often summarized as follows: a perfect leader is "A good listener, enthusiasm, passion, shows appreciation, a visionary, model , trusting, integrity, organized, knowledgeable, credibility,

persuasive, charisma, team building, clarity of purpose, solver , attitude of service, leads by example, patience, willing to act without complete knowledge, understands followers, consistent, empowers people , and adapts to change".

The Middle Eastern societies including Lebanon still emphasize the aforementioned notion. Supported the aforementioned opinions, one may surmise that research on leadership and gender has drawn the eye of the many researchers worldwide. Consequently, several questions could also be asked: does gender really matter? Is there a difference between women leaders and men leaders? If so, what are the foremost obvious differences that eventually affect the leadership sort of each?

2.4. Leadership and Power

Leadership and power are closely related concept, but they are note synonymous. Leadership is the ability to inspire and guide other towards a common goal, while power is the ability to control or influence others, either through coercion or persuasion. Effective leader are able to build trust and respect with their followers, and direction. In contrast, those who would power may use it for positive or negative purposes, and motivated by self-interest rather than common good (keltner , Gruenfeld. & Anderson, 2003).

Leadership and power are often intertwined in organization and societies. Those who hold leadership positions often have a degree of power and influence over others, either through their formal authority or through their personal charisma and influence. However effective leader is not necessarily dependent on having formal power or authority, and can be demonstrated at all levels of and of an organization or society (Gardner, 1990).

It is important to recognize the difference between leadership and power, and to promote leadership that is based on ethical and moral principle, rather than on the desire for personal gain or control over others. By doing so, we can create more effective and sustainable organizations and societies that benefit everyone, not just a select few.

2.5. Women Leadership and Challenges in Developing and Developed Countries

Theoretically, women leaders in developing countries like Ethiopia aren't assisted by their colleagues and subordinates at the workplace and hence their performance is negatively affected. Another practice of this trend is India. Moreover, in developing countries, societal attitudes

added to discriminatory property rights which mainly are associated with unfair inheritance traditions is regarded among the factors which deprive women from owning property(Sekkat, Szafarz, Tojero, 2015). We attempt to bring more number of girls in deciding, the prospect of overlooking women within the promotion will become minimal. Aside from this, the existence of gender diversity within the deciding positions ensures more voices which are important for better solutions. Diversity of thought is crucial and it creates innovative, vibrant and flourishing work environment. Thus, from diverse voices, companies benefit because various perspectives and concepts are entertained while decisions are made and ultimately better choices are made (Novakovich, 2017).

Studies also show that ladies require role models and mentors who show them the way of leadership. As women see that somebody has done it before, it's an affirmation for them that it's easier to climb up to the ladder of leadership (Novakovich, 2017). It's evidenced that both developed and developing countries recognize that gender diversity enhances company's performance. Despite this, the truth in both is that the high prevalence of lack of girls in leadership positions. Furthermore, countries which are forward looking like Scandinavia perceive the appliance of quotas as imposition. This example gets even worse in emerging countries. The most reason associated with these discriminatory behaviors within the work place is associated to weak legal protection system. Surprisingly financial development of a rustic doesn't prevent the gender gap in accessing finance by entrepreneurs (Sekkat, Szafarz, Tojerow, 2015).

2.6. Assumptions about how women's become leaders

Lyne de Ver and Kennedy (2011) find few leadership development programmers' to explicitly began their theory of change (10 out of 67 reviewed) and comment that, of these that do, 'most don't adequately explain the processes through which leadership is developed, and the way this leadership then creates change. Nevertheless, particular concepts of leadership already begin to create in assumptions about how people become leaders (if not the foremost appropriate inputs to support these processes). for instance , trait or personality models imply some people have 'special innate or inborn characteristics or qualities', whereas skills and designs approaches to leadership suggest people can acquire the required competencies, behavior or processes (Chin, 2004: 3).10 As women and girls' leadership programmers 'favor a skills or styles (rather than

inherent traits) approach, there's a tacit assumption that each one women and girls have the potential to be leaders with the proper support and environment.

Some academic studies of leadership programmers' go further, with explicit discussion of theories that are according to the assumptions of the program. for instance , a community-based education program to scale back girls' vulnerability to HIV/AIDS in Nepal builds on Bandura's (1977, 1997) theory of 'individual self-efficacy'. This proposes that 'self-efficacy is restricted to a website (i.e. leadership skills) and develops through successful mastery experiences that build individuals' confidence in their ability to realize specific goals. As such, it's an explanatory psychological construct that mediates or accounts for actual changes in an individual's behavior' (Posner et al., 2009: 287).

Similarly, Madsen (2010) uses Wick's 'growth-task model' of human development to research women's leadership within the United Arab Emirates. This model assumes people are curious and have the capacity for development, but also that exposure to tasks and experiences, particularly in youth, influences later aptitude towards growth and development. Wick's model picks abreast of the importance of adolescence to non-public development, including of leadership competencies and attitudes. (CARE (2009) also stresses that the receptiveness of adolescents to learning makes this a very important age to show girls' leadership.)

The 'growth-task model' also provides a link to a different concern within the literature on leadership development: whether and the way girls' experience of gender roles influences their development of particular ways of being and acting. for instance , Hoyt and Kennedy (2008: 205-206) situate the event of girls' leadership capacities within broader discourses of identity formation: drawing on Gilligan (1993), they argue that adolescent girls confront a 'psychological resistance' during which , unable to 'hear themselves' in dominant cultural discourses, they experience a conflict between what they feel themselves to understand and knowledge , on the one hand, and what socio-cultural norms permit them to precise outwardly, on the opposite . It follows that effective leadership development for adolescent girls includes real-life observation (e.g. role models) and experiences.

As Singh (2014) notes, 'leadership and empowerment are closely related' (p.248) – and such concern with identity, gender roles and power relationships provides a link between leadership

and empowerment theories. Rowlands' (1997) dimensions of empowerment provide the analytical framework from which much of the literature on women's leadership capabilities draws, often implicitly. These dimensions are (i) 'power within' (cognitive change, belief in self-worth); (ii) 'power to' (behavioral change, ability to form choices and influence others); (iii) 'power over' (ability to regulate others); and (iv) 'power with' (acting with others to challenge discriminatory structures). Leadership development programs, like Oxfam's Raising HerVoice (Oxfam, 2014) or the game and development organization Women Win (Wijnen and Wildschut, 2015), both funded by the united kingdom Department for International Development (DFID).

2.6.1. Constraints to and enablers of women's effective leadership

The findings of studies that check out the constraints and enablers of women's ability to influence others and effect change summarized below:

2.6.1.1 Constraints

Once elected, the standard of girls office-holders' performance are often limited by family work burdens (as discussed above), being assigned low-status roles, negative attitudes towards women publicly office that constrain their ability to satisfy governance roles, fewer opportunities for external training (compared with male counterparts) and a scarcity of confidence to challenge others' decisions in adversarial settings (Brody, 2009; Choeun et al., 2008; ICRW and UN Women, 2012).

The Iranian women's parliamentary caucus, formed in 2000, had to pursue a policy of moderation because a more radical reform agenda would have provoked backlash (Koolaee, 2009). Women politicians' class, family or religious interests may shape their political interests quite their gender, and ladies leaders might not advocate for gender justice. Indeed, women leaders may oppose legislation that conflicts with other policy or personal interests – for instance the steadiness of the family or economy (Oxfam, 2014; Tadros, 2011a). for instance , in Costa Rica in 2007, during a debate on a proposed Bill to Criminalize Violence against Women, the president of the Congressional Women's Commission disagreed with the bill on the idea that the sanctity of the family came before women's rights. Women legislators in Costa Rica also opposed a bill to cap the workday for domestic workers due to the negative effect this is able to wear professional women's careers, including their own (Tadros, 2011a, citing Sagot, 2010).

A study of Indian gram panchayats found their mandate resulted during a tight specialize in public services (sanitation, eligibility for welfare scheme), with little attention dedicated to gender norms and power relations. The frequency with which women privately raised gender equity issues, particularly violence , with their panchayat representatives wasn't reflected within the concerns tabled during meetings – because problems arising from gender relations/norms were seen by both male and feminine elected leaders as private matters (ICRW and UN Women, 2012).

Challenges experienced by women business leaders include employer bias or discrimination negative perceptions regarding women's professional capabilities and commitment (Madsen, 2010) and therefore the prevalence of 'traditional caretaker roles' (Jamali et al., 2005, cited in Madsen, 2010). Women business leaders can also be constrained by their exclusion from informal networking and a scarcity of mentoring support, also because the absence of family-friendly policies (Madsen, 2010).

However, an Oxfam, CARE, Trócaire and ActionAid (2012) study of girls leaders spanning the business, politics and non-profit sectors in Myanmar found all participants confronted similar barriers to and challenges of leadership: patriarchal cultural norms; the double burden of home and work responsibilities; and gender-based violence within the sort of mockery, insults, harassments, physical and sexual abuse .

The elite nature of the ladies Leaders Network was found to possess contributed to its negotiations with the inter-governmental body, APEC, moving far-away from the human development concerns of poor women towards neoliberal economic approaches (similar to those of APEC itself) (True, 2008).

2.6.1.2. Enablers

An evaluation found the simultaneous creation of local women's networks and provision of capacity building support to municipal offices for ladies created a transparent, accessible channel through which women might raise grievances, particularly instances of gender-based violence, in Honduras. However, it's not clear whether these organizations were ready to secure redress (Manaute, 2013).

Project evaluations of interventions for adolescent girls make a causal connection between girls' leadership capabilities, their ability to figure together and their ability to influence harmful

sociocultural norms in ways in which improve their wellbeing (e.g. girls having greater HIV knowledge, practicing fewer caste-associated menstrual prohibitions) (Posner et al., 2009).

There is consensus that the presence of an autonomous women's movement is important if women politicians and bureaucrats are to stay accountable and sensitive to women's concerns (Sudarshan and Bisht, 2006). for instance, an evaluation of the Raising Her Voice program in Chile found parliamentary monitoring by civil society actors made an important contribution to the strengthening of accountability, providing individual women leaders with leverage on problems with particular relevance for ladies (Delgado, 2013). Research on women's coalitions in Egypt, Jordan and South Africa found the more successful coalitions were those seen as being authentic representatives of women's issues because that they had a broad base and had developed mechanisms to create internal consensus and manage conflict, also as those where coalition members were already known to every other (Hodes et al., 2011; Tadros, 2011b).

Broad-based collective approaches provide a safer platform to empower the marginalized and poorest due to 'safety in numbers' (Repila, 2013: 4). There's also agreement within the literature on the advantages of reformers 'working politically' and dealing collaboratively with government. For instance, Tadros' (2011b) research on six women's coalitions in Jordan and Egypt and Hodes et al. (2011) research on the South African National working party on Sexual Offences found similar factors to be important to success. This includes coalition leaders using their informal relationships with key decision-makers to press for change – a technique that Hodes et al. (2011) calls 'soft advocacy' and which Tadros (2011) found to be more influential than traditional advocacy (e.g. petitions, conferences, media engagement). Successful coalitions also established their credibility (e.g. through professional standing and in-depth knowledge of law), framed issues in ways in which enabled them to outmaneuver (religious) opposition and were ready to spot and use political opportunities.

The Women Leaders Network was found out in 1996 to extend women's participation in trade and economic policymaking through engagement with APEC. The first 60 members were 'all well-connected women leaders holding high-level positions in government, business, and academe, particularly within the field of science and technology. The network has since expanded into a coalition of 2000 elite and grassroots women altogether 21 APEC countries, but the professional expertise of the ladies Leaders' Network has been critical to their credibility and

skill to influence the APEC' (True, 2008: 10).It is notable that studies find constraints to arise from the socioeconomic conditions, whereas enablers focus more on women's personal and collective capabilities and actions, but the interactions between social norms and women's exercise of leadership aren't elaborated.

The evidence suggests women's collective action to vary discriminatory gender roles and hierarchies are central to shifts in gender norms (Evans and Nambiar, 2013). Leadership may be a necessary adjunct to collective action, but the method whereby a lady leader can develop a way of 'power with' other women (to 'collectively self-objectify') is unclear (Higgitt, 2011: 93). aside from research on feminist and historical institutionalism (e.g. McKay and Waylen, 2014), which isn't reflected within the material on programming, there's also little attention within the literature to political, social and economic factors beyond gender norms that affect women's leadership, like sort of political settlement, political liberalization, poverty and inter-sectional exclusion.

2.7. Factors that Affect Women's effectiveness on Leadership Position

There are several factors affect women's participation in leadership position includes personal, institutional, cultural, social and others. These have been highlighted as major factors that prevented women from ascending to senior positions in the organizations despite being qualified. it has also been indicated that at personal level, factors such as lack of confidence and fear of public office are deterring women from taking senior management positions, at the institutional level, discriminatory recruitment, appointment and promotion procedures, political appointments, unclear promotion criteria, absence of documented staff development policies for senior managers and few opportunities for further training deride women's participation in decision making. In addition, social, religious and cultural factors such as discrimination against female child education and general beliefs about women's domestic roles have been identified as eroding women's self-perception just as those women who succeeded in public domain were seen as failures in their domestic roles. Underrepresentation of women in senior leadership is problematic for several reasons. First, a lack of women in senior positions may discourage the lower-level women to aspire to an upper level position, because they feel that it is unsustainable at all. Highly qualified and experienced women may thus not apply for upper level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of

their workforce. Further, when employees perceive a lack of women in upper management, they may form ideas about the understood values and culture of the organization, such as it is an ''old-boys club,'' or discriminatory in its hiring and retention practices (Willis, 2000). Therefore there are so many reasons that obstacle women from moving to leadership position and from those factors some of them are described as follows:

2.7.1. Personal factor

Personal factor can also play a role in women's effectiveness in leadership. For example, confidence is an important factor in effective leadership, but women may face more challenges in this area than men. Research has shown that women tend to underestimate their abilities, while men tend to overestimate theirs (Dunning & Kruger, 1999). This can make it more difficult for women to take on leadership roles and to be seen as effective leaders.

Perfectionism can be double-edged sword for women in leadership. On the one hand striving for excellence can be strength in leadership role. On the other hand, perfectionism can lead to self-doubt and a fear of failure, which can hold women back from taking risk and making difficult decision (stoeber & otto, 2006).

Emotional intelligence also, or the ability to understand and manage one's own emotions and the emotion of other, is an important skill for effective leadership. Research has shown that women tend to have higher emotional intelligence than men (Mayer, Caruso, & Salovy, 1999). This can be an advantage for women in leadership roles, as they are better able to understand and respond to the need of their team member.

There are many leadership style and women may be more likely to use a transformational leadership style, which involve inspiring and empowering team members, while men may be more likely to use a transactional leadership style, which involve using reward and punishment to motivate team members (Eagly, Johannesen-schmited, & Van Engen, 2003). While both leadership styles can be effective, women may face more challenges in being perceived as effective leaders when they use a transformational style.

2.7.2. Social factor

"Social factors such as cultural norms, gender roles, and societal expectations can have a significant impact on women's effectiveness in leadership roles. Women leaders may face

challenges in navigation these social factors, which can limit their opportunities for advancement and hinder their ability to lead effectively" (Eagly & karau, 2002).

This statement highlights the importance of considering social factors when examining the effectiveness of women in leadership roles. Research conducting by Eagly and karau (2002) found that gender stereotypes and societal expectation can create barriers for women seeking leadership positions. For example, women may be expected to conform to traditional gender roles and may be judged more harshly than men for assertive or aggressive behavior in the work place. These social factors can limit women's opportunities for advancement and undermine their effectiveness as leaders.

To address these social factors and promote greater gender diversity and inclusivity in leadership positions it is important to challenge gender stereotypes and biases, provide mentorship and sponsorship opportunities for women leaders, and create more supportive and equitable workplace cultures. By addressing these social factors, we can help to empower women leaders and enhance their effectiveness in leadership roles.

2.7.3. Cultural factor

The impact of women's effectiveness in leadership on organizational culture has been extensively researched. One significant effect is the breaking down of gender stereotypes and the promotion of gender equality in the work place beyond. Studies have shown that when women occupy leadership positions, they are more likely to challenge traditional gender roles and create a more inclusive and diverse workplace culture.

According to report by catalyst (2011), companies with more women on their boards of directors tend to perform better financially and have higher returns on equity, sales, and invested capital compared to their peers. The report also found that companies with more women in leadership position are more likely to promote work life balance, which can lead to higher employee satisfaction and retention.

Similarly, a study by Peterson institute for international economics (2016) found that companies with women in top leadership positions tend to have better organizational effectiveness, including improved decision making, more innovation and higher-quality products and services.

Overall, the cultural effect of women's effectiveness in leadership is one of promoting diversity, inclusion, and equality in the work place and beyond. The benefit of women's leadership extends not only to financial performance but also to organizational effectiveness, employee satisfaction, and social progress. By breaking down gender stereotypes, promoting work-life balance, and fostering a collaborative and inclusive culture, women leaders can help to drive better organizational performance and social progress.

2.7.4. Organizational factor effectiveness

Organizational factors that can affect women's in leadership roles. These include bias and discrimination, lack of access to mentorship and sponsorship opportunity and work life balance challenges.

Research shows that women leaders of often face bias and discrimination which can hinder their ability to advance to leadership positions or be perceived as effective leaders once in those positions (Eagly & Carli, 2007). This bias can be both explicit, such as overtly sexist comments or actions, and implicit, such as unconscious biases that influence decision making.

Another factor is the lack of access to mentorship and sponsorship opportunities. Women leaders often face a "sponsorship gap," meaning they have fewer advocates and mentors who can help them advance in their careers (Hewelett et al., 2010). This can limit their visibility and opportunity for advancement, which in turn can hinder their effectiveness as leader.

Work–life balance challenges can also affect women's effectiveness in leadership roles. Women are more likely to taken on caregiving responsibilities, which can make it difficult to balance their personal and professional lives (Hewlett et al., 2010). This can lead to burnout, stress, and a reduced ability to perform effectively in leadership roles.

Addressing these organizational factors is critical to promoting gender diversity in leadership and ensuring women can succeed as leaders. This includes implementing policies and progress to address bias and discrimination, providing mentorship and sponsorship opportunities, and promoting work life balance.

2.7.5. Work life balance

Work life balance can have significant impact on women's effectiveness in leadership roles. Women who experience high level of work family conflict are more likely to experience stress and burn out, which can negatively impact their effectiveness as leaders (Lapierre & Allen, 2006). Decreased job satisfaction, lower productivity, and increased turnover.

Women who report higher level of work-family conflict are less likely to engage in leadership behaviors such as providing feedback and recognition to their team members and to motivate them effectively.

Women who are able to successfully manage their work-life balance may serve as positive role models for their team members and colleagues, and may be perceived as more effective leaders as a result (Allen, Herst, Bruck, & Sutton, 2010). This can help to break down gender stereotypes about women's ability to balance work and family responsibilities.

Family responsibility may be perceived as more competent and effective leaders, as they are seen as being able to manage multiple priorities and handle stress (Allen, 2013). This can help to break down gender stereotypes about women's ability to lead and help organizations to build more diverse and inclusive leadership teams.

2.7.6. Lack of support

Women in leadership roles who experience a lack of support from their organization are more likely to experience emotional exhaustion and job burnout, which can negatively impact their effectiveness as leaders (Aryee, Budhwar, & Chen,2002).

When women in leadership role lack support from their organizations, they are more likely to experience role conflict, which can lead to decrease job satisfaction and ultimately, lower performance as leaders (kossek, Lobel, & Browen 2018)

A study by Mckinsey & company found that women who receive support from their managers are more likely to report that they feel empowered, have a sense of belonging, and more effective as leaders (Hunt et al., 2018). On the other hand, women who lack support are more likely to experience feeling of isolation, frustration, and burnout. The study also found that women who receive support are more likely to advance in their careers and those companies in the top

quartile fore gender diversity on executive teams were 21% more likely to have above average profitability than companies in the bottom quartile (hunt et al., 2018). This highlights the importance of providing support for women in leadership, not only for their own well-Bing but also for the benefit of the organization as whole.

2.8. Empirical review of the study

The empirical review conducted an analysis of the obstacles faced by women in Ethiopia and other region in achieving equal representation in leadership positions. The review examined varies studies conducted in different geopolitical context that explored the factors affecting women's effectiveness leadership role. For example Mehrotra's (2005) study on gender and legislation in Latin America and the Caribbean found that barriers to women's leadership participation and decision making are not limited to Latin America but rather global issue. The study identified several social and economic obstacles that hinder women's participation, including the difficulty of balancing work and home life. Removing these socio economic and structural impediments is crucial for enabling women to participate in the decision making process.

Holst and Schafer (2017) examined gender quotas in corporate leadership position in Germany. The study found that gender quotas were effective in increasing the representation of women in leadership position, but that culture and social norms still posed significant barriers to women's advancement.While bias training can be effective, it is not a stand-alone solution and must be accompanied by broader changes in organizational culture and practice. Bohanet et al. (2018).

Additionally, a study by Osorio and gomez (2019) explored the obstacles faced by women in leadership positions in Colombia. The study found that women face significant barriers to advancement due to cultural and societal norms that perpetuate gender stereotypes and limit women's access to education and training opportunities.

Furthermore, a study by pinto and Ramalho (2020) investigate the impact of gender quotas on women's representation. The study found that while gender quotes were effective in increasing women's representation in leadership position, they were not sufficient to overcome deeply entrenched cultural and social norms that perpetuate gender inequality.

Prettygrove (2006) conducted research on the challenges faced by Jordanian women in leadership position. The study found that the tribal structure in Jordanian society significantly impacted women's ability to participate in leadership activities, leading to homogeneity in political views. Women's commitment to the family or tribe also created barriers to dissenting, making it difficult for them to succeed in opposing view point. Oedl-wieser's (2008) examination of the conservative rural gender regime in Australia found that women were poorly represented in leadership, particularly in rural area, due to ongoing male dominance in poletical and economic citizenship.

A study by Dugan, Khasawneh, and Haque (2021) explored the impact of gender microaggressions on women's leadership development. The study found that women in leadership roles often experience subtle forms of discrimination and bias, such as being interrupted or ignored in meeting, which can negatively impact their ability to advance higher leadership position.

Lee and Lim (2020) examined the relation ship between work family conflict and women's leadership aspirations in south korea. The study found that women who experienced high levels of work-family conflict were less likely to have leadership aspiration due to the challenges of balancing work and family responsibilities.

A study by Skoglund and Yngwe (2020) explored the impact of gender quotas on women's representation in Sweden. The study found that while gender quotas have increased women's representation in top leadership positionsthey have not necessarily led to greater gender equality throughout organizations.

Tianarie and merilainen (2020) examined the experience of women in leadership roles in finland and found that women often face gender expectations and stereotypes that can hinder their ability to advance to higher leadership positions.

These recent studies highlight the ongoing challenges faced by women in leadership roles, including gender microaggressions,work family conflict, and gendered expectationsand sterotypes. They also suggest that interventions such as gender quotas may have a positive impact on women's representation in leadership positions, but more work is needed to address the underlining structural and cultural barriers that limit women's opportunity for leadership.

Adony's (2014) study on women's participation in leadership position in tigray, Ethiopia aimed to assess the extent of women's in business administration. The study found that women's participation is low. The study identified several barriers to women's participation including socio-cultural norm and gender biases that limit women's access to education and training opportunities, as well as lack of support and encouragement from family and community members.

To address these barriers, the study recommended the implementation of gender sensitive policies and practice within leadership, such as the establishment of mentorship and training programs for women; the provision of child care facilities in the workplace, and the introduction of quotas or targets for women's representation in position's. Getachew's (2014) study, titled "investigation of the opportunities and challenges of women's empowerment in leadership positions in Endamehoni woreda," aimed to assess the extent and growth rate of participation in leadership positions, identify factor hindering their leadership roles, and propose possible solution to improve their participation and empowerment. The study found that in adequate measures had been taken for women's empowerment in leadership position due to a lack of strong commitment and attention from government officials. The main factors hindering women's participation in leadership positions were socio cultural, educational institutional, personal, family responsibility, and other related issues.

Finally Brenda's (2015) study on factor determining women's participation on decision making in Zambia revenue authority aimed to examine the factors influencing women's participation in decision making role in the organization. The study found that socio cultural factor influence the upward mobility of women in top management position and that work place policies were incentive to the role of women as mother. (Branda, 2015).

2.9. Conceptual Frame work

Conceptual framework may be a logical structure of meaning that is a guide for the general research study. Thus, for the study variable will be classified independent and variable .experimental variable affects and determines the effect of another variable. consistent with the model presented on figure 1 women's effectiveness are going to be measured with five which are: The independent variables during this study are social factor, cultural factor, personal factor, and organizational factor .The variable is women's effectiveness

Independent Variable

Social factor

Cultural factor

Personal factor

Organizational factor

Lack of support

Work life balance

Dependent Variables

Women's Effectiveness
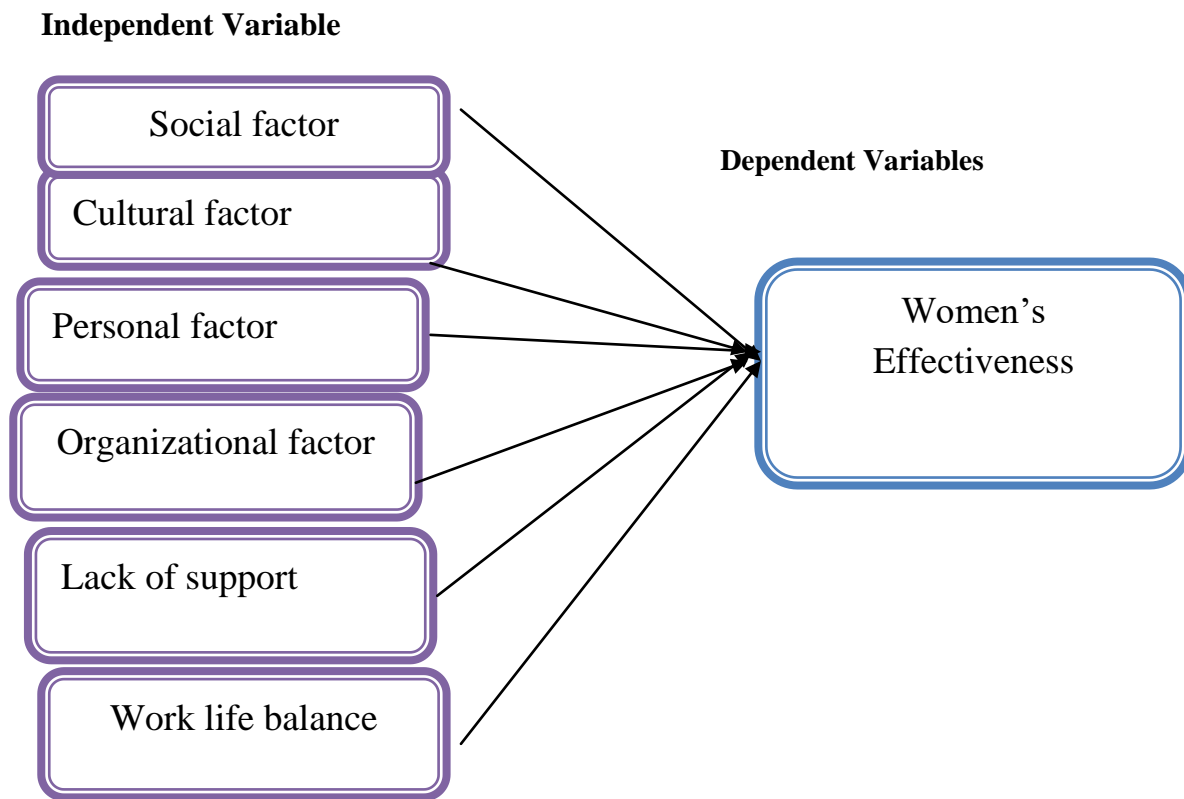
Figure2. 1 Conceptual Framework of the Study

Source: researcher

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Approach Design

Quantitative approach used to analyze and interprets data by using statistical tools and helps to reach conclusion regarding with factors affecting women's effectiveness in leadership position. It helps to analyze data's concerning on research variables and once the data are collected, quantitative approach uses statistical procedures to express the result based on numbers and quantitative forms. Qualitative approach is also used to supplement or to get in depth understanding of the sector.

The study employs explanatory research design, for causal relationships between variables are explained and data collected from a comparatively large sample. Quantitative data analyses are wont to produce complete data. Thus, the aim of this study is to look at the causal relationship between factors affecting women's effectiveness and women's effectiveness.

The research strategy chose to gather data survey because it allows the gathering of huge amount of knowledge from a sizeable population during a highly economical way and because it enables to gather quantitative data and analyzed quantitatively using descriptive and inferential statistics (Sanders, Lewis and Thorhill, 2009).

To measure women's effectiveness survey instrument is adopted and modified. The instruments have six factors which are: social factor, cultural factor, personal factor, organizational factor, lack of support and work life balance. The instruments have values from strongly disagree (1) to strongly agree (5).

3.2. Sampling Design

3.2.1. Target Population

According to Borg and Gall (2009) target population as may be a universal set of research of all members of actuator imaginary set of individuals, events or objects to which an investigator wishes to generalize the result. This definition assumes that the population isn't homogeneous. There are many business organizations in Addis Ababa among those business organizations private schools namely Bethel Mekane Yesus Primery and Secondary school located at paster area, merewa school located at autobus tera area and yanet collage located at Sebategna, two

construction companies from Haar Construction plc and Mame And Dawud constraction p/ship located around autobus tera. Land full service bank of Ethiopia from five branches located in addis ketema sub city area are selected as a population. The target population include women's who are working in senior management positions, men and ladies subordinates working under the direct supervision of girls managers and managers who are responsible of managing women's from the above mentioned business organizations.

3.2.2. Sampling Techniques

The study used two sampling technique to select participants: random sampling and purposive sampling. Random sampling is technique in which participants are selected at random from the population of interests, insuring that each individual has an equal chance of being selected. In this study, the researcher used random sampling to select the male and female subordinate.

Purposive sampling on the other hand, is sampling techniques where the researcher selects participants based on their own judgment or subjective criteria. In this study the researcher used purposive sampling to select the women leaders and managers responsible for managing women.

The methodology of this study involved using a combination of cluster sampling and random sampling to select participant from varies business sector. Cluster sampling is sampling technique in which researchers select a group of participant from large population.

Among these business sectors from two private schools 90 respondents, from one government bank 135 respondents and from two construction companies 57 respondents' totals of 282 employee members are used.

The 960 employees clustered into three business sectors. To pick the study participants out of 282 sample size 212 men and women subordinates working under the direct supervision of women managers, 40 women's who are working in senior management positions and 30 managers who responsible of managing women's are selected. Random sampling method is employed to pick 212 male and female subordinates and to select 40 women leaders and 30 managers purposive sampling (judgment, selective or subjective sampling) technique is employed. Purposive sampling is a sampling technique in which researcher relies on his/her own judgment when choosing members of population to participate with in the study.

3.2.3. Sampling Size

The sampling size of the study is decided by the utilization of mathematical sampling approach given by using Yemane (1967):

$$n = \frac{N}{1 + N * e^2}$$

$$n = \frac{960}{1 + (960) * (0.0052)} = 282$$

Where:

- ❖ N = total number of populations

- ❖ n = number of sample size

- ❖ e = error margin / margin of error, a 95% confidence level is taken and = 0.05

3.3. Data Type and source

For quantitative part, structured questionnaire were used. The questions that are utilized in the questionnaire are scale type and continuous form. The questionnaires are filled by women's who are working in senior management positions, men and ladies subordinates working under the direct supervision of girls managers and managers who are responsible of managing women's in some selected business organizations in Addis ketema sub city. .

The layout of the questionnaire is kept very simple to encourage meaningful participation by the respondents. Besides, sort of books, journals, articles, published and/or unpublished documents, websites and reports are reviewed to form the study meaningful.

To collect data first source list is obtain from human resource management departments from each selected business organizations. Participants within the study are voluntarily selected. Participants within the study are briefed about the tutorial purpose of the study and guaranteed of the confidentiality of their response. Two hundred eighty-two questionnaires distribute face to face.

To measure women's effectiveness survey instrument is adopted and modified. The instruments have six factors which are: social factor, cultural factor, personal factor, organizational factor, lack of support and work life balance. The instruments have values from strongly disagree (1) to strongly agree (5).

3.4. Method of Data Analysis

The study used both descriptive and inferential statistics to analyses a data. The study employs both manual and computerized processing techniques. The information processing activities like editing, coding, classification and tabulation used. Those actions help to clean up and detect errors and omissions. The data entry, coding and analysis performed by using STATA statistical software version 13 for statistical analysis and Alpha value of 0.05 used for significance test carried out in this study.

The aim of the quantitative approach is to explain which factors affect women effectiveness. To analyze and interpret the quantitative data, descriptive and inferential statistics are used.

3.5. Descriptive Statistics

Descriptive statistical measures of frequency, percentages, mean and standard deviation used to see variables of gender, age, marital status, education level, position of your manager, working position and experience. Challenges women's face in leadership is examined by ranking from the highest score to the least score.

3.6. Inferential Statistics

Inferential statistics is used to identify the degree of correlation between the variables using Pearson's Correlation. Further regression analysis is done to determine the degree of relationship between social, cultural, organizational, personal, lack of support, and work life factors in women effectiveness on leadership position.

3.7. Model specification

The sample of the study take from women's who are working in senior management positions, men and women subordinates working under the direct supervision of women managers and managers who are in charge of managing women. In this study multiple linear regression model were used to achieve research objectives. The basic objective of using multiple linear regression analysis in this study was to make the research more effective in analyzing factors of personal

factor, lack of support, cultural factor, and organizational factor on women's effectiveness in leadership position. The outcome variable, women's effectiveness is a continuous type that takes a range value from strongly disagree (1) to strongly agree (5).

According to Gujarati (1995) defines a regression function as follows:

$We = \beta_0 + \beta_1 pf + \beta_2 Is + \beta_3 c + \beta_4 of + \beta_5 sf + \beta_6 wl \ldots\ldots + \mu \ldots\ldots\ldots..(1)$

Where,

we = women's effectiveness

pf= personal factor

ls = lack of support

c= cultural factor

of= organizational factor

sf = social factor

wl = work life

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6,$ = Regression co-efficient

μ = Stochastic disturbance

3.8. Describe the Variables

It is pertinent for a researcher to understand the sort of variables and the way certain variables within a study are associated with one other. It's thus important to explain the variables to enable correct description of the connection between the variables. Study variables are terms that are often used in the research process. It's relevant to elucidate and classify the variables while undertaking quantitative research analysis.

A variable encourages anticipation in any research than quantities. It's therefore important for a researcher within the research path to possess simplified about the variables and therefore the related ideas. Variables are often well-defined in terms of measurable features through a procedure of operationalization. It will transform difficult concepts into easily understandable manner which then can be measured. It's necessary to define the key term as variables in order

they will be quantified and measured. During this study, the subsequent variables are used and defined as follows in Table 3.1

Table.3. 1 Definition of Study Variables

Variable Name	Variable Type	Measurement	Expected Sign
Women's effectiveness	Continuous	Likert Scale	+ve
Social factor	Continuous	Likert Scale	+ve
Cultural factor	Continuous	Likert Scale	+ve
Personal factor	Continuous	Likert Scale	+ve
Organizational factor	Continuous	Likert Scale	+ve
Lack of support	Continuous	Likert Scale	+ve
Work life balance	Continuous	Likert Scale	+ve

3.9. Ethical Consideration

The respondents participated in this research voluntarily. They give adequate information regarding the aim of the study and expressed their consent verbally. Arrangements made to stay the dignity and freedom of every participant. Participants assured that the information they provided confidential and will not be disclosed to anyone else.

CHAPTER FOUR

RESULTS AND DISCUSSION

The objective of the analysis of data collected from survey as presented in methodology chapter is to answer the research questions which include to analyze the main factor that contribute to the under presentation of women's in leadership position and therefore the challenges women's faces in leadership, To assess organizational, cultural, personal and other factor on the effectiveness of leadership. Thus, the chapter starts by providing the demographic and occupation related characteristics of respondents and the descriptive, correlation analysis and linear regression analysis are presented thereafter.

4.1. Response rate and data editing and checking/data cleaning

Table 4.1 Response Rate

Questionnaires distributed	Intended to collect	Questionnaires rejected	Unwillingness to respond	Usable Questionnaires	Response rate
212 For subordinates	212	6	5	201	94.8%
40 For women leaders	40	-	-	40	100%
30 For bosses	30	-	-	30	100%

The study adopted Yemane's sample size determination formula and for this study the sample size was 282. Even though, the researcher informed participants about the academic purpose of the study and assuring them of the confidentiality of their response due to personal reasons (unwillingness) it had been impossible to gather data from 5 respondents and also 6 questionnaires were rejected due to incompleteness of some a part of the survey section. Nevertheless, the usable questionnaires helped to achieve a response rate of 94.8% from subordinates, 100% from women's and also 100% from bosses.

4.2. Reliability and Validity Test

The researcher will check the validity and the reliability test to get the quality of the findings of the study to achieve when the reliability of the study attains correspond to its validity. The reliability of this study reaches its highest level by determining whether the participants feel that they are accurate. This will realize throughout the brief, clear and concise preparation of questions in the questionnaire. Besides internal and external validity, construct validity plays important role in the quality of the study by creating similarity between the concept of the study and its findings.

This attained through a clear operational definition of the independent variables of the study. In order to make the validity of the study somehow all rounded statistical validity was also aimed to attain. It has achieved through the control of statistical measures of the data analysis. Data analysis was based on the sample size and distribution requirements. Cranach's Alpha test (Nunnally J. 1998), was done and the values are greater than 0.7 as we can see the first part of the analysis.

Hence, the validity, reliability and practicality of this study have been ascertained. Reliability test was executed using the cronbach alpha (α) to examine the internal consistency. When cronbach alpha (α) exceeds 0.70, all items are interrelated and the questioner is highly reliable (Nunnally, 1978). The value of Cronbach alpha (α) of the questioner showed that all the values of the factors were above 0.70; cronbach alpha (α) confirmed the reliability of the questioners.

Table 4.2 Test of Reliability

Variable and factors	Number of Items	Cronbach alpha (α)
Women's effectiveness	4	0.72
Cultural	4	0.74
Social	4	0.73
Organizational	4	0.78
Personal	4	0.80
Lack of support	4	0.78
Work life balance	4	0.77

4.3. Background information of study from the three participant groups.

In this section, the socio-demographic and occupational characteristics of participants are presented. The demographic characteristics analyzed include the gender, age, marital status, educational level, and occupational or job-related characteristics analyzed including the working sector, position of the work and experience.

4.3.1 Demographic Characteristics

Table 4.3 Demographic Characteristics ($n = 271$)

Demographic Characteristics	Subordinates Percentage and mean value(n = 201)	Women leaders Percentage and mean value (n = 40)	Bosses Percentage and mean value (n = 30)
Gender	Female 116 (57.71%) Male 85 (42.29%)	Female 40 (100%)	Female 8 (26.67%) Male 22 (73.33%)
Age	Mean 28.34 range 22-49	Mean 38 range 29-54	Mean 43.83 range 35-61
Marital status	Married 46 (22.89%) Single 155 (77.11%)	Married 13 (32.50%) Single 27 (67.50%)	Married 28(93.33%) Single 2 (6.67%)
Educational level	Diploma 6 (2.99%) Degree 164 (81.59%) Masters31 (15.42%)	Degree 27 (67.50) Masters13 (32.50)	Degree17 (56.67%) Masters13 (43.33%)

The table provides information on demographic characteristics of three different groups: subordinates, women leaders, and boss.In terms of gender distribution, the majority of subordinates are female (57.71%), while women leaders are all female (100%) among bosses, 26.57% are female and 73.33% are male.

The mean age of subordinate is 28.34, ranging from 22 to 49. Women leaders have a higher mean age of 38, ranging from 29 to 54. Bosses have the highest mean age of 43.83,ranging from 35 to 61. Among subordinate, the majority are single (77.11%), while 22.89% are married. Among women leaders, 67.50% are single and 32.50% are married. Among boss, the vast majority (93.33%) are married, with only 6.67% being single.

A large portion of subordinates (81.59) have a degree, with only 2.99% having a diploma and 15.42% having master's degree. Among women leaders, 67.50% have a degree and 32.50% have a master's degree. Among boss, 56.67% have a degree and 43.33% have a masters degree.

4.3.2. Occupation Related Characteristics

Table 4.4 Occupation related characteristics *(n = 271)*

Occupation related Characteristics	Subordinates Percentage and mean value (n = 201)	Women leaders Percentage and mean value (n = 40)	Bosses Percentage and mean value (n = 30)
Working Sector	Bank 104 (51.74%) Construction 37 (18.41%) Education 60 (29.85%)	Bank 15 (37.50%) Construction 10 (25%) Education 15 (37.50%)	Bank 16 (53.33%) Construction 10 (33.33%) Education 4 (13.33%)
Work experience	Mean 38 range 29-54	Mean 38 range 29-54	Mean 18.4 range 12-31
Working departments and Work position	Business dept. 39 (19.4%) Customer service dept. 26 (12.94%) Finance dept. 6 (2.99%) IT dept. 4 (1.99 %) Local purchase dept.12 (5.97%) Operation dept. 39(19.50%) Office. Eng. Dept.1 (0.50%) Site engineer dept.2 (1%) Schools 60 (29.85%) Supply dept 12(5.97%)	Business mgr. 4 (10%) Customer service mgr. 6 (15%) Finance head 2(5%) IT head 2 (5%) Local purchase head 1 (2.50%) Operation mgr. 5 (12.50%) Office. Eng. head 1 (2.50%) Site engineer 3 (7.50%) School principal 15 (37.50%) Supply head 1 (2.50%)	Branch mgr. 16 (53.33%) Finance mgr. 1(3.33%) General mgr. 4 (13.33%) I.T mgr. 1 (3.33%) Resident engineer mgr. 4 (13.33%) Site mgr. 3 (10%) Supply mgr. 1 (3.33%)

As it is shown in Table 5, out of 271 respondents 135 (49.8%) are from bank, 57 (21%) are from construction sector and 79 (29.2%) are from education sector; the work experience range is from 1 to 24.

The table also shows that respondents who participated in the questionnaires are from 10 different departments. Under business manager section 39 (19.4%), customer service managers section 26 (12.94%), finance department 6 (2.99%), from information technology department 4 (1.99), from local purchase department 12 (5.97), from office engineer department 1(0.50%), from site engineer 2 (1%) from operation manager section 39 (19.50%), from teachers 60 (29.74%) and from supply department 12 (5.97).

There are 4 (10%) respondents from business manager, 6 (15%) customer service managers, 2 (5%) respondents are from finance department head, 2 (5%) respondents is from information technology department head, 1 (2.5%) respondents is from local purchase department head, 5 (12.5%) respondents from operation manager, 1 (2.5%) respondents from office engineer department head, 3 (7.50%)respondents from site engineer head, 15 (37.50%) respondents from school principal and 1 (2.5%)respondents is from supply department head)

There are 16(53.35%) respondents from branch manager, 1 (3.33%) respondents are from finance manager, 4 (13.33%) respondents is from general manager, 4 (13.33%) respondents are from resident engineer manager, 1 (3.33%) respondent from information technology manager, 3 (10%) respondents from site manager and 1 (3.33%) respondents from supply and procurement manager.

4.4. Descriptive Analysis

Descriptive analysis is the elementary transformation of data in a way that describes the basic characteristics such as central tendency, distribution, and variability (Zikmund et al, 2009). Descriptive statistics tools such as mean, standard deviations, skewness and kurtosis were used. Measures of normality: Kurtosis (measures the weakness or flatness of the distribution of the series)

Table 4.5 Descriptive statistics

Variables	Mean	Std.Dev.	Skewness	Kurtosis
Women's effectiveness	0.66	0.15	0.07	2.47
Personal factor	0.66	0.18	-0.15	2.12
Lack of support	0.69	0.15	-0.27	2.28
Cultural factor	0.71	0.13	0.27	2.50
Organizational factor	0.77	0.13	-0.39	2.95
Social factor	0.74	0.12	-0.52	3.15
Work life	0.69	0.11	-0.05	3.06
Observation	271	271	271	271

Kurtosis is statistical measures that describe the shape of a distribution, specifically how peaked or flat and how heavy tailed or thin-tailed it is compared to a normal distribution. A normal distribution has a kurtosis of 3, which is considered mesokurtic. If a distribution has kurtosis greater than 3, which is considered it is called leptokurtic, which means it has a positive kurtosis and peaked curve with more values in the tails. On the other hand, if a distribution has kurtosis less than 3 it is called platykutric, which means it, has a negative kurtosis and a flattened curve with more with more values around the mean.

Skewness is another measure of shape of distribution that describes the degree of asymmetry. A normal distribution has skewness of 0, which means it is symmetric around its mean. If a distribution has positive skiwness, it means that has a long right tail and higher values than lower values. Conversely, if a distribution has negative skewness, it means that it has a long left tail and more lower values than higher values.

The mean value of effectiveness is 0.66, standard deviation is 0.14, the dispersion is 0.02, and the skewness value is 0.07. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that effectiveness is a nearest to normal distribution.

The kurtosis value is 2.47 a data for normally distributed the kurtosis value must be 3. So, at point 2.47 we can easily say effectiveness is Platykurtic. So, it's going to have a flat surface (because 2.47< 3).

The mean value of personal factor is 0.66, standard deviation is 0.18, the dispersion is 0.03 and the skewness value is -0.15. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that effectiveness is a nearest to normal distribution. The kurtosis value is 2.12 a data for normally distributed the kurtosis value must be 3. So, at point 2.12 we can easily say personal factor is Platykurtic. So, it's going to have a flat surface (because 2.12< 3).

The mean value of lack of support is 0.6850554, standard deviation is 0.15, the dispersion is 0.02, and the skewness value is -0.27. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that effectiveness is a nearest to normal distribution. The kurtosis value is 2.27 a data for normally distributed the kurtosis value must be 3. So, at point 2.27 we can easily say lack of support is Platykurtic. So, it's going to have a flat surface (because 2.12< 3).

The mean value of cultural factor is 0.70, standard deviation is 0.13, the dispersion is 0.01, and the skewness value is 0.26. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that effectiveness is a nearest to normal distribution. The kurtosis value is 2.50 a data for normally distributed the kurtosis value must be 3. So, at point 2.50 we can easily say cultural factor is Platykurtic. So, it's going to have a flat surface (because 2.50< 3).

The mean value of organizational factor is 0.76, standard deviation is 0.13, the dispersion is 0.01, and the skewness value is -0.39. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that organizational factor is a nearest to normal distribution. The kurtosis value is 2.95 a data for normally distributed the kurtosis value must be

3. So, at point 2.95 we can easily say organizational factor is Mesokurtic that indicates the data is normally distributed (because 2.95 is much closer to = 3).

The mean value of social factor is 0.7439114, standard deviation is 0.12, min value is 0.35, the dispersion is 0.01 and the skewness value is -0.52. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that social factor is a nearest to normal distribution. The kurtosis value is 3.15 a data for normally distributed the kurtosis value must be 3. So, at point 3.15 we can easily say cultural is Leptokurtic so, it's going to have a peak surface (because 3.15< 3).

The mean value of work life is 069, standard deviation is 0.11, the dispersion is 0.13 and the skewness value is -0.05. Skewness measures the degree of asymmetry and for normal skewness the value is 0. So, we can easily say that social factor is a nearest to normal distribution. The kurtosis value is 3.06 a data for normally distributed the kurtosis value must be 3. So, at point 3.06 we can easily say work life are Mesokurtic that indicate the data is normally distributed. (because 3.06 is much closer to = 3).

4.5. Diagnostic Tests

According to Field (2009) to run a linear regression, checking critical assumptions is essential and it is helpful to draw conclusion about the population under study. In this regard model specification tests, normality of the residuals variables, and Multicollinearity between variables are checked, and the results presented as follows.

4.5.1. Normality

As Field (2009), noted, the assumption of normality is important in research while using regression and helpful to generalize the results of the analysis beyond the sample collected. Accordingly, to check for the normality assumptions for linear regression analysis, it is advisable to inspect to see if a distribution is normal through a P–P plot (probability–probability plot). Therefore, to establish the validity of these assumptions, the researcher also checks for the normality for the residuals with bi variant through P-P plot as follows. The straight line in this plot represents a normal distribution and the points represent the observed residuals. Therefore, in a perfectly normally distributed data set, all points will lie on the line (Field, 2009).

Figure4. 1Normal P-P Plot of regression
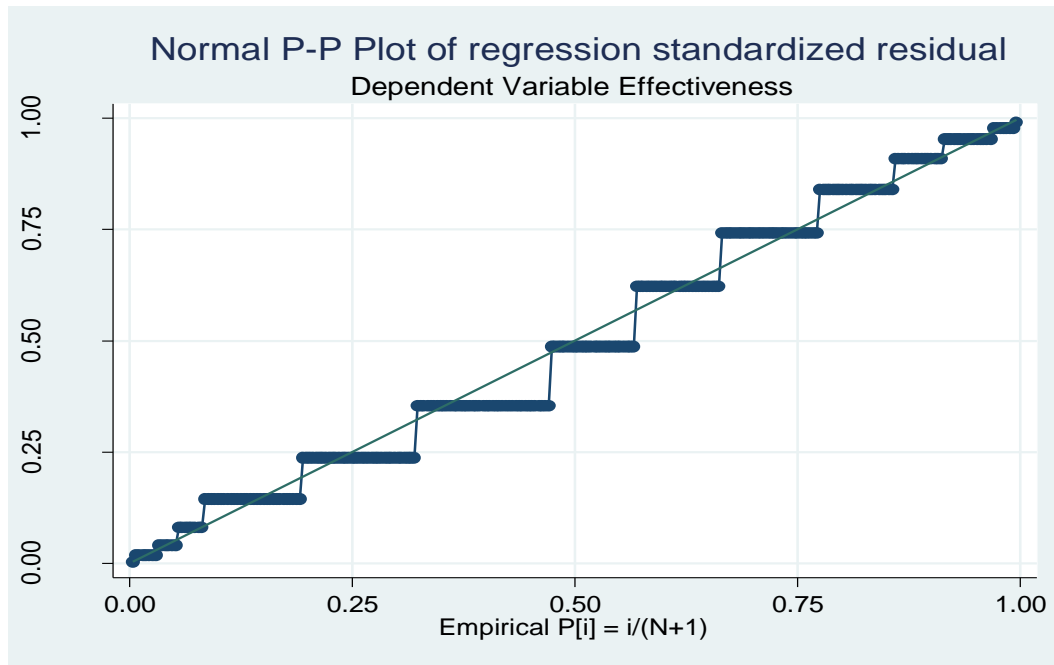
Likewise, as we seen in the above figure, the dots are closely plotted to the straight line, which indicate a small or no deviation from normality and there are no extreme cases observed. Therefore, the assumptions of simple linear regression have been met and we can possibly assume that the model is accurate and can probably generalize to the population.

4.5.2. Multi Collinearity

According to sounders (2009), most regression programs can compute variance inflation factors (VIF) for each variable, and a rule of thumb suggest that VIF value above 5.0 indicate problem with multicollinearity. Field (2013) also notes that tolerance value below 0.2 should also be cause of concern. In this study, multicollinearity is not an issue because of VIF value range from 1.15 to 1.77, and the tolerance value of the variables range from 0.56 to 0.87. Thus, the variables are note overlapped, and they are free from collinearity effects that could hinder the models prediction ability (Field, 2013)

Table 4.6 Test of Multi Collinearity

Variables	Collinearity Statistics	
	VIF	Tolerance
Personal factor	1.77	0.56
Lack of support	1.71	0.58
Cultural factor	1.40	0.71
Organizational factor	1.35	0.73
Social factor	1.19	0.83
Work life	1.15	0.87
Mean VIF	1.43	

Source: Own Survey, 2021

4.6. Regression Analysis

Dependent variable: Women effectiveness.

Independent variables: social factor, cultural factor, personal factor, organizational factor, lack of support, work-life balance.

Variable entered / removed

Model 1	Variable entered	Variable removed	method
	Social, cultural, personal, organizational factors, lack of support, and work life balance	-	enter

A. Dependent variable; women effectiveness

B. All requested variable entered

Table 4.7. Model summery

Model 1	R square	Adjusted R square	Root MSE
1	0.59	0.58	0.093

The overall total sample value of R square is 0.59. This value shows that 59% variance effectiveness is due to change in all the independent variables and the remaining 41% women's effectiveness explained by other variables.

Table 4.8. Analysis of variance

source	**Sum of square**	**df**	**Mean square**	**F**
Model 1	3.447	6	0.57	65.08
residual	2.330	264	0.088	
totall	5.77	270	0.021	

The above table indicates that, the regression model is significant, as the F value is 65.08 and the P- value is less than 0.05. the model row also show that the regression model explains a significant amount of the variation in the data, as the sum of squarer for the model is 3.447, which is much larger than the sum of square for the residual (2.330). these suggest that the independent variable in the model are jointly related to the dependent variable and that the model is good fit for the data.

Table 4.9. Coefficients, Standard Error, t and interval

Model	Standard error	Standard coefficient	T	Sig
Constant	0.05	-0.04	-0.86	0.000
Social factor	0.041	0.265	6.45	0.008
Cultural factor	0.049	0.337	6.85	0.000
Personal factor	0.045	0.174	3.79	0.000
Organizational	0.044	0.075	1.69	0.000
Lack of support	0.053	0.038	0.73	0.000
Work-life balance	0.057	0.117	2.02	0.000

Surce; Own Survey, 2021

The above table shows the result of multiple regression analysis, which examines the relationship between a dependent variable and several independent variables. The table provides estimates of

the coefficients for each independent variable, along with the standard error, t value, p-value, and 95% confidence interval for each coefficient.

The coefficient estimate for fore each independent variable represents the expected change in the dependent variable associated with a one unit increase in that variable, holding all other variables constant.

The coefficient estimate of 0.265 for the social factor variable indicate that one unit increase in the social factor is associated with an expected increase in the dependent variable of 0.265 units, The coefficient estimate of 0.337 for the cultural factor variable indicate that one unit increase in the cultural factor is associated with an expected increase in the dependent variable of 0.337 units, one unit increase in the personal factor is associated with an expected increase in the dependent variable of 0.174units, one unit increase in the organizational factor is associated with an expected increase in the dependent variable of 0.75 units, one unit increase in the lack of support is associated with an expected increase in the dependent variable of 0.38 units, and one unit increase in the work life balance is associated with an expected increase in the dependent variable of 0.117 units.

Over all the multiple regression analysis suggest that the dependent variable is influenced by range of different factors, including social factor, personal factor, organizational factor, cultural factor, lack of support and work life balance

CHAPTER FIVE

SUMMERY, CONCLUSIONS, AND RECOMMENDATION

The organizations selected for this study is from three different working sectors i.e. from two schools, two construction companies and one bank. For this study data collected from 201 men and women subordinates working under the direct supervision of women managers, 40 women's who are working in senior management positions and 30 managers who are in charge of managing women's in some selected business organizations in Addis Ababa.

To collect data about women's effectiveness six subscales: personal factor, lack of support, cultural factor, organizational factor, social factor and work life are used.

5.1. Summary of finding

The general objective of the study was to identify factors affecting women's effectiveness in leadership and management positions. And the main purpose of the study was to answer the research questions. Findings show that:

❖ For every additional effort in personal factor, lack of support, cultural factor and organizational factor in the value of women's effectiveness correspondingly positive changes in women's leadership effectiveness.

❖ Male domination, gender stereotype attitude, lack of recommendation, lack of delegation, lack of women's interest and qualification are ranked from the highest to the least challenges women's face in leadership positions;

❖ Institutional factor can hinder women's leadership effectiveness. Addressing these institutional factors is crucial to creating a supportive and inclusive environment where women can succeed as leaders and contribute to the success of the organization.

❖ Strategies that can enhance women's leadership effectiveness in business organization include providing leadership development, providing flexible work arrangement, encourage networking. By implementing these strategies, organizations can create a more equitable and inclusive work place that support women's leadership development and effectiveness.

5.2. Conclusion

It is concluded that women's effectiveness in leadership position in business organization are affected by a combination of social, organizational and personal factor. Furthermore, the findings showed that social factor such as gender roles, societal expectation, organizational factor such as biases and discrimination, personal factor like lack of confidence, family commitment have significant impact on women's effectiveness in leadership. In addition to this work life balance, support provided and cultural factors also play role in women effectiveness in leadership position

According to findings, it can be seen that while women have the potential and ability to be leaders to perform at the top level of public life, the vicious cycle of challenges against their leadership trajectory often constrain their success. Apart from internal factors among themselves, external factors such as social, cultural, organizational, have contributed significantly on constraining their leadership. The response of subordinate, colleagues, and bosses can also play a role in shaping a women's effectiveness as leaders

5.2. Recommendation

On the basis of the major findings of the study, the following were recommended:

- ❖ Developing personal qualities, values, and skill: by investigating in personal development programs and training, organizations can help employees develop skill that are essential for effective leadership. This can help employees build self-awareness, develop strong relationship, continuously learn and grow, have a clear sense of purpose, and practice resilience in the face of challenges.

- ❖ Building a network of colleagues and mentors: this can help employees develop the skill and relationships needed to overcome obstacles and become more effective leaders. It can help them find support and guidance when facing challenges

- ❖ Develop cultural awareness can help employs work across cultures, understand and respect different cultural perspective, and become more effective leaders in multicultural setting. This can help create a more diverse and inclusive work place where employees feel valued and respected.

❖ By identifying and developing women with leadership qualities, organizations can help break down barriers to women's advancement and promote gender equality in the work place.

❖ Minimizing challenges faced by women in leadership position: by establishing institutional support for women at the top and middle managerial levels, providing consistent capacity development programs, making institutional reforms to establish gender-sensitive management, and revising organizational policies, rules, and regulations to support and promote women leaders, organizations can help break down barriers and create a more inclusive work place.

In conclusion there is several area of further research that could help for better understanding the factor affecting women's effectiveness in business organization. For example: intersectionnality of gender with other identity, leadership style.

References

Adony, G. (2014). Women's participation in administration in tigray, Ethiopia: the case of

      Selected public office. International journal of public administration and

      research, 2(2), 17-31.

Allen, T. D., Herest, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequence associated with

      work-to-family conflict: a review and agenda for future research. Journal of

      occupational health psychology, 5(2), 278-308   .

Allen, T. D. (2013).The work family interface: A retrospective look at 20 years of research in

      JOUP. Journal of occupational health psychology, 18(3), 282-284.

Areyee, S.,Budhwar,P. S., & chen, Z. X.(2002).trust as a mediator of the relation-ship between

      organizational justice and work outcomes: test of asocial exchange model. Journal of

      organizational behavior, 23(3), 267-285.

Balda, Wes (2010), September). Managing Turbulence: Tools for sustaining resilient

      organizations: Drucker, change, crisis & leadership. Retrieved January 15, 2013.

Bass, B. M., & Riggio, R.E. (2006). Transformational leadership. psychology press.

Brenda, C. (2015). Factors determining women's participation in decision making in Zambia
Revenue Authority. Journal of science and technology, 35(1),42-51.

Bohnef , I., Van Geen, A., & Bazerman, M.H. (2018). When gender divercity makes firms more
productive. Harvard buisness review 96(5), 96-103.

Brody, A. (2009) 'Gender and Governance'. Brighton: BRIDGE.

Bustillos, A., Cuddy, A. J. C., & Sterland, K. (2021). Gender biases in leadership: A compressive
review. Annual review of organizational psychology and organizational behavior 8, 93-119.

CARE (2009). 'The Power to Lead: a Leadership Model for Adolescent Girls'. London: CARE.

Choeun, T., Sok, P. and Byrne, C. (2008) 'Citadel of Women': Strengthening Female Leadership

in Rural Cambodia'. Gender and Development 16(3): 535-547.

Catalyst. (2011). The Bottom Line: Corporate Performance and Women's Representation on Boards.Retrieved from https://www.catalyst.org/research/the-bottom-linecorporate-performance-and womens-represenation- on- boards/

Catalyst. (2020). Women in the work force –Global. Retrieved from https://www.catalyst.org/ research/ women-in-the-workforce –global/.

Catalyst . (2021). Women in leadership : the gender gap persists. Retrieved from http:// www. Catalyst. Org /research/ women in leadership the gender-gap –persists/.

Chin, J. L. (2004) '2003 Division 35 Presidential Address: Feminist Leadership Feminist Visions and Diverse Voices', Psychology of Women Quarterly 28: 1-8.

Day , D. V., & Harrison, M.M. (2020). Self-awareness in leadership theory, measurement, and outcomes. Annual review of organizational psychology and organizational behavior, 7, 293-318.

Delgado, M. (2013) 'Increasing Women's Political Participation in Chile & South America'. Oxford: Oxfam.

Dugan, c. khasawneh,s., & hagues (2021). Gender microgressions and womens leadership development. Journal of management development 40(1), 46-63.

Dunning, D., & kruger, J. (1999). Unskilled unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. Journal of personality and social psychology,77(6),1121-1134.

Eagly, A. H., Johannesen-schmidt, M.C., & Van Engen, M.L. (2003). Transformational transactional, and laissez-faire leadership style: A meta analysis comparing women and men.

Eagly,A. H., & Karau, S. J.(2002). Role congruity theory of prejudice toward female leaders. Psychological review,109(3),573 -598

Evans, A. and Nambiar, D. (2013) 'Collective Action and Women's Agency: A Background Paper'. Women's Voice, Agency and Participation Research 4. Washington, DC: World Bank.

Field, A. (2009) Discovering Statistics Using SPSS. 3rd Edition, Sage Publications Ltd., London.

Field, A. (2013). discovering statics using IBM SPSS statistics. Sage publication

Gardner, J.W. (1990). On leadership. Free press.

Getachew, T. (2014). Investigation of the opportunities and challenges of women's empowerment in leadership position in Endomehoni woreda. Jouranal of gender and social issue, 13(1), 35-56.

Hersey, p., & Blanchard, K. H. (1977) Management of organizational behavior: utilizing human resources prentice hall.

Hewlett, S.A., Luce ,C.B., & West, C. (2010). The sponsor effect: breaking through the last glass ceiling. Harvared business review, 88(12),56-66.

Higgitt, R. (2011) 'Women's Leadership Building as a Poverty Reduction Strategy: Lessons from Bangladesh'. Journal of South Asian Development 6(1): 93-119.

Holst , E., & Schafer , A., (2017) . do gender quotas in recruitment process work? Evidence from a randomized experiment. Journal of business ethics, 143(3), 561-571.

Hoyt, M. and Kennedy, C. (2008) 'Leadership and Adolescent Girls: A Qualitative Study of success.

Hunt, V., Layton, D., & Prince,S. (2018) why diversity matters. Mckinsey &company. Retrived from https://www.mckinsey.com/buisness-function /organization/our-insights/why-divercity matters.

Hunt, v., Layton ,d., & prince, s. (2021). Diversity wins: how inclusion matters. Mckinsey & company retrieved from http:// www. Mckinsey. Com / business –functions /organizations/our insights/ diversity- win-how-inclusion maters.

ICRW (International Center for Research on Women) and UN Women (2012) 'Opportunities and Challenges of Women's Political Participation in India: A Synthesis of Research

Findings from Select Districts in India'. Washington, DC: and New York: ICRW and UN Women.

Kaltner, D., Gruenfeld,D. H., & Anderson, C. (2003). Power, approach, and inhibition. Psychological review, 110(2), 265-284.

Kaye, Steve (2010). Blueprint for Leadership: How to Be a Better Leader. Retrieved January 15, 2013,fromhttp://www.articles3k.com/article/353/37293/Blueprint_for_Leadership_How_to_Be_a_Better_ Leader/

Koolaee, E. (2009) 'Iranian Women from Private Sphere to Public Sphere, With Focus on Parliament'. Iran and the Caucasus 13: 401-441.

Kossek, E. E., Lautsch, B. A., & Eaton, S. C (2006). Flexibility enactments in work and family domains: A synthesis and future direction for research journal of occupational health psychology, 11(2), 143-156.

Kossek, E. E., Lobel, S. A., & Browen, J. (2018). Human resource strategies to support work-life integration. In hand book of work family integration (PP. 317-339). Acadamic press.

Lapierre, L.M., & Allen, T. D. (2006). Work supportive family, family-supportive supervision, use of organizational benefits, and problem focused coping: implication for work family conflict and employee well-bing journal of occupational health psychology, 11(2),169-181.

Lee, J., & Lim, G. (2020). Work family conflict and women's leadership aspirations: the moderating role of perceived organizational support and gender egalitarianism in South Korea. Journal of business and psychology 35(6), 751-765.

Lyne de Ver, H. and Kennedy, F. (2011) 'An Analysis of Leadership Development Programmes Working in the Context of Development'.DLP Research Paper 11. Birmingham: Developmental Leadership Programme.

MacKay, F. and Waylen, G. (2014) 'Gendering "New" Institutions"'. Politics and Gender 10: 489-494.

Madsen, S. (2010) 'The Experiences of UAE Women Leaders in Developing Leadership Early in Life'. Feminist Formations 22(3): 75-95.

Manaute, C. (2013) 'Raising Her Voice, Breaking the Silence'. Leitmotiv.

Mayer, J., & Otto, K. (2006). Positive conception of perfectionism: Approaches, evidence, challenges. Personality and social psychology review, 10(4), 295-319)

McKinsey (2015) Global Institute, The power of parity: How advancing women's equality can add \$12 trillion to global growth,

Mehrotra, N. (2005). Geneder and legislation in Latin America and the Caribbean. The international journal of human right 9(1), 1-22.

Northouse, P. G. (2019). Leadership: theory and practice. Sage publications.

Oedl-wieser, T. (2008). Rural gender regimes and women's political participation in Australia. Journal of rural studies, 24(1), 80-91.

Osorio, D., & Gomez, M. (2019). Women and leadership in Colombia obstacles & opportunities. Women's studies international forum, 74, 116-123.

Oxfam (2014) 'Programming on the Right to be Heard: A Learning Companion'. Oxford: Oxfam.Leadership Development'. American Journal of Community Psychology 42: 203-219.

ICRW

Peterson institute for international economics. (2016). Is gender diversity profitable? Evidence from a global survey. Retrieved from https://www.piie.com/publication/working-papers/gender -diversity-profitable-evidence-global-survey

pinto, A. M., & Ramalho, R. (2020). Women's leadership representation in Brazil. The effectiveness of gender quotas. Leadership and gender, 16(3),597-624.

Posner, J., Kayastha, P., Davis, D., Limoges, J., O'Donnell, C. and Yue, K. (2009) 'Development of Leadership Self Efficacy and Collective Efficacy: Adolescent Girls across Castes as Peer Educators in Nepal'. Global Public Health: An International Journal for Research, Policy and Practice 4(3): 284-302.

Prettygrove, A. (2006). Women in leadership in Jordan. Journal of Middle Eastern women's

       studies, 2(1), 1-26.

Riggio, R. E., & Lee , J. (2019). The interpersonal aspects of leadership: the importance of emotional intelligence.

Rowland, J. (1997) Questioning Empowerment: Working with Women in Honduras. Oxford: Oxfam.

Saunders, M., Lewis, p., & Thornhill,A. (2009). Research method for business students (5th ed.).

       pearson education limited.

Singh, A. (2014) 'Leadership in Female SHGs: Traits/Abilities, Situational or Forced?' International Journal of Sociology and Social Policy 34(3/4): 247-262.Stogdill, R. (1974). Hand book of leadership. New York: Free Press.

Skogland, A., & Yngwe, M. A. (2020). Gender quotas and leadership -A Swedish case study. Journal of women policy, 41(1), 60-83.

Sudarshan, R. M. and Bisht, M. (2006) ''Voice' as a Pathway to Women's Empowerment: Reflections on the Indian Experience', paper presented at the Scoping Workshop of the South Asia Hub of the Pathways of Women's Empowerment Research Consortium, Dhaka, 18-21 August

Tadros, M. (2011a) 'Women Engaging Politically: Beyond Magic Bullets and Motorways'.

Tianari ,J., & Merilainen,s. (2020). Gendered experiances of leadership : a study of women management in finland. Scandinavian journal of management 36(4), 101-133.

Van Kleef ,G. A., De Dreu, C. K. W., &Manstead, A.S.R. (2015). An interpersonal approach to emotion in social decision making.

Warner, J. (2014). The women's leadership gap: Women's leadership by the numbers. Centre for American Progress. Retrieved from https://www.american progress. org/ issues/ women/ report/2014/03/07/85457/ fact – sheet - the womens- leadership-gap/

       Wijnen, E. and Wildschut, M. (2015) 'Narrating Goals: A Case Study on the Contribution of Digital Storytelling to CrossCultural Leadership Development'. Sport in Society 1-14: http://dx.doi.org/10.1080/17430437.2014.997584

William, J.C., & Dempsey,R. (2010). What works for women at work: four patterns working

women need to know. New York: NYU press.

Yamane, T. (1967) Statistics: An Introductory Analysis.2nd Edition, Harper and Row, New York.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2009). Business Research Methods (8th edition). USA: South-Western College Publishing.

Appendix I

Questionnaire

MBA- Program

Dear Respondent, The purpose of this questionnaire is to collect data about women's effectiveness in leadership. The information that you offer me with this questionnaire used as a primary data in my case study which I am conducting as a partial fulfillment of the Requirements for the Award of Degree of Masters of Business Administration. The information gathered will be used fully and with due attention for academic purpose only. I therefore, would like to assure you that the data collected will not be misused in anyway. Finally, I would like to express my deep appreciation for your generous time, honest and prompt responses.

General Instructions

- ➢ No need of writing your name.
- ➢ Please fill the answer by putting "√" mark.
- ➢ Please return the completed questionnaire as much as possible.

Question Number One

PART I: Socio-Demographic Information / አጠቃላይመረጃ

1. Gender/ጾታ   Male /ወንድ [____]   Female /ሴት [____]

2. Age/ እድሜ [____]

3. Marital status /የጋብቻሁኔታ   Single /ያላገባ [____]   Married/ያገባ [____]

4. Education level (የትምህርትደረጃ)

Diploma [____]   Degree [____]   Masters [____]   .

ዲፕሎማ   ዲግሪ   ማስተርስ

5. Working Area /የስራዘርፍ

➢ **Education sector** [____]
   ትምህርት ዘርፍ

➢ **Bank** [____]
   ባንክ

➢ **Construction sector** [____]
   ምህንድስና ዘርፍ

6. Yourposition of work _____

   የስራ መደብ

7. How long have you worked on your current position _____

   ባለሽበት የስራ መደብ ምን ያህል ጊዜ ሰርተሻል

General question

1. **What do you think about the major challenges that women's face in leadership positions? (You can mention more than one challenge)_____**

_____

_____

S.N	No. Items	Strongly Agree (በጣምእስማማለሁ) (5)	Agree (እስማማለሁ) (4)	Neutral (እስማማለሁም አልስማ ማምም) (3)	Disagree (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
	Effectiveness (ውጤታማነት)					
1	In the past year, her goals have been met or exceeded					
2	In my own review, she was giveing clear and concise things to her subordinates to work on in the next year					
3	She assigns reasonable work with fair deadlines					
	Personal					
S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagr ee (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
4	she is a highly motivated individual					

S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagree (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
5	she has good time management skill					
6	she is good cominicater					
7	she has confidence in her abilities					

lack of Support

S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagree (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
8	women receive less support than men in leadership position					
9	women are less likely to receive promotion than men in similar position					

S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagr ee (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
10	women have fewer opportunities for skill development than men in similar position.					

cultural

S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagr ee (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
11	cultural norms and values limit women's opportunities for leadership position					
12	women face discrimination and prejudice in leadership position due to cultural factor					
13	women are less likely to receive respect and recognition for their accomplishment in leadership posotion					

organizational factor

S.N	No. Items	Strongly Agree (በጣምእስ ማማለሁ) (5)	Agree (እስማ ማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagr ee (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
14	women have fewer opportunities for leadership development and training in organization					

S.N	No. Items					
	organization have lack of transparency in hiring and promotion processes that negatively affect women					
15						
16	women are less likely to be promote to high level leadership position in organizations due to systemic barriers					
17	organization have a lack of diversity and inclusive practice that hinder women's advancement to leadership position					

social

S.N	No. Items	Strongly Agree (በጣምእስማማለሁ) (5)	Agree (እስማማለሁ) (4)	Neutral (እስማ ማለሁም አልስማ ማምም) (3)	Disagree (አልስማ ማም) (2)	Strongly Disagree (በጣምአልስማማም) (1)
18	women are socialized to be less assertive and confident than men, which may hinder their effectiveness as leaders					
19	women face social stigma and backlash for being ambitious and assertive in leadership roles					
20	women face lack of role models and mentors in leadership positions that can provide support and guidance					

	women face lack of recognition and respect for their accomplishment in leadership positions due to social biases.					
21						
work life balance						
	women face challenges balancing work and family responsibility that may hinder their effectiveness as leaders					
22						
	women are more likely to experience burnout and stress due to the demands of leadership role and family responsibilitie.					
23						
	women face a lack of recognition and respect for their accomplishment and contribution that are related to work life balance					
24						

Thank You !   (አመሰግናለሁ)!

Appendix II

A. Summation detail about dependent and independent variables

```
. sum e vbm sp vd lq c O,detail
```

```
                                     e

           Percentiles      Smallest
  1%            .35             .25
  5%             .4             .35
 10%             .5             .35          Obs                    271
 25%            .55             .35          Sum of Wgt.            271

 50%            .65                          Mean              .654797
                              Largest        Std. Dev.        .1462971
 75%            .75             .95
 90%            .85             .95          Variance         .0214028
 95%             .9             .95          Skewness         .0732437
 99%            .95              1           Kurtosis         2.471919

                                    vbm

           Percentiles      Smallest
  1%            .25              .2
  5%            .35             .25
 10%             .4             .25          Obs                    271
 25%            .55              .3          Sum of Wgt.            271

 50%            .65                          Mean             .6619926
                              Largest        Std. Dev.        .1817968
 75%             .8              1
 90%             .9              1           Variance         .0330501
 95%            .95              1           Skewness        -.1504637
 99%             1               1           Kurtosis         2.124365

                                     sp

           Percentiles      Smallest
  1%            .35              .2
  5%             .4             .35
 10%             .5             .35          Obs                    271
 25%            .55              .4          Sum of Wgt.            271

 50%             .7                          Mean             .6850554
                              Largest        Std. Dev.        .1542842
 75%             .8             .95
 90%             .9             .95          Variance         .0238036
 95%             .9             .95          Skewness        -.2743865
 99%            .95             .95          Kurtosis         2.279602
```

```
                            vd
─────────────────────────────────────────────────────────────────

         Percentiles       Smallest
  1%          .4             .35
  5%          .55            .35
 10%          .55            .4        Obs                   271
 25%          .6             .4        Sum of Wgt.           271

 50%          .7                       Mean             .7060886
                           Largest     Std. Dev.        .1360481
 75%          .8              1
 90%          .9              1        Variance         .0185091
 95%          .95             1        Skewness         .2660207
 99%           1              1        Kurtosis          2.50209

                            lq
─────────────────────────────────────────────────────────────────

         Percentiles       Smallest
  1%          .4             .35
  5%          .55            .35
 10%          .6             .4        Obs                   271
 25%          .65            .4        Sum of Wgt.           271

 50%          .8                       Mean             .7671587
                           Largest     Std. Dev.        .1378769
 75%          .85             1
 90%          .95             1        Variance          .01901
 95%           1              1        Skewness         -.395619
 99%           1              1        Kurtosis         2.950438

                             c
─────────────────────────────────────────────────────────────────

         Percentiles       Smallest
  1%          .4             .35
  5%          .5             .35
 10%          .6             .4        Obs                   271
 25%          .65            .4        Sum of Wgt.           271

 50%          .75                      Mean             .7439114
                           Largest     Std. Dev.        .1245355
 75%          .85            .95
 90%          .9             .95       Variance         .0155091
 95%          .95             1        Skewness         -.529423
 99%          .95             1        Kurtosis         3.155148
```

```
                              ms
─────────────────────────────────────────────────────────────

          Percentiles        Smallest
  1%          .4                .3
  5%          .55               .3
 10%          .55               .4      Obs                   271
 25%          .6                .45     Sum of Wgt.           271

 50%          .7                        Mean             .698155
                            Largest     Std. Dev.        .116652
 75%          .8                .95
 90%          .85               .95     Variance        .0136077
 95%          .9                .95     Skewness       -.0553114
 99%          .95               1       Kurtosis        3.062819
```

B. Test of reliability result

```
                                                       average
                               item-test   item-rest   interitem
Item           Obs   Sign     correlation  correlation  correlation    alpha
─────────────────────────────────────────────────────────────────────────────
e              271    +         0.8188       0.7254       0.3068       0.7265
vbm            271    +         0.7497       0.6293       0.3284       0.7458
sp             271    +         0.7725       0.6604       0.3213       0.7396
vd             271    +         0.5822       0.4127       0.3806       0.7866
lq             271    +         0.4957       0.3086       0.4076       0.8050
c              271    +         0.6052       0.4412       0.3734       0.7815
O              271    +         0.6516       0.4998       0.3590       0.7706
─────────────────────────────────────────────────────────────────────────────
Test scale                                               0.3539       0.7931
─────────────────────────────────────────────────────────────────────────────
```

C. Variance inflation factor

```
.  vif

    Variable  │       VIF       1/VIF
──────────────┼───────────────────────
          sp  │      1.77     0.565738
         vbm  │      1.71     0.583978
           O  │      1.40     0.714639
           c  │      1.35     0.738630
          vd  │      1.19     0.837976
          lq  │      1.15     0.872790
──────────────┼───────────────────────
    Mean VIF  │      1.43
```

D. Regression result of the subordinates

`. reg e vbm sp vd lq c O`

Source	SS	df	MS		Number of obs =	201
					F(6, 194) =	40.29
Model	2.30203901	6	.383673168		Prob > F =	0.0000
Residual	1.84721473	194	.009521725		R-squared =	0.5548
					Adj R-squared =	0.5410
Total	4.14925373	200	.020746269		Root MSE =	.09758

e	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
vbm	.2948666	.0500344	5.89	0.000	.1961854	.3935478
sp	.3799734	.0622008	6.11	0.000	.2572967	.5026501
vd	.2230172	.0527353	4.23	0.000	.119009	.3270253
lq	.1388906	.0568189	2.44	0.015	.0268285	.2509527
c	.0339815	.0656047	0.52	0.605	-.0954085	.1633715
O	-.007987	.0714667	-0.11	0.911	-.1489384	.1329645
_cons	-.090073	.0653166	-1.38	0.169	-.2188949	.0387488

E. Regression result of the women leaders

`. reg e vbm sp vd lq c O`

Source	SS	df	MS		Number of obs =	40
					F(6, 33) =	48.18
Model	.724253095	6	.120708849		Prob > F =	0.0000
Residual	.082684405	33	.002505588		R-squared =	0.8975
					Adj R-squared =	0.8789
Total	.8069375	39	.020690705		Root MSE =	.05006

e	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
vbm	.4505122	.0867716	5.19	0.000	.2739741	.6270503
sp	.2578434	.1073849	2.40	0.022	.0393673	.4763196
vd	.1026169	.1097535	0.93	0.357	-.1206782	.3259121
lq	-.2536119	.108315	-2.34	0.025	-.4739804	-.0332434
c	.2408302	.0944265	2.55	0.016	.048718	.4329424
O	.32222	.0838424	3.84	0.001	.1516413	.4927988
_cons	-.0972268	.0757124	-1.28	0.208	-.2512648	.0568112