**WOLKITE UNIVERSITY**

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**COLLEGE OF EDUCATION AND BEHAVIORALSTUDIES**

**DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

A SENIOER ESSAY ON THE PROBLEM OF GENDER INEQUALITY IN SCHOOL LEADERSHIP POSITION IN THE CASE OF ENEMOR AND ENER WEREDA SECONDARY AND PREPARATORY SCHOOLS IN GURAGE ZONE

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**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

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This is certify that this senior essay prepared by Tadele Tenkir Bigre entitled”The problem of gender inequality in school leadership position in the case of Enemor and Ener wereda secondary and preparatory schools Gurage zone” is submitted to Wolkite university college of education and behavioral science department of educational planing and management in partial fulfillment of requirements for the bachelor of arts degree in educational planning and management and complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

**Approval Committee**

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# **Acronyms and Abbreviations**

**MOE** Ministry Of education

**UNESCO**  United nation education scientific and cultural organization

**MEDC**  Middle economic development countries

**WEO**  Wereda Education Office

**MDG** Millennium Development Goal

**OECD**  Organization of Economic Cooperation and Development

**FGD**  Focus Group Discussion

**FGM**  Female genital mutilation

**GER** Gross enrollment ratio

**GPI**  Gender party Index

**SNNPR**  South Nation Nationalities and People Region

# **Abstract**

*The purpose of this study was to assess the problem of gender inequality in School leadership position in Enemor and Ener Wereda Secondary and preparatory Schools.Gender inequality in leadership positions are evident in many institutions.Schools are not exempt from these inequalities male dominance in principal positions these created a female leadership minorities in schools.Women have had the overcome gender prejudice and limitations of access solely based on their gender.In this Study The Researcher was used both Qualitative And Quantitative research methods Collection to Gather the Necessary Information from the respondents principals, vice Principals,teachers and supervisor in order to assess the issue of gender inequality in school leadership position. Questionnaire,interview and document analysis was the main tools to gather information. Researcher also was selected simple random sampling and purposive sampling techniques based on the finding. Logical conclusion was drawn. and recommendation was given for all concerned body.*

# **CHAPTERONE**

# **1. Introduction**

## **1.1. Back ground of The Study**

Gender inequality is problem in every aspects of labor departments to investigate whether the company, in school Leadership position or somewhere and this gender inequality has been problems on socio-economic and demographic characteristics that included literacy, educational attainment, work status, access to media ,materials ,status and age at First marriage and desire for children.Infurther women’s inequality may bring un equality in all aspects.

In Organization for Economic Co-operation and Development (OECD) countries, the average number of female teachers in secondary education makes up 68% of the teaching population, but they hold only 45% of principal positions, as of 2013 (last available data) ( OECD, 2016 ).Having more male than female principals is not a problem parse, but rather, it is more a consequence of a problem. Indeed, one could attribute the problem of female underrepresentation in top school management positions not only to employers’ practices but also to women’s choices.

The scarcity of women in principal ship positions is a complex reality, with many contextual factors and different social and political aspects that can combine to produce unique modes of bias. In an effort of systematization, GA bald on et al. (2016)

This study is primarily based on the in formation of 2005 study of equality on Ethiopian females, refers to women results indifferent gender roles.Therefor the comparison from males and females are 14,070 women and 60,300 Men of reproductive age (This was 2005 study of equality on Ethiopian women’s. Statically problems of gender gaps were observed in literacy; educational attainment, work status, type of earning for work, occupation, access to media and others.

Gender can be defined as asset of characteristics, roles, behaviors, and patterns that distinguish women from men socially, culturally and relations of power between them (Women information center,2005 Ethiopian Women equality study). The difference in Gender inequality between men and women results in different gender roles, social roles And socially appropriate characteristics and behaviors. The study refers to sexual division of men and women in school Leadership position .

Gender gap between men and women in socioeconomic indicators has negative impacts on the overall development of the country In general and on demographic and health outcomes of individuals in particular (Almaz1981,2004,Mukuria et al,2005),lack of access To productive resources such as land, lack of access to education, employment opportunities basic health services, and protection of basic human rights affect health, fertility controls survivals nutrition through women’s access to health care, lower control owner their bodies and sexuality, and restrictions in material and non-material resources.

The Process of Gender inequality correcting in a society leads us to improving the condition and status of women in all asphere's and aspects (households as well as community levels).Which is also termed as women’s equality.ByThe way definitions of these concept cited the works of Dixon(1976and1996) who defined women’s assess to and control over material resource including food,income,land,and other forms of wealth).

Social resource(including knowledge,power&prestige) with in the family the community and in the society at large. It is multinational concept which purports to measure women’s ability to choose and control different, outcomes, and above all to enhance heart felt seem, It can be examined based on different indicators.

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

Education of Gender equality is base for all social, political and economic aspects. According to country rules and regulation both male and females are equal and they have equal opportunities to make wealth, economy and other resources. And in the aspects they have equal and well skill to be employee, to have access in teaching, leading, judging and others.

In the case of this study at Enemor and Ener Wereda secondary and preparatory schools most of females does not use and have or get such condition because of the rural/local community have most of alliterated women’s, according to schools lack of access of responsible persons and may have other obstacles are that determines the students educational or female students educational performance. Hence to give some possible solutions regarding this issues.

Generally, except some women’s, most of women’s were uneducated around the study Area. The major obstacles of this problem lack of communication, transportation, lack of other supporting instruments, law self-image, cultural influence and migration these all created by unskilled manpower.

## **1.3. Research Question**

The following are the research questions which will be answered for the purpose of problem on gender inequality.in school leadership position.

1 What are the causes for the inequality of men and women in school Leadership position in the study area?

2 what are ways to encourage gender equality in school Leadership position?

3 What are the possible strategies to tackle gender inequality in the study wereda secondary and preparatory schools?

# **4. Objectives of the Study**

## **1.4.1. General Objective**

The main objective of this study is to assess the problem of gender inequality in school Leadership position in Enemor And Ener Wereda.

## **1.4.2. Specific Objectives**

The specific objective of this study wills be፦

-To identify the cause of gender inequality. In Enemor And Ener Wereda secondary and preparatory schools

- To state the role of gender equality in school leadership position

- To examine ways to encourage gender equality

- To investigate the possible strategies to tackle

## **1.5. Significance of the study research**

This research may have the following important to Enemor And Ener Wereda Secondary & Preparatory Schools, and surrounding community & to the environment. The result of this study may serve variable information about the gender inequality.

The finding of study may initiated the students avoid in illiteracy of women inequality. To involve females in all aspects of the political, social, economic and other aspects. The research encourage of the surrounding society to know the gender equality.

## **1.6. Scope of the Research/Delimitation**

This research will be delimit only on the impacts of gender inequality

(focuses up on gender inequality).In school leadership position particularly in

SNNPR of Ethiopia Enemor And Ener wereda Secondary & Preparatory Schools.

## **1.7 Operational definition**

**Discrimination**: the concept of silencing down and isolation of people regardless of sex, Color, language, religion, culture.

**Feminine**: is relating to women/girl. A gender that refers chiefly but not exclusively female or to objects classified as female.

**Masculine**: is relating to men /boys, refers to chiefly males or to things classified as male.

**Model**: refers to one serving as an example to be imitate compared, refers to usually miniature representation of something.

**Leadership**: is the action of leading a group of people or an organization

**Gender inequal**ity፡ is the social process by which men and women are not treated as equals.

**Participation**: the act of sharing in the activities of a group, the condition Share in common with others (followers or partnered)

**Position:** a position involving performance of major duties, managing or supervising duties or other employees.

**Socialization**: process of learning roles and expected behavior in relation to one‟s family and society and developing satisfactory relationship other people.

**Stereotype**: convectional and over simplified conceptions, opinion or images which assume that some group of people will act in the

Some often formed because

## **1.8 Organization of the Study**

This study was organized based on the study objectives.The first chapter deals with presenting the purpose of study, basic research questions, significance and Delimitation of the study.Chapter two reviews the available literature.The methodological approach and design of the study was discussed in chapter three.Instruments of data collection employed.Chapter four deals with data presentation, analysis and interpretation.Chapter five presents summary of the findings, conclusions and recommendations.

# **CHAPTERTWO**

# **2. Review Literature**

## **2.1. Review of Related Literature**

The issue of gender inequality can be considered as a universal feature of development developing countries unlike women in developed countries who are in relative terms, economically empowered and have a power full voice what demands an audience and power of positive action. Women in developing country are generally silent and cultural factors caused with institutional factors indicate the gender based division of labor, rights responsibilities, opportunities, access to and control over sources education, literacy, access to media, employment, decision making, among other things are some of the areas of the gender disparity.

Increase in education has often been cited as one of the major avenues through which women are empowered. Education increase the upward socio-economic mobility of women, creates an opportunity for them to work outside the home and enhance husband and wife communication.

## **2.2. Leadership defined as**

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century.Scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennie, 2009, p:45). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope the someone will come along and solve our problems (Meindis, et al,2009;56).

A Google search of articles and books about leadership indicates, leadership has probably been defined in many ways, and here is several other representative definition of leadership. Interpersonal influence, directed through communication to ward goal attainment. The art of influencing people by persuasion or example to follow a line of action. The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008; 17).

This shows that there is no single definition; a major point about leadership is that it is not found only among in high level position not assigned to formal leadership position. The extent even by a person not assigned to formal leadership position. Ording to koteniko (2001;1), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, according to Kotelniko, leaderships a complex activity involving;

Promoting women‟s access to leadership positions is particularly significant in the education system, because, not only that it helps to enhance gender equality in the education sector; but it also creates female leaders who can be role models to thousands of school girls.

In educational setting while women hold the teaching staff position, men dominates the

Highest position of educational leadership (MOE, 2015/2016). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations. One could hardly find women holding a management and decision making positions. This would retain many women from facing the challenge and exercise decision making role (Meron, 2013).

## **2.3. The impact of Gender on Effectiveness of Leaders.**

In reviewing the literature on gender and full range leadership, and important issue that emerged was leader effectiveness. Transformational leadership, along with the use of contingent reward, is a style significantly related to effectiveness as previously mentioned (Eagly and Carli, 2003; Appelbaum, Auedet and miller, 2003; Center for leadership studies, 2003). Given these constraints, transformational leadership may be especially advantageous for women (Eagly et al., 2003; Yodeer, I2001, cited in Eagly and Carli, 2003) because it encompasses some behaviours that are consistent with the female gender role’s demand for supportive, considerate behaviours.

The transformational repertoire, along with the contingent reward aspect of transactional leadership, may resolve some of the inconsistencies between the demand of leadership roles and the female gender role and therefore allow women to excel as leaders. Fortunately, for women’s progress as leaders, this positive, encouraging, inspiring style appears to have generalized advantage for contemporary organizations. This idea is supported by Appelmbaum, Auedet and Miller (2003:49). Women’s styles are not at all likely to be leases effective; in fact, they are more effective within the context of team based, consensually-driven organizational structures that are more prevalent in today’s world.

Eagly and Carli (200) has tried to show how leadership effectiveness varies between men and women leaders in different situations. According to the researchers, women are relatively less effective in leadership roles defined in especially masculine terms and more effective in roles defined in less masculine terms. The following findings were consistent with these expectations; (a) women were less effective than men to the extent that leadership positions were male dominated; (b) women were less effective relative to men the greater the proportion of men subordinates increase; (c) women were less effective relative to men the greater the proportion of men among the rates of leader effectiveness; (d) women were substantially less effective than men in military organizations, a traditionally masculine environment, But modestly more effective than men in educational, governmental, and social service organizations; (e) women fared particularly well in effectiveness, relative to men, in middle level leadership positions as opposed to line or supervisory positions.

The metal analytic study of Eagly and Johannesesn –Schmidt (2001), regarding on measures of transformational ,transactional and laissez-fair leadership style, which were designed to predict effectiveness show similar result to her studies, yet another pattern appeared. According to these researchers, female leaders exceeded male leaders especially on female stereotypic transformational dimension of individualized consideration and were higher than men two additional sub scales of transformational leadership as well as on the contingent reward scale transformational leadership. In contract, men excess women on the active and passive management by exception and laissez fair sub scales.

Based on the above findings of their study, Eagly and Johannesesn Schimdt (p;787) they argue that, it is likely that the greater effectiveness of female than male in this sample of managers reflected the negative relationships between passive management by exception and the laissez fair styles to effectiveness and the positive relationship of transformational and contingent reward to effectiveness. The finding of Ekore and Attach (2007: 161-162) on influence of sex Role expectations on perceived work performance among Employees in Multinational corporations in Nigeria has shown that –sex role expectations have a significant influence on provide work performance.

Specifically, employees with male expected characteristics were found the perform better than those with female expected characteristic. Although,not part of the major finding of the research works, the researchers found that experience on the job significantly influences performance among employees used in this research work.

## **2.4. Gendered Social and Cultural values**

A major obstacle to women’s access to leadership positions in school refers to the cultural and social structure that bifurcate the society into male and female arenas. Entrenched norms inscribed in the culture of many developing countries (Such as, Turkey, China, Islamic countries) attribute certain tasks and spheres of responsibility to each gender, assuming that one must be have in accordance with the social expectations of one’s gender (Celiketen, 2005; Suet al., 2000; Sidani, 2005).

Leadership positions, in this sense, -belong to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they are susceptible to various social sanctions, such as reduce chances to marry (Cubillo and Brown, 2003). In the traditional Chinese culture, for illustration, women have always been in the submissive roles both at home and in society (Suet al, 2000).

## **2.5. Gender Stereotyping (*the Glass Ceiling)***

Ashimre and Del Boca 91979), after reviewing various definitions of gender stereotyping, tried to incorporate the idea of all with a single and simple statement. They define stereotype as a,, structured set of belief about the [personal attribute FOR a group of people. Whereas, sex stereotype of gender stereotype is, a structure set of belief about the personal attribute of males and females.

Powell (1993)in his book of women in management, explaining what this set of beliefs incorporate, defines gender stereotype as belief that sees men to be high in masculine traits such as independence, aggressiveness, and women to be high in feminine traits such as gentleness, sensitivity to the feelings of other, and tactfulness. Powell (1993), Further explaining about this belief mentions that beliefs about sex differences appear to have remained essentially the same since the late 1960s, despite the increased attention given to gender stereotypes in the popular media and the condiderable changes that have taken place in the work world since then,

A Glass Ceilings a metaphor introduced in 1986 by writers of the Wall Street Jourbak to explain the contradiction of an increasing number of women entering the labour market and their persistently limited accesses to leadership positions (Black and Rothman, 1998; Oakly, 2000; Weyer, 2007).

The metaphor portrays the difficulty that women in the corporate world face, in order to attain position of higher levels, although these appear to be attainable, given their achievements in education and abilities. So, it looks as if they were falling on an invisible wall, since the difficulties are not very clear and evident at first sight. The glass ceiling, those, constitutes an invisible bare for women and minority groups, preventing them from moving up the corporate ladder (wryer, 2007).

## **2.6 Working Conditions and Sex Discrimination**

In the opinion of Morgan, King and Robinson (1981:467) discrimination, refers to the behavior of treating a person or group in an unfavorable or unfair way. Naturally, prejudice often leads to discrimination. But prejudiced people sometimes do not behave in accordance to their attitudes either because they have no opportunity to or because they are afraid to. Women, as people of the weaker sex, are often the ones most likely not to react when discriminated against for fear of being harmed or further victimized. Putting the issue of women discrimination into context, Ouston (1993:5) says that men are still the prime barrier to women in management. Despite some progress, old fashioned sexist attitudes are still common and represent a real, not imagined, barrier to the progress of women.

Discrimination that rest on any assumed difference between men and women is both ill ground and immoral since human beings by their natural are capable of learning in other worlds women as members of the human species are also endowed with the potential to learn, for through learning a man can capable of new station.

Grogan (1996:137) furthermore, enlightens by arguing strongly that leadership in dynamic organizations and schools is a shared phenomenon. If we subscribe to the notion that virtually everyone has some potential for leadership, schools can be extraordinary places for expecting opportunities for leadership. This view surely covers women as well. Equality, and not discrimination, rest on strong democratic beliefs, beliefs that are further based and supported by such compelling views, as for example, the argument that says\_ ‟there is something peculiar to human beings and common to human beings without distinction of class, race, or sex, which lies deeper than all differences (Dowling, 1995:23).

## 2.7. Good education improves the equality of men and women in less economic developing country

Economic development requires sex port technical knowledge at a local level. Not all expertise can be brought in for mother countries. Many International organization and middle economic development countries (MEDCs) are generally keen to see train their own people in the specialist skills required in the long term development.

Education also gives people value and attitudes required in the process of development. Education can acts as a unifying force and it can give people a common set of values and ideas about their country which helps to overcome class ethnic and religious differences in country. Many people in developing world are keen to participate in education because they want to obtain achieved status through a qualification of profession, improved employment opportunities.

Gender inequality access to education is more pronounced at secondary and higher level school in some area in the world, in southern and western Asia, according to the study of 2005 in Ethiopia women’s equality millennium indicators data base of the united nations, the ration of females per 100 boys enrolled in secondary education was 43 was females. Developing countries exhibit considerable lower literacy rate where women are most disadvantage adult literacy rate is 76% and 99% in developing countries and developed countries respectively. Indicating that the latter contribute only about 1% to the worlds illiterate people.

## **2.8. The problems related to women employment**

One of the areas of disparity between males and females is related to the difference in their employment status which is manifested by occupational rogation, gender based wage gaps and women’s disproportionate. For instance in 18 of 25 countries in sub-Sahara Africa, greater than 50% of human were employed in work and also work for minority of women and majority of men.

Work in agricultural other activities which are mostly considered to be having limited or financial returns, their employment does not contribute much to their status and employment.This women un those countries have no or little authority autonomy and they are dependent on their partners in most aspects of their life.Inspite of its important in enabling women to get accesses to information about personal health behaviors and practices, house hold and community and the percentage of women exposed to different types of media is limited in most developing countries.

The analysis of countries in sub-Sahara in Africa showed that in the countries that less than 10% of women reported than read newspapers at least once aweek.In four of eight Latin American and Caribbean countries the prevalence of newspaper reading is greater than 50%. Sub-Saharan Africa is at dis advantage with a regard to women’s access to involve them.However compared to access to news paper and involvement access relatively not;letter.Women’s limited access to education, employment to opportunity and media, coupled with cultural factor reduces their decision making power in the society in general and in house hold in particular regarding their participation in decision making at national parliaments has been increasing no country in the word has yet achieved gender party.

According to Ethiopia millennium indicators data base of United Nations, cited in the African. The percentage of the parliament could be due among others to type electoral system in different countries, women’s social and economic status socio-culture traditions and believes about women’s place in the family and society responsibility.

Women’s low decision making power particularly in developing countries are more pronounced at household levels. In the study conducted by(visaria1993 cited in des as of as 2005) about 50% of the women stated that they do not feel free to take sick child to a doctor without the approval of their husband and 70% of the women do not make decision regarding the purchase of their own or their children clothing. The final say in fewer of the decision may employed women have the final say in more domains compared with unemployed women.

The socialization process, which determining gender roles is partly responsible for the sub duration of women in the country. Ethiopian society is socialized in such away that girls are help inferior to boys in the process of upbringing boys are expected the learn and become aself-reliant,major bread winners and responsible in different activities while girls are brought up to conformable obedient and cooking, washing clothes, fetching water, caring for children etc.

The different in the ways in which individuals are treated through the socialization process, due mainly to their sex status, leads to development of real psychological& personality difference between male and females. For instance a female information in Enemor and Ener wereda stated that a man is a big person who has higher social position, and knowledge, who can govern low educational level is one of the cause and consequences of females low socio economic status, gender gap is still observed. According to various statistical female students has increased from 21% to 25%be gross enrollment ratio (GER), the ratio of total enrollment at primary or secondary education to the corresponding school age population, shows disparity between two sexes. Though female GER in primary education has increased from 41% in 1999/2000 E.C the respective figures for males are 61% and 75% the gender inequality is clearly observed. When the gender party index (GPI).The ratio of female to male enrollment is considered.

Women are underrepresented in the formal sector of employment. The survey conducted by the general central statistical authority. Consider the percentage of female employees from the total number of employees by employment types of formal employment. Ethiopia women’s access to mass media is one of the lowest, in their comparative report. Women’s health problems, which were formerly conceived as biological and reproductive issues, are now a day re-conceptualized to encompass gender issues. This is because reproductive health issues do not give the full picture of the problem as women’s health is also embedded in the social and cultural settings.

## **2.9 The role of surrounding community on the educational growth of women’s**

When we looking for rational in Enemor and Ener wereda,education as asocial phenomenon does not take place in isolation. It takes place in the society and this normally begins from the family, which is one of the social institution responsible for the education of the child many sociologists have observed they the resists on relationship between education & surrounding community.

Education as asocial phenomenon through which society assumes its own continuity by socializing the young in their own image the components of the educational system that constitute perfectly defined facts and which have the same reality as another social facts are interrelated, so that a given education system has unity and consistence and also externally it reflects a society moral and intellectual values of women’s. Education is an activity of the whole community it is used to the transmission of the cultural values the fact that education can be influenced by the culture of the society in which it takes place. For this reason one may infer that for a child to be educated, he/she must be influenced his/her environmental and intern.

# **CHAPTER THREE**

# **3. Research Design and Methodology**

## **3.1. Research Design**

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

The purpose of this study is to assess problem of gender inequality in school‟ leader ship position at the secondary and preparatory schools of Enemor And Ener Wereda.

## **3.2 Research Method**

To attain this, a descriptive survey method was employed.This method is employed because of its importance that it fits to get detail of data from many respondents and it is appropriate to assess the status of the phenomena. Regarding this method Bobbie, (1990), cited in Creswell (2003, P. 154.)

descriptive survey method includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with intent of generalizing so that inferences can be made about some characteristic, attitude or behavior of that population.

## **3 .3 population of the study**

Table 1 population of the study

|  |  |  |  |
| --- | --- | --- | --- |
| **Suject** | **population** | **sample size** | **sapiling technique** |
| **Schools** | **6** | **2** | **purposive** |
| **Supervisor** | **1** | **1** | **purposive** |
| **Principals** | **2** | **2** | **purposive** |
| **Viceprincipals** | **4** | **4** | **purposive** |
| **Teachers** | **98** | **34** | **simplerandom** |

#### There are six secondary and preparatory schools in Enemor and Ener Wereda, Two of the schools are selected by purposive sampling.Gomshe And Gunchire as a sample for the study. The total populations are 98 teachers, 2 school directors, four vice directors and one cluster supervisor.The primary data sources are Wereda cluster supervisor, school director’s vice directors and teachers.

## **3.4. Sampling Method**

##### The sample drawn from 2 schools found in Enemor And Ener Wereda.The total populations of teachers in the sample schools are 98. The sample size 34(35%) of teachers were taken by simple random sampling technique based on the researcher judgment.

The main purpose of this research is to assess the problems of gender inequality in school leadership position at secondary and preparatory schools of Enemor And Ener Wereda.For the case of this study both probability and non- probability sampling technique were used to obtain the representative sample units for this research. The total populations of teachers in the sample schools are 98.The sample size is 34(35%) of teachers are taken by simple random sampling technique based on the researcher judgment.Furthermore Two principals,four vice principals,one cluster supervisor were selected by simple random and purposive sampling.

## **3.5. Sampling Procedures**

From GURAGE Zone Enemor and Ener Wereda is selected by Purposive method. In Enemor and Ener wereda, there are 6 secondary and preparatory schools. I took two schools accordingly the sample schools are Gomshe secondary and preparatory school, and Gunchire secondary and preparatory schools. There are 34 sample teachers,2 school directors,4 vice directors,and 1 cluster supervisor selected to conduct.

## **3.6 Tools and procedure of Data collection**

The data collection mechanisms included questionnaire, interview and review of relevant documents. Given below is a description of the tools used to collect the data and the procedures followed.

## **3.6.1Questionnaire**

The questionnaire was identical for all the participants (for teachers,vice principals, and principals) used to obtain information about the school leadership position. Regarding this, key (1997) mentioned that “questionnaire is a means of eliciting the feelings beliefs, experiences, perceptions or attitudes of some sample of individuals. Sarantakos (2005, p.263) on his side stated the following about the use of questionnaire.

Questionnaire are less expensive, consistent and uniform measures, free of variation they offer a considered and objective view of the issue, since respondents can consult their files and since many subjects prefer to write rather than talk about certain issues. Questionnaire allows a wider coverage, than other methods. In addition, they offer less opportunity for bias or errors caused by the presence or attitude of the interviewers.

The questionnaire has two parts ,the first part is about background information of the respondents .The second part of the questionnaire contain items on socio cultural factors, attitude of women towards themselves ,family and home responsibility and institutional factors that affect women’s participation in secondary school principal ship. The respondents were asked to indicate the extent of their engagement to a particular behavior or practice from a five point scale ranging “strongly agree (5) to strongly disagree (1).

## **3.6.2 Interview Guide**

The importance of using interview was discussed by (Pfeifer,2000 Mahar,1995, and Roth 1987) in Sarandakos (2005,p.286)as… interview has flexibility ,high response rate, easy to administrate, easy to control over the environment of the interviewer capacity for correcting misunderstanding by respondents and has opportunity to control overtime, date and place of the interview.

In addition to the questionnaires two types of semi- structured interviews were prepared for cluster supervisor .The items included in the interviews related to the contents of questionnaire. The interview prepared for supervisor dowel on issues like their interest of being principal, their attitude towards female principal’s skill and competency and strategies or policies to be checked or revised by the ministry of education. On the other hand, interview with sub city supervisors dealt with why the number of female principals is quite declining ways or addressing the problem.Besides their attitudes towards female principals skill and competency.To make the interview more effective, all interviews are using Amharic.

## **3.6.3 Document Analysis**

Data concerning the current level of women’s involvement in educational leadership position and the trend of women leadership for four consecutive (2009-2013) academic years will be obtained from sample wereda education offices and secondary schools through direct access.

## **3.7 Data analysis Techniques**

The data was analyzed using both qualitative and quantitative method/ mixed approach/ of data analysis technique. This is because to have opportunity of critically examining the target school problems related to educational leadership and suggests the possible recommendations.

Regarding the importance of this method as (Creswell and Plano Clark 2007) cited in Creswell (2009, p.4) that “mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. So that the overall strength of a study is greater than either qualitative or quantitative research “Based on the above fact, the interview will be analyzed qualitatively .The close-ended questionnaire response will be analyzed quantitatively using frequency table and percentage.

## **3.8 Ethical Consideration**

The research did everything to make this work professional and ethical.To this end,the researcher has tried to clearly inform to the respondents about the intention of the study i.e. is purely for academic purpose ,while introducing the purpose of the research in the introduction part of the questionnaire the researcher confirmed that subjects ,confidentiality will be protected . Moreover, the study was based on their permission .The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation.Furthermore all the materials used for this research have been appropriately acknowledged.

# **CHAPTER FOUR**

# **4.Presentation, Analysis and Interpretation of Data**

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

As mentioned above, among various data collecting instruments questionnaire and semi-structure interview were used to collect the relevant information for this study. Thus a total of 43 questionnaires were distributed to the selected secondary school teachers and directors. fortunately, (93.4%) of them were properly filled and returned to the researcher.two questionnaires were lost and one was incomplete because of the reluctance of the respondents. Among 1 interview respondent ( supervisor) 1(100 %) have properly participated and gave the required information on the issue under investigation in school leadership position.

In general 98.7% of respondents have participated to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.Item scores for each category were arranged under five rating scales.The range of the rating scales were strongly agree=5,agree=4 somewhat agree=3, disagree=2 and strongly disagree=1.Accordingly the overall results of the issue investigated as well as respondents‟ personal round or profiles were clearly presented below.

## **4.1 Characteristics of respondents**

Table 2 Characteristics of respondents

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items |  | Teachers | Principals vice principals | | | Total |
| N | % | N | % | N |
| 1. | Sex | M | 24 | 70 | 6 | 100 | 30 |
| F | 10 | 30 | - | - | 10 |
|  | Total |  | 34 | 100 | 6 | 100 | 40 |
| 2. | Age |  |  |  |  |  |  |
| 1. 20-25 | 6 | 5 | 32.2 | - | - | 11 |
| 2. 26-30 | 9 | 3 | 35.3 | - | - | 12 |
| 3. 31-35 | 4 | 2 | 17.4 | 4 | 66.7 | 10 |
| 4. 36-40 | 5 | - | 14.7 | 2 | 33.3 | 7 |
| Total | | 24 | 10 | 100 | 6 | 100 | 40 |
| 3. | Educational Qualification |  |  |  |  |  |  |
| MA/MSC | - | 1 | 2.9 | 4 | 66.7 | 5 |
| BA/BSC | 22 | 8 | 88.2 | 2 | 33.3 | 32 |
| Diploma | 2 | 1 | 8.8 | - | - | 3 |
|  | Total | 24 | 10 | 100 | 6 | 100 | 40 |
| 4. | Work Experience |  |  |  |  |  |  |
| 1-2 | 4 | 2 | 17.6 |  |  | 6 |
| 3-5 | 6 | 5 | 32.3 | - | - | 11 |
| 6-10 | 9 | 3 | 35.2 | 4 | 66.7 | 16 |
| 11-15 | 3 | - | 8.8 | 2 | 33.3 | 5 |
| 16-20 | 2 | - | 5.8 | - | - | 2 |
|  | Total | 24 | 10 | 100 | 6 | 100 | 40 |

No.respondent’s profile presented from survey, 2021

As above Table 4.1 shows that the age factor of the respondent‟s profile was (20-25)27.5% percent (26-30);30 percent (31-35);25 percent (36-40);17.5 percent.As it is shown in the table above, the majority of teacher respondents are fall in the working age group accounting to (26-30); 30 percent, almost one third of the total population.And majorities of principal respondents are with the same age level.This shows that the young people who fall in the working age group are engaged in different teaching divisions in the study area.However,males were dominant, comprising 75 percent and females were 25 percent of the total respondents.

This high ratio of males reflects the structure of teaching carriers in the study area.That is in most developing countries;including Ethiopia, husbands and single males are responsible for the earning of income and providing money for wife‟s to purchase goods and services. And may be due to the cultural influences that Females are not capable of involving in teaching; their participation in different teaching division sectors is very minimum as compared to the participation of males.Almost 80,percent of the respondents had at least have BA/BSC degree.As the hierarchy goes up MA/MSC 12.5 percent smaller number out of the population were even more highly educated. Discouragingly,out of the total participants only one female teacher has a master‟s degree, besides from the total population of teachers in study area only 16 Majorities of respondents have working experience no more than (6-10);40 percent of the total population.

In this study, in the same case after marriage some women continue their education even having (bearing) children to upgrade them by defeating the challenges they faced. However, most of the educated or graduated females are not seen to take the higher positions of leadership as their equivalent male ones even if having the opportunity to be a leader. Researcher strengthens this idea Women still do less in numbers of teaching or in proportion to those who are now trained and certified to become administrators.And society between men and women and that these distinctions make invisible barriers and difficulties for women who are occupying roles or seeking to occupy roles as leaders.

The concept of patriarchy and the dualism, that underpins our thinking about men and women, labels and influences our perceptions of the worth of both which is the researcher has done on the way female teachers manage schools are quite less. Encouragingly this study, according to Grow and Montgomery, 2000 (cited in Josephine, 2008), in studies on school administration, schools with female administrators are better managed (e.g. the quality of pupil learning and professional performance of teachers is higher), and on average they perform better than those managed by men.

## **4 .2. Respondent’s views towards the Socio Cultural Factors**

Concerning this part the respondents were asked to put their degree of agreement to the socio-cultural factors which are affected in educational leadership position especially at secondary school leadership.As indicated earlier,frequency of the choices was represented as follows: And this was calculated by percentage&frequency.

1=for strongly disagree; 2= disagree; 3= somewhat agree; 4= agree; and 5= strongly agree.

Table 3 Respondents Views on Problems Related To Socio Cultural Factors that affects gender inequality in school principal ship.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents |  | Rating scales | | | | | Total |
| 1 | 2 | 3 | 4 | 5 |
| 1. | Girls and boys are socialized differently to assume different roles | Teachers | F | 3 | 4 | 5 | 14 | 8 | 34 |
| % | 8.8 | 11.7 | 14.7 | 41.1 | 23.3 | 100 |
| Principals V/Principals | F | 1 | 1 | - | 1 | 3 | 6 |
| % | 16.6 | 16.6 | - | 16.6 | 50 | 100 |
| 2 | The ideology that dominated the culture affects women’s participation in  educational leadership | Teachers | F | 4 | 5 | 6 | 12 | 7 | 34 |
| % | 11.7 | 14.7 | 17.6 | 35.2 | 20.5 | 100 |
| Principals V/Principals | F | - | 1 | - | 2 | 3 | 6 |
| % | - | 16 | - | 33.3 | 50 | 100 |
| 3. | Men feel more competent,capable and efficient in leadership | Teachers | F | 4 | 5 | 5 | 13 | 7 | 34 |
| % | 11.7 | 14.7 | 14.7 | 38.3 | 20.5 | 100 |
| Principals  V/principals | F | - | 1 | 1 | 2 | 1 | 6 |
| % | - | 16.6 | 16.6 | 33.3 | 16.6 | 100 |
| 4. | People think women do not have the ability and skills to be leaders. | Teachers | F | 4 | 6 | 7 | 9 | 8 | 34 |
| % | 11.7 | 17.6 | 20.5 | 26.4 | 23.3 | 100 |
| Principals V/Principal | F | 1 | - | 1 | 2 | 2 | 6 |
| % | 16.6 | - | 16.6 | 33.3 | 33.3 | 100 |
| 5. | Most people still think the decision making power rests with men. | Teachers | F | 4 | 3 | 6 | 11 | 10 | 34 |
| % | 11.4 | 8.8 | 17 | 32.2 | 29.4 | 100 |
| Principals V/principal | F | - | 1 | 1 | 3 | 1 | 6 |
| % | - | 16.6 | 16.6 | 50 | 16 .6 | 100 |

NB, respondent’s profile presented from survey, 2021

As the above table indicates on item 1, teachers have highest opinion with percentage of 41.1% they agree on the issue that Girls and boys are socialized differently to assume different roles.On this idea 50 percents of principals are strongly agree.on item 2,the ideology that dominated the culture affects womens participation in educational leadership.On this question 35.2% of teachers are agreed on the idea and 50 percents of principals are strongly agreed.on item 3,men feel more competent,capable and efficient in school leadership than women on this idea 38.8% of teachers and 33.3% of principals agreed.On item 4 the issue People think women do not have the ability and skills to be leaders on this idea 26.4% of teachers were agree and 33.3% of principals were agreed & 33.3% of principals were strongly agreed on this idea.On item 5 most people still think decision making power rests with men.32% of teachers agreed on this idea and 29.4% teachers were strongly agreed 50% of principals were agreed and 16% of them were strongly ageed.The dominated the culture with percentage value of,41.1%38.3,35.2&33.3 ranked first 2nd and 3rd respectively.on teacher side.This implies religion and culture highly affect Gender inequality in school leadership[].

women‟s participation at secondary school leadership.Men feel more competent, capable and efficient in leadership than female, ranked 4th.The percentage score of the two category respondents Teachers with and Principals & V/Principals is 33.3 which indicate it has higher impact on women to enter to leadership position on views towards the Socio Cultural Factors.

Researchers have suggested that excluding involvement in educational leadership, and financial and social progress has a negative impact on development and society for increasing women‟s belief and confidence in their ability to support and sense of trust from their families as well as extensive mass of educational programs coupled with conscious efforts to change traditional values. The lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cited as a reason why women have not moved into administrative positions in larger numbers (Shakesharft, 1985:128 cited by Commbs, 2004).

Availability of few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate culturally. In view of the fact that there is paucity of women educational leaders it is another challenge for a woman who aspire educational leadership in selected secondary school particularly in Enemor and Ener wereda.

## **4.3 Institutional factors that affect women’s participation in secondary school principal ship.**

Table 4Respondents Views on Problems Related to Institutional factors that affect women’s participation in secondary school principalship.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents |  | Rating scales | | | | | Total |
| 1 | 2 | 3 | 4 | 5 |
| 1. | Educational institutions do not have transparent selection and promotion policies and practices to enhance women’s school leadership participation. | Teachers | F | 5 | 4 | 6 | 12 | 7 | 34 |
| % | 14.7 | 11.7 | 17.6 | 35.2 | 20.5 | 100 |
| Principals V/Principals | F | 1 | 1 | 1 | 2 | 1 | 6 |
| % | 16.6 | 16.6 | 16.6 | 33.3 | 16.6 | 100 |
| 2 | Have no official effort to make active participants in leadership. | Teachers | F | 5 | 4 | 7 | 9 | 9 | 34 |
| % | 14.7 | 11.7 | 20.5 | 26.4 | 26.4 | 100 |
| Principals  V/Principals | F | 1 | - | 1 | 1 | 2 | 6 |
| % | 16.6 | - | 16.6 | 16.6 | 33.3 | 100 |
| 3. | Educational institutions have sex segregation that favor men while selecting and hiring employee. | Teachers | F | 6 | 5 | 7 | 8 | 8 | 34 |
| % | 17.6 | 14.7 | 20.5 | 23.3 | 23.3 | 100 |
| Principals V/Principals | F | - | 1 | 1 | 2 | 2 | 6 |
| % | - | 16.6 | 16.6 | 33.3 | 33.3 | 100 |
| 4. | Lack of supporting women to form professional network in leadership | Teachers | F | 4 | 2 | 7 | 13 | 8 | 34 |
| % | 11.7 | 5.9 | 20.5 | 38.3 | 23.3 | 100 |
| Principals V/Principals | F | - | 1 | 1 | 1 | 3 | 6 |
| % | - | 16. 6 | 16.6 | 16.6 | 50 | 100 |
| 5. | Lack of women role models in educational institutions affects participation of other women  aspiring for leader | Teachers | F | 3 | 4 | 5 | 15 | 7 | 34 |
| % | 8.8 | 11.7 | 14.7 | 44.1 | 20.5 | 100 |
| Principals  V/Principals | F | - | - | 1 | 4 | 1 | 6 |
| % | - | - | 16 | 66.6 | 16.6 | 100 |

NB,respondent’s problem presented from survey, 2021

Along with the problems related with institutional factors particularly item 1,with Educational institutions do not have transparent selection and promotion policies and practices to enhance women‟s school leadership participation with percentage value of 35.2% of teachers were agreed on this idea and 20.5% of them are strongly agreed which is the highest cause for not accepting or entering to school leadership this result is also strengthened by the opinion of female teachers in poen-ended questionnaires.Female teachers have expressed their opinion as follows:

On the other hand lack of mentor affects their aspiration to educational leadership particularly secondary school principals.This indicate that,The gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level in the country of Ethiopia.Gender mainstreaming is weak owning to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate,functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates.

However,most of the barriers that hinder women are external barriers which are the institutional and social factors which are the 2nd strong problem that affect to career advancement for women in education are factors Implements are less committed to apply affirmative action in practice percentage value 32.2.This showed that the only setting,policies and strategies in Ethiopia is not adequate rather devoting effort to address gender equality and empowering women which remains challenging is most significant.This is because of the deep-rooted nature of the challenge, which depends not only on the actions of government, but also on changing attitudes and cultural values of the society.These types of changes take a significant amount of time to evolve and bring society‟s conscious to one level of understanding.

Among the institutional factors that hinder women are one have no official effort to make females active participants in leadership with score of percentage 26.4% of teachers agreed and 33.3% of principals were ageed on it affects women participations moderate level and which is becoming an obstacle not to aspire to secondary school principal ship. Except item 1 and 5, all the items included in the issue of institutional factors all are grouped in percentage value between 38.3% and 26.4% Similarly the highest value is in between 38.3%-44.1% on the teacher side and 66%-50% on the principals sides.and this is the major cause for women not to participate in secondary school leadership position.

Moreover this finding is supported by Commbs (2004:14) as she cautioned that “lack of mentors is thus the problem for women aspiring to move upwards and this could be minimized by getting more women in educational leadership positions.

To sum up, those above determination point of research investigations that all barriers experienced by women in institutions are result either directly or indirectly of an and centric academic institution .Institutional structures, including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women‟s in progress if appropriate selection has taken place.

A study conducted here is also indicated that lack of institutional transparency selection and promotion policies and practices to enhance women‟s school leadership participation is the major problem for inadequate number of educational leaders. These Implements in schools to participate women are less committed by institution to apply affirmative action in practice .besides, less attention is being given to women‟s multiples of household and office based responsibilities.Women are more or less persecuted for seeking an executive position. This is largely due to female roles. In this research women face barriers in leadership positions compared to men, women receive little or no encouragement to seek leadership positions.this is the main problem of gender inequality in school leadership.

## **Responses's Of The Interview Questions**

1.Unfortunately there are no women principals found in Enemor and Ener Wereda secondary and preparatory schools.

2.The current placement and selection of educational leaders based on their experience select experienced principals from one schools to wereda education office or another schools(job rotation) and appoint vice principals.

3.Yes how?our institution encourage womens who have initiatives& enthusiasm to be school leaders.But most of Womens do not have interests so this hinder our encouragements.

4.There are no women principals found in our school cluster but there are model women teachers and there are active and competent in teaching.There are punctual and honest in performing their tasks.

5.Lack of women role models,fear of responsibilities,weak educational backgrounds and immigrations are the major factors.

# 

# **CHAPTER FIVE**

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

## **5.1 SUMMARY**

This unit deals with the summary,conclusions and recommendations of the study in general therefore general conclusions were drawn on the bases of the findings and recommendation were given to the concerned educational leadership bodies to minimize the problem of gender inequality in secondary schools of Enemor and Ener Wereda. The major objective of this study was to assess the problem that that affect gender inequality in participation of secondary school leadership position in Gurage zone administration.in Enemor and Ener Wereda.

The study was undertaken in Enemor, and Ener two sample secondary schools were taken and the total sample population schools were taken and the total sample population was 98,(34%) teachers, 2 principals & 4 Vice principals 1 cluster education office supervisor were participants of the study.

Data were gathered through questionnaire, interview and document analysis from the analysis done using both qualitative and quantitative data, the following major findings were drawn.

With regard to socio-cultural factors that affect women‟s participation in educational leadership position particularly in secondary schools of Enemor and Ener Wereda.The Ethiopia government announces gender equality and give equal opportunity with their counterparts due that recent time splinter of light is seen in change of gender equality comparing with the former time nevertheless there are also factors that cloud hinder women to participate in secondary school leadership.Still some people think that women lacks the ability and skills the patriarchal ideology are not fully changed which are external barriers beyond the competency of them and this is indicated by the frequency and percentage Scores 35.2.3 & 50 for teachers and principals respectively.

Majority of respondents agree highly on the issues stated under lack of female role model in leadership position and attitude of women towards themselves. Women still have the feeling of the world as masculine.Women does not want to take risk, women still do not perceive that they are capable of doing leadership activity, their consideration of being accepted equally to men is low and they continued themselves confined at lower tasks under men. More over the percentage rages from 44.1 to 37.5 which is expressed as major cause for women were not to participated in secondary school leadership positions.This also leads to imbalance of gender in school leadership position.

Regarding home and family responsibilities majority of the respondents agree that it is a major cause for women not to participate in school leadership the answer from the open ended questions also indicates as a major barrier. In addition female teacher in open ended questionnaire mentioned women‟s home and family responsibility as a major reason to decrease women in leadership participation.

Under institutional factors that affect women‟s participation in secondary school leadership item 1 and 5 are expressed as major cause with percentage of 35.2&50% teachers and principals actively agree the remaining 3 items have moderate effect of women‟s participation.

Likewise the majority of the teachers and principals express their idea that females do not have any idea how principals are selected and recruited. And this idea supports the institutional factors do not have transparent selection and promotion policy to enhance women.

## **5.2 Conclusions**

Depending on the finding of the study, it is possible to draw the following conclusion Throughout the educational system for the last four years (2009-2013) the female‟s involvement in educational leadership positions at secondary schools was negligible it seems to show an increment each years in the last four years, one can safely conclude that the increase is insignificant and not promising.

There are different factors that have been discussed in the study which affect female teachers‟ involvement in educational leadership. Among the factors related to family and home responsibility women‟s responsibility of family child bearing and taking care of home and women are more responsible to home or family related issues than their male counterparts; problems related to educational initiations; educational institutions do not have transparent selection and promotion policies and implements are less committed to apply affirmative action in practice are identified as the major challenges that have slowed down female teachers right of entry to educational leadership positions.

One can conclude that this tendency of female teachers to hold themselves from educational leadership may also be attributed to the following reasons.For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers as they are also overburdened by home responsibilities than male obviously women‟s home and family responsibility is major cause to their participation. Still the burden of home in school leadership and family chores are on the shoulder of women.

Similarly, since the school society considers females as incompetent to meet educational leadership positions women tend to underestimate their own values, this low self concept may result in de motivating them from aspiring to top positions in general certainly, lack of confidence can significantly affect female‟s participation in educational leadership. And this defect arises not from nature but from historical background that females came up with. As the society does not prepare its daughters for management or leadership but for house hold activities, the children (daughters) do not develop confidence of being a leader.

To see broadly, there is lack of female role models in educational leadership positions that would encourage female teachers to aspire for the posts. Attitude of the school society does not enhance female teachers to become a leader. Because of this, female teachers are not interested to be involved in educational leadership position.In addition factors lack of transparent selection criteria and implementers are less committed to apply affirmative action has been identified as major factors that hinder women back. In accordance the researcher‟s expectation and female teacher in home and family responsibility and institutional factors become the major causes.

## **5.3 Recommendations**

Based on the findings and conclusion reached the following possible solutions and recommended this make so as to increase gender equality in secondary school leadership position.

* As evidence by the study the status of teachers and principals in secondary schools needs improvement and this has to start with changing the society‟s mind set and this is mainly the duty of religious persons, mass media and family the way of socializing girls and boys should be changed. In doing so ministry of education (MOE) and Enemor and Ener Wereda administration's education Office in collaboration with each secondary schools needs to create awareness regarding the skills and abilities of female teachers. As they appear to the school leadership in terms of their skill, ability, are also competent as men do. All concerned bodies should empower girls with skills for self. Confidence, assertiveness, speaking out, decision making (by giving different tasks at school level) and negotiation in order for them to overcome gender- based restriction to their participation.
* Moreover, raising various factors which could influence their participation is crucial; like creating conducive working condition, setting applicable school rules and regulations to handle students who misbehave badly which could avoid the conviction of masculine leadership. The MoE with education bureau and Zone&Wereda education office have to revise the policy, strategy and selection criteria used to appoint secondary school principals and serious consideration should be given form giving priority to female teachers to train to develop their self- confidence.
* The society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereo type of sex discrimination) in bringing females to the educational leadership position.The gender heterogeneity in the secondary school teaching staff should be increased because the more the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions.
* The Wereda education office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women.
* Finally, the researcher recommends further researches in the area with broader scope and depth including other variables like the perception of male teachers, female teachers and students in schools and related issues.

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# **Wolkite University**

# **College Of Education and Behavioral Science**

# **Department of Educational Planning And Management (EdpM)**

## **Appendix I**

### Questionnaire going to be filled by respondents (principals, vice principals and teachers)

Dear respondents! This questionnaire is prepared as part of the data for my BA Degree`s study titled problem of Gender inequality in school`s leadership position in Enamor Wereda Secondary And Preparatory Schools”. More specifically, it seeks to have your views and opinions about Problems of Gender Inequality in School Leadership Position. In the case of Enemor Wereda secondary and preparatory schools. The information you provide will only be used for the purpose of this research and will be kept confidential you are not therefore required to write your names. The result and success of the study depends on the quality of your responses you are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give your responses.

Thank you in advance for your cooperation!

Tadele Tenkir

**Part 1: Background information**

Sex male Female

Age A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. >45

Educational background Diploma first degree MA degree other

Work experience A. 1-2 yrs. B. 3-5 yrs. C. 6-10 yrs. D. 11-15-yrs

E. 16-20 yrs. F. 20 yrs.

What is your current position in your school?

A. Principal B.v.principal C. Teacher

marital status single married widowed divorced

**Part 2 socio cultural Factors**

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

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

Table 5 Table 5 socio cultural Factors

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Items** | rating scale | | | | | | | | | |
| **1** | **2** | | **3** | | | **4** | | **5** | |
| 1 | Girls boys are socialized differently to assume different Roles (gender role socialization ) |  |  | |  |  | | |  | | |
| 2 | People think women do not have the ability and skills to be leaders. |  |  |  | | |  | | | |  |
| 3 | The patriarchal ideology that dominated the culture affects women`s participation in educational leadership |  |  |  | | |  | | | |  |
| 4 | Most people still think the decision making power rests with men |  |  |  | | |  | | | |  |
| 5 | Men feel more competent, capable and efficient in leadership than women |  |  |  | | |  | | | |  |

**Part 3 Institutional factors that affect the balance of gender equality in secondary school leadership position.**

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

Table 6 Institutional factors that affect the balance of gender equality in secondary school leadership position.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NO | Items | rating scale | | | | | |
| 1 | | 2 | 3 | 4 | 5 |
| 1 | Educational institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation. |  |  | |  |  |  |
| 2 | Educational institutions have no official effort to make females active participants in leadership. |  |  | |  |  |  |
| 3 | Educational institutions have sex segregation that favor men while selecting and hiring employees. |  |  | |  |  |  |
| 4 | Lack of supporting women to form professional network in leadership. |  |  | |  |  |  |
| 5 | Lack of women role models in educational institutions affects participation of other women aspiring for leader |  |  | |  |  |  |
| 6 | Lack of mentors and support system. |  |  | |  |  |  |

open ended questionaire filled by respondents (principals and v/principals)

|  |
| --- |
| 1 In your opinion what are other major factors that might contribute to the under representation of women in educational leadership position?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2 State what possible strategies or actions should be taken to attract and increase the participation of women in education leadership.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3 In your opinion, whose concern is to maximize their participation in educational leadership?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Appendix II

**Part 1.Interview questions for cluster supervisor**

1.From your practical experience and observation how do you evaluate the current standing of women in secondary and preparatory school

leadership in schools of Enamor Wereda?

2.What are the current selection and placement used for assigning educational leaders?

3.Does your institution encourage women to leadership positions? How?

4.What is your attitude towards women educational leaders‟ skill and competence in performing leadership functions in secondary schools?

5.What are major problems do you think problem of gender inequality in secondary school principal ship?