



EXPERIENCES OF FEMALE TEACHERS ON ASCENDANCE TO LEADERSHIP  
OPPORTUNITIES IN SECONDARY SCHOOLS IN ADDIS ABABA, ETHIOPIA

by

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Submitted in fulfilment of requirements for the degree of

PHILOSOPHIE DOCTOR

in the subject

EDUCATIONAL MANAGEMENT AND LEADERSHIP

at the

UNIVERSITY OF SOUTH AFRICA

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12 Aug 2024

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### **Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia**

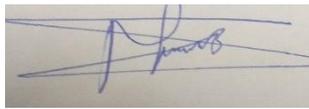
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**Gender Parity, Experiences of Female Teachers, Ascendance to Leadership Advancement, Perspective, Leadership Challenges, Female Leachers, Secondary Schools, State Educational Policy, Affirmative Action, Feminism Theory**



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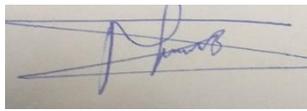
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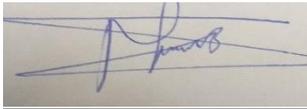
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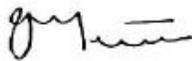
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## **DEDICATION**

May this third-degree work be dedicated to Ethiopians who lost their lives everywhere in Ethiopia because of their identity, especially for the Amhara people.

## **ACKNOWLEDGEMENTS**

First, I would like to thank Almighty God for giving me the strength and endurance in all my work.

Second, I would like to express my sincere gratitude to my Advisor, Professor J Nyoni, who gave me tireless professional support, help and advice from the beginning to the end of my work. This thesis would not have been completed without his technical support, close supervision, and friendly approach.

Third, I also would like to express my heartfelt thanks to the leaders and staff of the University of South Africa and the School of Education and Behaviour Studies, who greatly contributed to the success of my study by assigning a supervisor on time, providing refresher training, offering learning materials, and financial support. Furthermore, I would like to thank the University of South Africa, Ethiopia coordination office staff, who contributed to the success of my dissertation by providing the necessary information and cooperation.

Fourth, I would like to thank the E.F.D. R, Ministry of Education, for giving me the opportunity to study my third degree at the University of South Africa and covering all the education expenses.

At the same time, I would like to express my gratitude to my University, Kotebe University of Education, for facilitating things for me to study, for sponsoring study time and finance.

Finally, I would like to express my heartfelt gratitude to my beloved wife, Meseret Tikuye, for her patience and unreserved effort to take care of and care for our children. Equally, my thank goes to my little daughter, named Bethlehem Maeregu and my sons Bisrat and Biruk Maeregu for sharing their precious time.

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## LISTS OF ABBREVIATIONS AND ACRONYMS

Acronyms	Definitions
A.D.	Anno Domini
AAEB	Addis Ababa Education Bureau
AAUW	American Association of University Women
ANOVA	Analysis of variance
BA	Bachelor of Art
BPFA	Beijing Plat Form for Action
BSc	Bachelor of Science
CFQ	Cultural factor questionnaires
COVID	Corona virus in disease
E.C	Ethiopian calendar
ECDAW	Convention on Elimination of All forms Against Women (
EdAd	Educational Administration
EFQ	Experiences/efforts of female teachers' questionnaires
ESDPs	Education Sector Development Programmes
FDRE	Federal democratic Republic of Ethiopia
FGD	Focus Group Discussion
GADN	Gender and Development Network
GEQIP	General Education Quality Improvement Program
IBM	International Business Machine
ICDR	International Centre for Dispute Resolution
IEL	Institute for Educational Leadership
IPU	Inter-parliamentary Union
IWE-WELDD	Institute for Women's Empowerment and Women's Empowerment and Leadership Development for Democratisation
LDP	Leadership Development Programme
MDC	The Millennium Declaration commits
MDG	Millennium Development Goal
MoE	Ministry of Education
MoWA	Ministry of Women Affairs
PFQ	Personality factor questionnaires
PMO	Prime Minister Office

PTSA	Parent-Student-Teachers Association
SPSS	Statistical package for social science
U.K.	United Kingdom
U.S.A.	United States of America
UAE	United Arab Emirates
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNIDO	United Nations Industrial Development Organisation
UNISA	University of South Africa
WAO	Women Affairs Office
WLDP	Women's Leadership Development Programme
WYCM	Women, Youth, and Children Ministry

## **PLAGIARISM DECLARATION**

I, the undersigned, hereby declare that the work contained in this research proposal entitled **'Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia'** is my original work and that I have acknowledged all sources and resources consulted in the preparation of this thesis through complete references.

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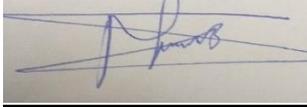
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12 Aug 2024

## DEFINITION OF KEY RESEARCH OPERATIONAL CONCEPTS

The special terms found in this investigation have given operational definitions. In this research:

- **Affirmative Action** is a policy or set of practices aimed at increasing opportunities for historically marginalized groups, such as racial minorities and women, by giving them preferential treatment in areas like employment, education, and contracting, to help rectify past discrimination and promote diversity.
- **Ascendance to leadership advancement** refers to the development of female teachers in the education leadership position including department heads, principals, vice-principals, and supervisors in secondary schools.
- **Experiences of Female Teachers:** indicates the efforts and struggles that female teachers have made to the leadership advancement. In other words, the confidence and belief of female teachers in the worth of one's opinions and the legitimacy of expressing them.
- **Feminism** is a social and political movement aimed at advocating for equal rights and opportunities for all genders, particularly focusing on addressing and challenging the historical and systemic inequalities faced by women. Feminist theory encompasses a variety of perspectives and approaches that seek to understand and dismantle the structures of patriarchy, sexism, and gender discrimination in society.
- **Female Teachers:** refers to women who have a minimum of BA/BSc degree who teach in secondary schools.
- **Gender parity:** implies the equality of male and female teachers in the leadership advancement/positions in secondary schools of Addis Ababa.
- **Leadership challenges:** refers to personal, organisational, and social factors which hinder the voice of female teachers in aspiring and possessing the school leadership position.
- **Perspective:** means personal/social/organisational outlooks and attitudes toward and thinking about the leadership advancement of female teachers from their own experiences.

- **Secondary Schools:** this implies schools that provide educational services for grade 9 and 10 students
- **State Educational Policy** refers to the laws, regulations, and guidelines established by a state government to govern and shape the education system within that state, including aspects such as curriculum standards, funding, teacher qualifications, and student assessment.

## **EXECUTIVE SUMMARY**

The purpose of this study is to investigate the experiences of female teachers and the opportunities available for them to advance into leadership roles in secondary schools in Addis Ababa, Ethiopia.

### **Epistemology**

In the study, to maintain the validity, reliability, and precision accuracy of the research findings, all scientific steps and approaches have been maintained. Conceptual and theoretical frameworks have been designed to guide the study. Postmodern and critical feminist theories have used knowledge bases for the study. These theories are crucial in examining the multiple interconnected personal, social, and organisational factors of female teachers in the study area. The conceptual framework is organised from five independent variables and one dependent variable. Independent The variables are personality factors of teachers, of teachers, organisational factors, cultural practices of society, practices of society, government policy documents, and government efforts. government efforts. As a research methodology, the pragmatist view was used. With this view, mixed-methods research design was applied to collect, analyse, mix, and interpret the data. To obtain reliable data, permission and consent were obtained from schools, Kotebe University of Education, the Addis Ababa City Administration Education Bureau, MoE, and individual participants.

Two types of questionnaires were designed for male and female principals, teachers. The reliability and validity of the questionnaires were tested. Some items were deleted and modified due to the validity of the face, content, and language. The Crombach alpha method was used to test the reliability of the instruments. After having editorial processes of the questionnaire, training/briefing was provided to supervisors, data collectors, and data encoders on how to distribute the questionnaire, collect, organise, organise, and encode data. During the briefing, the purpose of the questionnaire and the required time were explained to the participants. Hundreds of questionnaires were duplicated and distributed to participants.

Similarly, unstructured interview questions were designed for the Ministry of Children, Youth and Women Minister Representatives, Female Principals, Women Minister

Representatives, Female Principals, MoE Educational Leaders Directorate Representatives, Supervisors, Education Leaders Directorate Representatives, Supervisors, and AAEB Female Supervisors. AAEB After getting their consent, a discussion was held about the purpose of the interview, the interview, the interview questions, the questions, the interview time, the time, the location, the place, and the data recording instruments. The interview was conducted in Amharic language to reduce communication barriers. A single interview took a maximum of 2 hours and a minimum of one hour. Using a notebook, audio and video recording of the recording, the participants' feelings, pictures, images, opinions, attitudes, and emotions were recorded and captured. Amharic data from the interviews were translated into English, coded, cleaned, and transcribed according to the basic questions.

Female teachers and members of the parent-teacher-student association were involved in the FGD. The researcher performed all FGDs. Of the 16 sample schools, 2 schools were randomly selected and 2 FGDs were conducted with senior female teachers. Similarly, three FGDs were held with members of the parent-teacher-student association from 3 randomly selected sample schools.

A document review checklist was prepared. Documents such as documents from the Education Sector Development Programme (ESDP I to V), MoE blueprint, national female policy document, MoE and Addis Ababa Education Bureau annual abstracts, and MoE (2017 and 2018) implementation guidelines for female primary school leadership training were consulted.

The quantitative data collected from the participants was analysed using descriptive and inferential techniques. Percent, mean, combined mean, standard deviation, independent sample t-test, independent sample, and one-way analysis of variance (ANOVA) were used to analyse and compare the difference in statistical means between the study groups. Following quantitative data analysis, qualitative data analysis was carried out using computer-assisted qualitative data (ATLAS. ti) software. Regarding qualitative data, themes were organised, data were transcribed, analysed, analysed, and interpretation was done through narratives, indentations, and quotations.

The data obtained from the video were analysed using MAXQDA 2018 tools. The video file/data were imported from an MP4, MOV or MPG or 3GP, or 3GGP to MAXQDA tools in the same way as anyone would a text document. The dialogue was transcribed using a multimedia browser and the data were coded and exported in the form of a table, or an image or Html code. In general, both quantitative and qualitative data were mixed at the point of interpretation.

Any data obtained in the form of soft and hard copies will be confidentially kept and stored in a secure place, i.e., secure place, i.e., in the researcher's office. Any responses from participants (from open and questionnaires) and hard documents (school documents) were locked in the research / storage / filing cabinet of the researcher's office for at least 5 years for future research or academic purposes. The data in the form of soft copies (interview and FGD responses) were stored using electronic tools.

### **Problem Statement**

The absence of women in higher-level leadership and management positions, including all levels of educational leadership positions, has been the point of discussion at the global level. Mountains of research work indicate that the psychodynamics of male versus female relationships, relations, and recruitment, retention, and promotion challenges; Professional skill gaps, cultural practices, and lack of a good role model are impediment factors for women. women to the leadership position. Due to low participation in male networks, women lack experience and opportunities to participate in various decisions about leadership improvement, empowerment, development, prejudice against women in designing and endorsed policies, as well as the negative attitudes of employers and subordinates toward female leaders are additional obstacles that prevent women from reaching better leadership positions. Local research findings indicate that the situation in Ethiopia regarding women in educational leadership positions is similar and even worse than the situation in other countries. Although female teachers comprise approximately 33% of the total teacher population of teachers in all public and private educational institutions found in the country, the entire they only made up 16.71%. In the same vein, in Addis Ababa secondary schools, the number of

female teachers who possessed the leadership position is extremely low (10.07%) than their proportional numbers, as well as their counterparts. To find solutions to these problems, two broad basic questions and five specific questions were designed. The basic research questions are 1) What are the experiences of female teachers on ascendance to leadership opportunities in secondary schools in Addis Ababa? 2) How can female teachers use these articulated experiences of ascendance to leadership positions in secondary schools in Addis Ababa to improve practice?

### **Sub-Question**

1. How do cultural perspectives become barriers to opportunities for women teachers to advance their leadership in secondary schools in Addis Ababa?
2. How are organisational perspectives obstacles that curtail opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa?
3. How would female teachers use leadership opportunities on the ascendance to leadership advancement in Addis Ababa secondary schools?
4. What policies or legislative instruments are in place to advance opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa?
5. What has the government done to create opportunities for the advancement of female teachers to leadership in secondary schools in Addis Ababa?

### **Methodology**

The pragmatist view is a research philosophy or a principle to guide the whole research work from data collection to data interpretation. Based on the philosophy, mixed methods research design specifically explanatory sequential design was used. Both quantitative and qualitative data were collected sequentially from principals, male and female teachers, supervisors, members of the Parent Student Teacher Association, MoE officials, and different documents. The sample size of the study was determined using the census and Yamane formula strategies. To determine the sample size, mixed sampling methods such as probability (stratified, simple random sampling methods) and non-probability (purposive, snowball sampling methods) methods were used. Using

mixed methods sampling techniques, 181 female teachers, 77 principals and 271 male teachers participated in the study. Others, such as 15 PSTA members and 12 different office experts, have participated. The questionnaire, interview, FGD, and review of documents were used to collect data. A total of 95 items were prepared, and the Cronbach's alpha value of the total items was 0.864. A total of 529 questionnaires were completed and entered the SPSS version 26 software. 15 unstructured interview questions were prepared and 9 interviews and 5 FGDs were conducted. To collect data, permissions were requested from participants and their organisations, and consent was reached. The collected data was analysed using descriptive statistics (mean and standard deviation) and inferential statistics (independent, one sample t-test and one Way ANOVA) statistics.

### **Major Findings**

As the findings indicated, the culture of societies has a great impact on the economic, social, and psychological development of women and sadly affects all the systems of the life of women. Therefore, the inspiration and advancement of female leaders in the organisation can be affected by the culture of the society in general and the culture of the group on the job. Society's attitudes, assumptions, beliefs, experiences, desires, and expectations have banned female teachers from becoming leaders. As a result, even the probability that female teachers would use leadership opportunities at Addis Ababa secondary school was extremely low.

The study confirmed that one of the problems that prevents teachers from becoming leaders and taking advantage of the available leadership opportunities is the structure of educational institutions. The entire structure of institutions is complex, rigid, and out of date with the times. Furthermore, it has been confirmed that the structure does not encourage female teachers, does not provide opportunities for free competition, does not consider the many responsibilities of females, and is abused by male networks. Strong and intelligent female leaders are good role models for female teachers. In particular, the study shows that female leaders can be good role models in managing complex situations in time, shaping character, and teaching stable leadership skills. However, due to the caste-based politics that has existed for the past 30 years and

continues today, impactful female teachers have been prevented from becoming leaders.

The study indicated that even if few female teachers were promoted to leadership positions, it was only with the consent of the political elite. Not only that, but when it comes to leadership assignments, knowledge, skills, experience, and maturity are not also considered. In this way, women occupying leadership positions will lack self-confidence, leadership skills, and wisdom. This makes them dependent on the political elite. The study also indicated that there are no leadership capacity-building programmes established to build the capacity of female teachers at the school and sub-city levels or in any education hierarchy to enable them to become leaders. Females have not received training or experience to motivate and inspire them to become leaders, either at the national level or in Addis Ababa high schools.

Research also identified that female teachers have slightly average personality factors related to leadership inspiration and development. Of these personality factors, some have a positive and others a negative influence on the desire and experience of leadership. Personal factors such as extraversion, openness to experience and agreeableness can contribute significantly to leadership inspiration, advancement, and experiences; however, these factors have not been well practised and recognised by female teachers in Addis Ababa secondary schools. However, female teachers have a high neuroticism factor. Furthermore, the efforts and experiences of female teachers to advance to leadership are extremely low. They have very little experience to take advantage of the leadership opportunities they get. Their self-confidence, technology usage, self-commitment, and articulated vision to move up to the leadership position were found to be very low. Furthermore, female teachers are not self-reliant and are economically weak, making them dependent on men. Furthermore, the study indicated that more than 65% of female teachers do not have additional sources of income other than their salary. They could not cover their monthly expenses. Most of them are responsible for a family of 3-6 members. Moreover, women teachers do not have professional or business networks or any other networks. In this context, it is difficult to

assume and inspire leadership positions and it is very difficult to discuss, work, and solve their common problems together.

As a country, it has a policy for women, children, and youth, as well as a comprehensive education policy. Furthermore, there are guidelines, directives, and regulations to which the policy is applied. However, these policy documents were not properly implemented in the education system. Recruitment, selection, and promotion criteria are not highlighted in the documents. Given that there is no specific policy regarding female leadership in educational institutions, nor is anything clearly stated about female leadership in the education policy. These problems are so fundamental that they require different forms and solutions.

In line with this, the government's efforts to bring female teachers to leadership positions were extremely low. There is no work done at the government level to support female teachers to participate actively in leadership positions and show their natural leadership skills. In 2018 and 2019, there was an experience of providing three months of leadership training for female teachers at 17 national universities. However, it was discontinued due to a lack of attention from the government (Ministry of Education). According to the document prepared by the Ministry of Education, the objective of the training was to increase the number of female leaders to 50% (from 9.5% to 12%). However, today research indicates that the number of female leaders in secondary schools in Addis Ababa is almost 6.7%. At the country level, their number is less than 7.5%.

## **Conclusions**

**Society's Perspective:** Society and culture are two sides of the same coin. Culture considers various aspects of society, such as language, principles, assumptions, philosophy, attitudes, technology, lifestyle, norms, expectations, and practices, whereas society involves people who share a common culture. Inspiration, motivation, courage, and opportunities to ascend to the leadership position of female teachers were affected by the attitude, beliefs, assumptions, expectations, and practices of the culture of the society. Society uses traditional proverbs to discourage women's participation in management positions. Furthermore, the stereotype is that if a woman is a leader, she

will not get married, have children, or start a family, and women will not dare enter leadership positions. And this problem is that over time, women consider themselves unfit to be leaders. In connection with this, society does not recognise the responsibility of women. In general, it can be concluded that society's negative views, experiences, and attitudes are obstacles to the leadership experiences of female teachers. If this influence continues like this, more than half of society will be prevented from coming to leadership positions, and it will also deny women's natural leadership skills and wisdom. Next, preventing women from entering educational leadership positions will multiply their contributions to national development, social change, and democracy by zero. It prevents women who have natural leadership skills from becoming educational leaders.

**Organisational Perspectives** The research finding shows that the structure of educational institutions is complex and rigid and that it does not have a special place for female teachers to take up a leadership position. The structure is male-dominated and provides services based on race-based assumptions, political kinship, and other networks such as business, religion, and family. If the structure continues as it is, it will not only prevent female teachers from becoming leaders, but it will simply push the handful of female leaders out of leadership positions. This not only kills the desire of female teachers to become leaders, but also prevents them from passing on their natural leadership skills to the next generation. In other words, if it continues, it leads to structural gender-based exclusion and discrimination in educational institutions in Addis Ababa secondary schools.

Although female leaders can be good role models in the educational system, the influence of society, race, and language-orientated politics prevented strong and capable female teachers from becoming leaders. As this is a work that has been going on for the past 30 years, it is not possible to find good role model women leaders in secondary schools in Addis Ababa. If this continues, it will be difficult to find female leaders who will be role models in the future. Not only does it prevent female teachers from having leadership skills, it also discourages their desire to be leaders. Furthermore, women are brought to leadership positions mainly determined by politicians in the education office and their ambitions. Often, women teachers are

required to be leaders for political gain if they bring a particular advantage to the government. Ability, specific leadership skills, experience, and influence do not have a place in the leadership appointment. Additionally, no leadership capacity building training is given to female teachers to bring them into leadership positions. If this situation persists, it will be difficult to find women teachers who want to be leaders. Above all, your chances of using the available leadership opportunity become null.

**Experiences of Female Teachers to use Leadership Opportunities:** The opportunity for female teachers to improve their leadership skills by taking advantage of available leadership opportunities is limited by many factors. The study showed that the openness to experience was found to be low as a very important personality factor. Furthermore, the tendency to experience negative effects was found to be high. These factors (traits) are known to be a natural spice that can greatly contribute to leadership practices. This factor influences teachers to develop bad leadership experiences that prevent them from being inspired by leadership positions and becoming leaders. It can be concluded that if these factors do not improve at their respective levels, the natural sense of leadership of female teachers will fade and diminish. In addition to other problems over time, female teachers develop the habit of seeing women as not made for leadership. They will never choose leadership.

The study confirmed that women teachers are less likely to use available leadership opportunities. Most of the female teachers considered themselves weak and poor in leadership performance. Generally, it can be concluded that complex inferiority, little effort, low commitment, low self-confidence, and low courage to use leadership opportunities are critical factors for the low leadership experiences of female teachers in Addis Ababa secondary schools. If the problem continues as this, it will be difficult to find a female school leader in Addis Ababa secondary schools. This situation, in turn, creates a barrier to the next generation and casts a bad shadow on the development of the leadership of female teachers. Another factor that weakens the ability of female teachers to seek leadership positions is the dominance of the male network. Not only this, but also female teachers do not have the professional network to challenge male dominance, political influence, and existing structural barriers. The ability to integrate

and use these various capacities and qualities is very limited. If this problem is not solved in time, the rise of women to leadership positions will remain a dream. Moreover, the experience of female teachers in solving and fighting their problems together cannot be realised. The problem will be timeless and will survive for generations. This, in turn, may create a time when we have difficulty thinking about the equality of female teachers in management positions in secondary schools in Addis Ababa.

**Government policy instruments:** There is an overall policy at the national level that is a national policy for women, children, and youth. In addition, there is a general education policy. General directives, guidelines, and principals are implemented in secondary schools in Addis Ababa. Although these policy documents are available in schools, they are not properly executed. Recruitment, selection and promotion criteria are not clearly defined and implemented. Education officials have used additional selection and recruitment criteria, such as political kinship and networks (ethnicity, gender, religion, politics, and business) during leadership appointments. In general, the study identified that there is no tangible and concrete female leadership development policy in the educational system. In addition, there are no specific policies, directives, or guidelines that support women teachers to move up to leadership positions. Therefore, as the finding reveals, if the problem continues, educational institutions will suffer from inequality and equity problems. However, if female teachers are not supported by the existing education policy and application tools, their chance to become a leader will remain a dream and those in leadership will lose hope. In the same way, it means that secondary schools in Addis Ababa (educational institutions) will continue to be a breeding ground for individuals and a political tool.

**Government efforts to create opportunities for female teachers** the study showed that the government's efforts to bring female teachers to school leadership positions by empowering and building their capacity are very low. Even when education leadership training is provided, it is not given to female teachers who are interested in leadership, except for those who hold the position. Unfortunately, despite giving three months of female leadership training for two consecutive years, the government's efforts have been suspended. No work has been done according to the needs of female teachers.

Even at the agenda level, the government raises female leadership issues when it gains political advantage and uses it as a propaganda tool. If this issue is not addressed in time, it will not only *demotivate* the inspiration and desire of female teachers to become leaders but will also reduce their efforts to bring quality education. If the government does not try to bring female teachers (the educated class) to the top, it will cast a shadow on the social, economic, and political contributions of female teachers to the nation.

## **Recommendations**

Based on the conclusions drawn, the following recommendations are forwarded as solutions. The recommendation includes the major implemented activities; strategies used to implement activities, the time frame, and the bodies concerned with implementing the results of the investigation. The recommendations are crafted based on basic research questions such as society's perspectives, organisational perspectives, efforts, and experiences of female teachers, government policy documents, and the efforts of the government to support female teachers to move up to leadership positions.

## **Society's Perspective**

- The government in conjunction with the Ministry of Education and higher education institutions should formulate a community-based programme to provide education on the effects of culture and society's customs on the inspiration, development and advancement of female teachers' leadership. This must be carried out consistently by all governmental, non-governmental and religious institutions through social media (radio, television, telegram, Twitter, and others).
- Most of the time, a society undermines female leadership experience and decision-making power using metaphors at home, at the workplace, in wedding places, and in faith places. To reduce the impact of such an implicit culture-based tool, the Addis Ababa city government and the Addis Ababa Education Bureau should formulate a community-wide programme, and cultural awareness training should be given in places of faith, homes, community facility areas,

wedding places and places of mourning using community leaders, elders, religious leaders, and model individuals. This should be facilitated by the common efforts of government hierarchies, religious organisations, civic organisations, universities, schools, MoE, and the Addis Ababa Education Bureau.

### **Organisational Perspective**

- Considering existing situations and times, Addis Ababa Education and schools should make the structure practical and inclusive by exploring the needs of female teachers and creating an opportunity for them to participate in leadership positions.
- School leaders should make the working structure flexible and competitive, where female teachers can compete with their ability and desire and free them from the influence of men and other networks (politics, business, religion, family, ethnicity, language). Therefore, this can create an enabling environment that encourages women teachers to take advantage of the leadership opportunities they get.
- The government and Ministry of Education in general, Addis Ababa city administration and Addis Ababa Education Bureau should stop the race- and politics-based leadership assignments of educational institutions (secondary schools in Addis Ababa). Participatory and reliable guidelines and rules for this should be prepared and made known to all and implementation should be monitored frequently.
- The Ministry of Education, the Addis Ababa Education Bureau, and the Addis Ababa City Government should establish a system where educational institutions work free from any influence and allow female teachers to become leaders. By allowing transparency and accountability in this system, by allowing the leadership competition field for women as well, and by bringing better and stronger female leaders to leadership positions, it is possible to create good role models for other teachers and students.

### **Experiences of Women Teachers using Leadership Opportunities**

- Female teachers should participate in leadership positions and become leaders by increasing their personality factors such as extraversion, openness to experience, and agreeableness and by decreasing neuroticism that reduces the need for leadership, reducing the desire to accept new things, and showing leadership as an additional burden. In general, they should read leadership books, learn from the experiences of other female leaders, and watch leadership videos to increase their desire for leadership and enrich their leadership habits.
- Female teachers should use all the ways and options that lead to leadership positions and properly use their natural leadership skills and endowments to serve their people.
- To develop your leadership experience and skills, start with the department head and unit leader and work as club coordinators. These can provide a good opportunity to exercise your managerial skills and test your commitment to leadership. In addition to using the leadership opportunity obtained, it is necessary to seek, find leadership opportunities, and face the challenges and barriers to move up to the position.
- Female teachers should establish a professional association to allow them to elucidate their bottlenecks with a united arm, capacity and energy. With this platform, they can prepare a forum for consultation; Discussion with research-supported articles related to the leadership skills of female teachers and reveals the presence of females in nation building.
- The political wing of the government, the Addis Ababa city government and the Addis Ababa Education Bureau should make the leadership appointment based on educational qualifications, experiences, leadership knowledge, skills, and wisdom. In connection with this, inclusive selection criteria for the leadership competition should be prepared and the competition should consider the capabilities and existing conditions of female teachers.
- The Ministry of Education, Addis Ababa Education Bureau, and Addis Ababa City Government in its hierarchy should avoid political appointees to evaluate leadership candidates without their position and education experience.

- The Ministry of Education and the Addis Ababa Education Bureau should take the experience of other countries such as Canada, the United Kingdom and Israel and design a female leadership curriculum for female teachers to be trained independently.
- The Ministry of Education, the Addis Ababa City Government and the Addis Ababa Education Bureau should establish an independent female leadership training centre to provide a series of short-term leadership training to female teachers in every school.

### **Government Policy Instruments**

- The Ministry of Education should prepare an independent policy on education leadership training for women that could serve educational institutions. Or, if this is not the case, the general education policy should be reviewed and highlighted the empowerment and development strategies for female leadership. In other words, recruitment, selection, training, and other requirements must be highlighted and documented. Regarding the recruitment and selection of female teachers for the leadership position, the general interest of female teachers in leadership, educational preparation, and experience in various administrative positions should be considered and underlined in the implementation document.
- The Ministry of Education, Addis Ababa Education Bureau and sub-cities education offices should review existing policy directives, guidelines, and principles and ensure the proper implementation of these documents, as well as strictly monitored. In other words, the implementation of these documents should include transparent and participatory requirements and accurately show the implementation process.

### **The Efforts of the Government**

- Instead of using female participation for political gain and propaganda, the government should believe in universal participation of women and work hard to bring them to leadership positions. This means that all government structures should prepare and implement a women's leadership policy with the help of guidelines, and a task force should be set up to monitor its implementation.

- The government should ensure the allocation of educational leadership positions in a fair way and consider the role of women in good governance and democracy. The government should maintain the leadership quota for women and through merit-based competition; women teachers come to the position. Make this implementation a reality in all secondary schools.
- Since women do not come to leadership positions due to layers of responsibility in the home and outside the home, the government should design different incentive packages (provide them with a better position allowance, a house based on their performance, an opportunity for higher education and short-term training, facilitating experience-sharing opportunities of other countries) and making it applicable as needed.
- Addis Ababa city government should work to remove barriers that prevent female teachers from becoming leaders. These are rigid educational structure, the dominance of men networks, leadership allocation based on race and language, political influence, and looking down on females' leadership. This will happen when it is possible to abandon the use of educational institutions as political tools. In the same way, by making merit-based leadership appointments that include mature educational leaders who are free from racism and emotion, who are qualified and experienced in educational leadership and management at all levels of education. Additionally, by evaluating educational leaders by their work results, we break political, benefit and family networks.

## **CHAPTER ONE: INTRODUCTION AND BACKGROUND**

This part of the unit discusses the background, the problem statement, research questions, objectives, significances and scope, operational definitions of key terms and the conceptual framework of the study. These components are briefly discussed in the following consecutive sub-sections.

### **1.1 BACKGROUND OF THE STUDY**

In history, women have held onto faith in leadership and management positions in educational organisations throughout the country to offer a gendered point of view on educational change and human development (Gideon, 2008). However, as evidence indicated, however; females in the leadership position are a minority in many parts of the world (Rarieya, 2007; Patel, 2013). The Universal Declaration of Human Rights (1948) is a blueprint for action and has created a political impetus that holds great potential not only for improving the privileges and development of women but more fundamentally for achieving the Millennium Development Goals. Among the goals of the MDGs, reducing the gender disparity in all aspects of privileges was a top priority for most countries in the world. Furthermore, the Declaration of the Millennium of Declaration of the Millennium of 2000 commits countries to promote gender equality by empowering women in all hierarchy of educational organisations. This is considered effective strategies to combat poverty, hunger, disease, and stimulate development that is truly sustainable (Sam, Francis, Osei-Owusu, & Antobre, 2013; Patel, 2013). The 5<sup>th</sup> MDG also deals with gender balance in education and training organisations. These goals aimed to reduce (if possible, eliminate) gender disparities in secondary and primary education by 2015 and provide an opportunity for women to upgrade their education by acquiring relevant skills and knowledge.

Ethiopia has adopted and worked towards the MDG declarations in order to achieve its constitutional and policy goals of reducing gender disparities. Following the declarations, the government has taken measures to expand the participation of women in education by pursuing various steps aimed at the success of women's participation in educational leadership (MoWA, 2006). In the nation, the population of women is equal

to their male counterparts' (CSA,2007), and they have taken a large part of the development of the nation. However, public sector institutions, including education positions, are male dominant.

Recently, following government changes in the country, politically affiliated females have received a certain attention and have possessed higher-level management positions. The new government (after 2010 E.C) has strived to achieve gender parity through leadership transformation in all sectors. For example, among 20 minister positions, 10 (50%) are occupied by women. However, this opportunity is limited to very few women who are found in the political system alone. In other words, many women are found at the lower level and the disparities are still immense.

In the context of educational leadership, at the national level, only 625 out of 7,345 secondary school leadership positions (Principals, Vice Principals, and Supervisors) are held by females, representing 8.5%. At the primary school level, 3,403 out of 47,449 leadership positions are occupied by females, which is 7.17%. Specifically, in the Addis Ababa City Administration, females hold 77 out of 617 secondary school leadership positions (12.5%) and 407 out of 1,507 primary school leadership positions (27%) (MoE, 2023). Additionally, Adamu (2022) reported that women hold only 11% of senior leadership positions in higher education. This includes just two women presidents, making up 4% of the 46 public universities in Ethiopia in 2021.

This indicates that, though educational leadership has been adequately treated in consecutive 'sector' strategic plans (ESDP), long-term and sustainable female leadership training programmes have not been launched in the country. However, according to the General Education Quality Improvement Programme (GEQIP), short-term training has been provided to school leaders at every level of the education sector. These forms of training did not narrow the disparities between male and female positions in the educational system. To this end, the objective of this research is to investigate the experiences of female teachers who have risen to leadership opportunities in secondary schools in Addis Ababa, Ethiopia.

The subject of female leadership is approached differently by several educational leadership theories. As a result, the study is guided by a conceptual framework developed by the researcher by taking concepts from the various theoretical frameworks of leadership examined, including early theory, modern theory, and feminist theory. As portrayed in Figure 1.1, the conceptual framework attempts to illustrate the relationship between the dependent variables, independent variables, and outputs

## **1.2 STATEMENT OF THE PROBLEM**

Despite significant advances in gender equality in leadership roles in both developing and developed countries, female under-representation in decision-making and leadership positions persists globally. According to Gulnaz Anjum, Anila Kamal, and Sania Bilwani (2019), these gender gaps hinder women's participation and influence in shaping decisions that affect their lives and communities.

Several factors contribute to this persistent gender gap. Cultural and social norms often perpetuate stereotypes and biases that favour men in leadership roles. Institutional barriers, such as lack of access to education and professional networks, further limit women's opportunities for advancement. Additionally, work-life balance challenges and insufficient policies supporting women's career development contribute to their under-representation in leadership positions.

For example, the Inter-Parliamentary Union (IPU) reported in 2016 that the global average of women in parliament was 18.8% in 2006, which increased to 23.3% in 2016. However, by January 1, 2019, the worldwide average of women in the lower and upper houses of parliament had only slightly improved to 24.3% and 24.1%, respectively, with a combined average of 24.3%. This marginal increase highlights the slow pace of progress in achieving gender parity in political leadership.

**Table 1 1. Female Representation in Parliament Seats across the World**

<b>No.</b>	<b>Countries</b>	<b>Lower or single house</b>	<b>upper house or senate</b>
1.	Rwanda	61.3 (49/80)	38.5 (10/26)
2.	Mexico	48.2 (241/500)	49.2(63/128)
3.	France	39.7(229/577)	32.2(112/348)
4.	Ethiopia	38.8(212/547)	32.0(49/153)
5.	Uganda	34.9 (160/459)	
6.	Philippines	29.5(86/292)	25(6/24)
7.	China	24.9 (742/2975)	-
8.	Saudi Arabia	19.9 (30/151)	-
9.	Micronesia	0(0/14)	-

Sources: IPU report, 2019

As indicated in the table, some countries have shown exceptionally remarkable progress in representing women in their parliament seats. For example, in Rwanda, women held 61.3% lower house and 38.5 upper house; Mexico women held 48.2% lower house and 49.2% upper house; Ethiopia women held 38.7 lower house and 32.2% upper house of parliament seats. In contrast, countries like Micronesia, Papua Neuve Guinea, and Vanuatu did not have female representatives in their parliament seats.

In the same taken, IUP (2019) presents the females representation in ministries positions (including deputy prime ministers, prime ministers, presidents and head of public agencies) of 188 countries by grouping in to 12 categories. The report presents the results using interval scales as described below.

**Table 1 2. Female representation in ministries positions across the globe**

No.	Points	Example Countries
	60 to 69.9%	Spain
	50 to 59.9%	Nicaragua, Sweden
	40 to 49.9%	South Africa, Ethiopia
	35 to 39.9%	Austria, Finland
	30 to 34.9%	Chile, Angola
	25 to 29.9%	Dominica, Luxembourg
	20 to 24.9%	Egypt, Barbados
	15 to 19.9%	Israel, Serbia
	10 to 14.9%	Lesotho, Somalia
	5 to 9.9%	Sudan, Cambodia
	2 to 4.9%	Bahrain, Solomon Islands
	0%	Azerbaijan, Iraq, Saudi Arabia, Thailand,

Sources: IPU report, 2019

According to the report of the Interparliamentary Union (2019) presented in Table 1.2, Spain is the first country that has the largest (69.9%) female representatives in different ministries in its nation and is ranked first out of 188 countries in the world. The next groups of countries that have significant representation in their ministry positions are Nicaragua and Sweden (50 to 59.9%); South Africa and Ethiopia (40 to 49.9%), and Australia and Finland (35 to 39.9%). As shown in the table, the participation of women has decreased from 34.9% to 0%. Although in some countries, for example, Bahrain and the Solomon Islands, women's participation has become insignificant in their ministerial position, countries such as Azerbaijan, Iraq, Saudi Arabia, and Thailand women's representation in their ministerial position are zero percent (0%). From the data presented, it can be inferred that female participation in Ethiopia has improved dramatically from time to time, especially in political leadership positions.

However, the absence of female leaders and managers in higher-level positions, including all levels of educational leadership positions, has been the topic of discussion at the global level. Today, both in developing and developed countries, there are some stereotypical images about female leaders that become obstacles to their advancement as professionals (Sam, Amartei, Osei-Owusu, & Antobre, 2013).

Researchers (e.g. Cubillo & Brown, 2003; Memon, 2003; Rarieya, 2007; Schwanke, 2013) find that the psychodynamics of male versus female relations, as well as recruitment, retention, and promotion challenges; professional skill gaps (Memon, 2003) and lack of a good role model are impediment factors of females to the leadership position. As a result of many interlocking bottlenecks, females make dawdling progress up the organisational hierarchy. Due to low participation in male networks, women lack experience and opportunities to participate in various decisions about leadership improvement, empowerment, and development. Prejudice against women in designing and endorsing policies, as well as the negative attitudes of employers and subordinates toward female leaders, are additional obstacles that prevent women from reaching better leadership positions (Sam, Amartei, Osei-Owusu, & Antobre, 2013).

Local research findings indicate that the situation in Ethiopia about women in educational leadership positions is similar and even worse than the situation in other countries (Maeregu, Ashebir, Ferew, Gizachew and Alem, 2016). Although female teachers comprise approximately 33% of the total population of teachers in all public and private educational institutions found throughout the country, they constituted only 16.71% (Maeregu, et al., 2016). In the same vein, in Addis Ababa secondary schools, the number of female teachers who possessed the leadership position is extremely low than their proportional numbers and counterparts. For example, of the 268 secondary school principals (main and deputy) found in Addis Ababa government secondary schools, only 27 principals were women, which constitute 10.07% of the total population (Addis Ababa Education Bureau Annual Abstract, 2017).

Due to invisible factors, female teachers have not been seen exerting their efforts to obtain the leadership position. Most of the time, they have been involved in teaching and lower-level management positions. Drawing from empirical research findings (MoE, 2012; Hirut, 2014; Endale, 2014; Maeregu et al., 2016) and the knowledge of the researcher, the attribution variables of leadership including personal factors (low self-confidence, attitude, and perceptions); and multiple roles at home and in society, the network system at work, cultural barriers, organisational structure, and others could

have contributed to the low experiences of women and low participation in the education leadership position.

These factors, in turn, may lead females to develop the feelings that they could not assume leadership positions. In conjunction with these factors, the number of female leaders in Addis Ababa secondary schools is extremely lower than their male counterparts. Although the government has designed and placed different affirmative actions to increase female leaders at various times, the numbers of female leaders in secondary school leadership positions are still low.

This research is different from previously mentioned studies in several keyways. First, to the best of our knowledge, no prior studies have been conducted on this specific topic within the nation. This uniqueness allows the research to address the obstacles women teachers face in ascending to leadership positions in secondary schools in Addis Ababa, Ethiopia.

Second, previous studies by Hirut (2014) and Endale (2014) have focused primarily on factors that affect female representation in school leadership positions. However, these studies were Master's theses and their research designs and methodologies were limited and not robustly developed.

Furthermore, other studies by Maeregu et al. (2016) and the Ministry of Education (MoE) (2012) did not directly address the topic. For instance, Maeregu et al.'s research examined the broader issue of female leaders' under-representation within the context of educational management and leadership training practices in Ethiopia.

However, this research has been used to craft a clear research philosophy (pragmatic), research design (Mixed-Sequence Explanatory Design), and approaches (quantitative and qualitative) which give vivid picture about the road map of the research. To this end, the research is unique in terms of methodology, design, methods, and approaches along with the topic. Therefore, the research topic is sensitive, timely, researchable, and invaluable to education planners, experts, and decision makers. To this end, the researcher will inspire us to investigate the research topic 'Experiences of female

teachers ascending to leadership opportunities in secondary schools in Addis Ababa, Ethiopia'.

### **1.3 RESEARCH QUESTIONS**

To achieve research objectives, the following basic questions were used to gather data.

1. What are the lived experiences and realities of teachers on the rise to leadership opportunities in secondary schools in Addis Ababa?
2. How can the articulated lived experiences and realities of female teachers be used to improve opportunities for ascendance to leadership positions in secondary schools in Addis Ababa to improve practice?

#### **1.3.1 Sub Questions**

- a) How do cultural perspectives become barriers to opportunities for women teachers to advance their leadership in secondary schools in Addis Ababa?
- b) How are organisational perspectives obstacles that curtail opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa?
- c) How would female teachers use leadership opportunities on the ascendance to leadership advancement in Addis Ababa secondary schools?
- d) What policies or legislative instruments are in place to advance opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa?
- e) What has the government done to create opportunities for the advancement of female teachers to leadership in secondary schools in Addis Ababa?

### **1.4 AIMS AND OBJECTIVES OF THE STUDY**

This study has both general and specific objectives.

#### **1.4.1 The Purpose of the Study**

The purpose of this study was to investigate the experiences of female teachers as they navigate the path to leadership roles in secondary schools in Addis Ababa, Ethiopia. By employing both descriptive and correlational research designs, the study aimed at

uncovering key insights into the dynamics of women's leadership, including the challenges they face and the factors that contribute to their success in these roles. The findings were expected to shed light on the broader context of gender and leadership within the educational sector.

## **1.4.2 Objectives of the study**

### *1.4.2.1 General objectives*

- Understand the lived experiences and realities of teachers on the rise to leadership opportunities in secondary schools in Addis Ababa.
- Recognize strategies to use the articulated lived experiences and realities of female teachers to improve women leadership practice in secondary schools in Addis Ababa.

### *1.4.2.2 Specific objectives*

The following are specific objectives derived from basic research questions.

- To explore how cultural perspectives become obstacles to opportunity advancement for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa.
- Determine how the organisational perspective becomes obstacles that curtail opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa.
- Identify policies or legislative instruments designed to advance opportunities for women teachers on ascendance to leadership advancement in secondary schools in Addis Ababa.
- Describe how women teachers use leadership opportunities on the ascendance to leadership to improve quality practice in Addis Ababa secondary schools.
- To outline what the government has done to create opportunities for female teachers' ascendance to leadership advancement in secondary schools in Addis Ababa.

## **1.5 SIGNIFICANCE OF THE STUDY**

This study sought to explore through teacher experiences opportunities for ascendance to leadership opportunities in secondary schools in Addis Ababa, Ethiopia. Although the government has tried to narrow the gender gaps in the education leadership position, the number of female leaders in Addis Ababa secondary schools is extremely lower than in their counterpart parts. Thus, the findings of this study may:

- Provide significant information for education planners, decision makers, and policy makers about the curtail obstacles of female teachers toward the school leadership position in secondary schools of Addis Ababa. In turn, planners and policy makers can design appropriate strategies that motivate female teachers to inspire to the school leadership position.
- Female teachers may receive information and strategies that help them advance to leadership in the organisation structure.
- Indicate strategies for school principals, teachers, and other stakeholders and the community used to motivate and inspire female teachers to participate in the leadership position.
- Serve as a source for future studies related to the voice of female teachers and the challenges that hinder female teachers in moving toward the higher-level leadership position.

## **1.6 SCOPE OF THE STUDY**

The study was limited to the city administration of Addis Ababa. The study was specifically limited to 5 sub-cities out of 10. The assumptions were as follows: the investigated variables were similar across all sub-city, and the independent variables had common attributes across all secondary schools of Addis Ababa. Furthermore, the study was limited to secondary schools of the Addis Ababa city administration. In other words, private, church, missionary and other types of secondary schools as well as government primary and pre-primary schools found in the city were not included in this study. The rationales are 1) the number of female principals in secondary schools is extremely lower than primary and pre-primary school leaders in government schools of

Addis Ababa. 2) The attributes of the variables were different in every sub-sector of education. In terms of administration, ownership, accountability, and empowerment, schools were different. 3) Due to financial resource problems, it was difficult to involve all types of schools in the study.

Conceptually, the study was limited to investigating three major independent variables. As indicated in the conceptual framework, the independent variables are personal perspectives which may hinder females to the leadership advancement (personality factors\_ agreeableness, consciousness, open to experiences, extraversion, and neuroticism), organisational perspectives (organisational development, structure, culture, network, and role model), and cultural perspectives (social roles and responsibilities and traditions, norms). Other variables such as government policy instruments, personal, organisational and cultural obstacles were treated as major curtail obstacles for female teachers to move up to leadership positions. In this study, variables such as qualification, specialisation, social networks in the community, and others were not investigated.

Regarding research designs, the study was limited to mixed-methods research design (QUAN=Qual, sequential explanatory design). Similarly, it was limited to mixed sampling methods such as stratified, simple random, purposive, and availability sampling techniques. Among other data collection tools, this research was limited to questionnaire, FGD, review of documents, and interview with key informants.

## **1.7 RESEARCH METHODOLOGICAL DESIGNS**

Research methodology is a research principle in which researchers used in their research work as a research paradigm.

### **1.7.1 Research Paradigm**

Walter (2006) contends that research methodology is the context of a study that is determined by the paradigm of a study. Each paradigm has its own assumptions about the nature of reality, epistemology, axiology, rhetoric, and methodology (Creswell, 2007;

Welman, Kruger, Mitchell, 2006). The most common research paradigms are positivist, constructivist, participatory, and pragmatism.

. These paradigms will be thoroughly discussed in chapter four. This study adopted a pragmatist paradigm and utilized a mixed research approach. This approach is considered to offer a comprehensive understanding of the issue under investigation, as it combines the strengths of both quantitative and qualitative methods, with each compensating for the limitations of the other

### **1.7.2 Research Approach**

As the aim of this study is to examine the experiences of women teachers in obtaining leadership opportunities in secondary schools in Addis Ababa, representing a problem that is not studied and complex, a mixed-method research approach was employed to collect quantitative and qualitative data for the comprehensive answer to the research question. The rationale for using the mixed methods research approach in this study is to explore and explain complex research questions that cannot be answered using either quantitative or qualitative research approach only (Bronstein & Kovacs, 2013).

### **1.7.3 Research Design**

The design of a research study matches the purpose of the study (Cohen *et al.*, 2007). As the study followed a mixed approach it adopted an explanatory sequential design where a qualitative approach was used following a quantitative approach. Details are discussed in Chapter 4.

### **1.7.4 Research Strategies/Procedure**

The strategy for this study was a sequential explanatory procedure in which quantitative data was first distributed, collected, and analysed. Based on the analysis of the data, extreme cases were identified and prepared as interview and focus group questions. The qualitative data obtained during the interview and focus group discussion were categorised according to the themes. Analysis was done under each theme and mixed with the quantitative data at the interpretation phase.

## **1.8 THEORETICAL PERSPECTIVES**

The theoretical perspective was the guiding framework and knowledge base of the study. The highlights of theoretical perspectives are treated from the early theory perspective to modern theories. In this study, trait, behaviour, contingency, and other emerging theories such as transformational perspectives are discussed. Furthermore, feminist theory was considered the theoretical framework of the study. Critical feminist and postmodern feminist theories are expounded in detail.

## **1.9 LIMITATION OF THE STUDY**

During the research work, certain constraints had been faced. As is clear, the emerging of COVID-19 viruses has become a challenge of the glob since its first day. It makes everyone frustrated, fraud, and timid. Data collection instruments were distributed at the beginning of March 2020 when the first Covid 19 patient was identified in Ethiopian. Consequently, schools and other offices were immediately closed and stayed for six consecutive months. Thus, it was difficult to collect the delivered instruments.

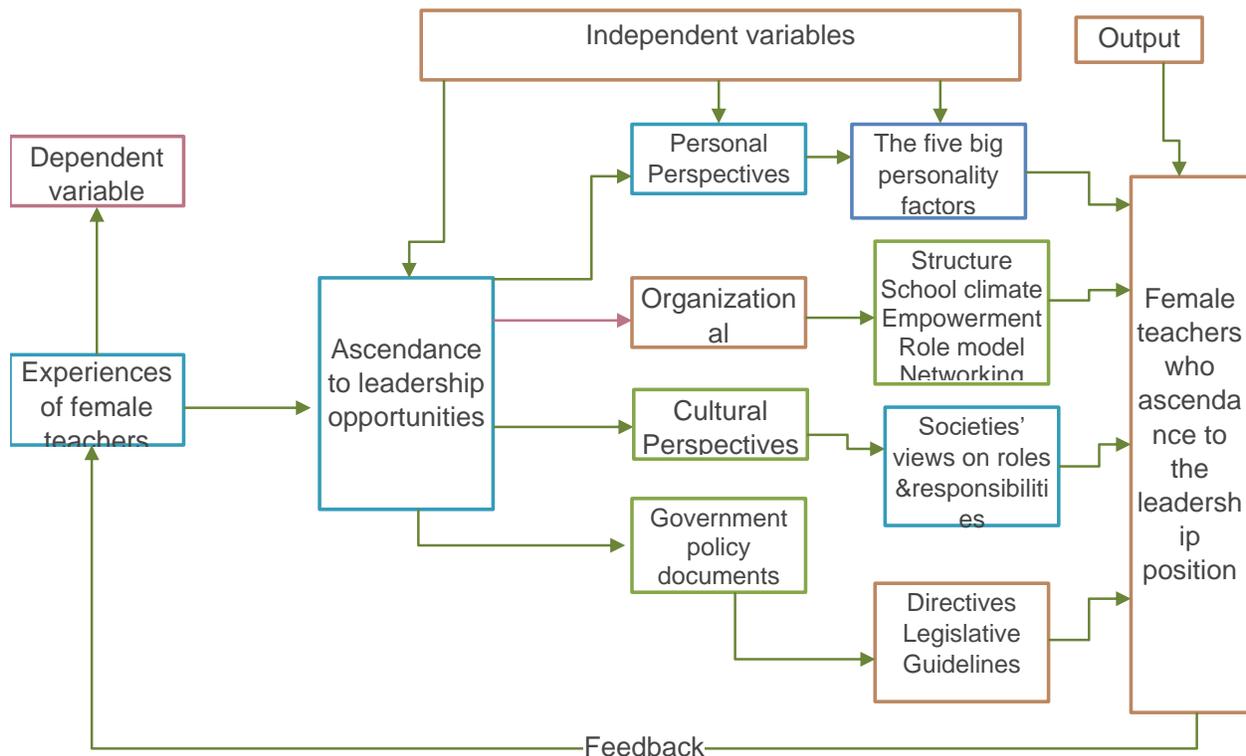
Different strategies were used to collect the questionnaires. The first was to prepare a monkey survey application and send it to participants using email, what is up, and telegram. However, it failed for two reasons. 1) Most participants did not have a smart phone or laptop or disk drive at home. 2) Not only did they lack of such a technology machine, but also those who had the technology machine did not have the skill to operate them. The other problem was that the participants did not have internet access at home. When the applicability of the technology-based strategy failed, accessing participants in person was the only alternative to get the relevant data. After six months of school closure, school leaders and some teachers returned to their regular school functions. The instruments were then duplicated, distributed, and collected again. In the event of this, few key participants were not involved.

## 1.10 CONCEPTUAL FRAMEWORK

The conceptual framework refers to the visual or written product that can be demonstrated in the form of graphs and narratives. It contains key factors, concepts, variables, and their presumed relationships that are studied in research work (Miles and Huberman, 1994). The framework of this study is organised into three independent variables and one dependent variable. Independent variables are perspectives of female teachers (personality factors\_ experiences, capabilities, attitudes, and perceptions), organisational perspectives (organisational structure, network, role model, 'culture' and learning) and social perspective (social roles and responsibilities, social expectations). The dependent variable is gender parity in leadership transformation which is contingent on the independent variables.

Regarding qualitative variables, the lived experiences of female teachers were a major source of the study. Furthermore, the feelings, emotions, and attitudes of the teachers about the independent variables (personal perspectives, organisational perspectives) were thoroughly treated.

The conceptual framework diagram presented below shows the cause-effect relationship between the dependent and independent variables.



**Figure 1 1. Conceptual framework of the study**

### 1.11 ORGANZATION OF THE STUDY

The study is organised into five chapters. The first chapter deals with introduction, background, statement of the problem, research questions, research objectives, significance of the study, scope of the study, limitation of the study, operational definitions of key terms, and outline or organisation of the study. The second chapter treats the theoretical perspectives. Under this unit, we examine early theories of leadership, modern theories of leadership, and theoretical framework (Feminist leadership theories: feminist concept, postmodern feminist theory, and critical feminist theory).

The third chapter addresses the review of related literature. This chapter has been organised into five major components. These are 1) leadership advancement: Females in leadership advancement and Females in educational leadership advancement. 2) Experience of female teachers in leadership advancement. 3) Effects of personality

factors on the advancement of female leadership. 4) Organisational perspectives. 5) Social perspective, 6) Policy frameworks and strategies for female leadership advancement, and 7) Obstacles curtail female leadership opportunities.

The fourth chapter addresses the research methodology. In this section, the research design, methods, approaches, study site, data sources, sampling design, data gathering instruments, pilot testing and the data collection process, data analysis tools, and research ethics are treated. The fifth chapter deliberates the analysis and discussion of the findings. The last chapter comprises the summary, conclusions, and recommendations of the study.

## **1.12 CONCLUSION**

In conclusion, this study has meticulously outlined the essential components necessary for a comprehensive understanding of the research focus. The background provided a context that highlighted the relevance and urgency of the study, setting the stage for a clear articulation of the problem statement. The research questions and objectives were then defined, guiding the study's direction and ensuring that it remains focused on addressing the core issues. The significance and scope of the study were established, emphasizing its potential contributions to both theory and practice, while also delineating its boundaries to maintain clarity and manageability.

Furthermore, the operational definitions of key terms were provided to ensure consistency and precision throughout the research, avoiding ambiguity in the interpretation of concepts. Finally, the conceptual framework was developed to offer a structured lens through which the study's variables and relationships could be understood, grounding the research in a solid theoretical foundation. Together, these elements form a cohesive and well-structured basis for the study, ensuring that it is both rigorous and relevant to the field of inquiry.

## **CHAPTER TWO: THEORETICAL FRAMEWORK**

### **1.1 INTRODUCTION**

This chapter of the study deals with the theories of educational leadership related to the title. Thus, the early and modern theories of leadership are highlighted. Moreover, as the theoretical framework of the study, feminist leadership theories specifically modern and critical feminist theories are properly consulted.

### **1.2 THEORIES OF EDUCATIONAL LEADERSHIP**

This section of the literature attempts to present the overall development of leadership theories, starting from the leadership evolution era. To conceptualise and conceptualise the development of leadership thoughts, it has been crucial to trace historical approaches and the movement of leadership theory, starting from the early trait perspective of leadership and moving to contemporary leadership theories.

#### **1.2.1 Early Theories of Leadership**

In the history of leadership, trait theory was the first popular theory in the 1940s and 1950s. In this theory, leadership and its effectiveness were evaluated and determined by individuals who possess certain personality, social, and physical characteristics. Based on these evaluation criteria, trait theory tried to envisage which individuals successfully became leaders and then whether they were effective (Palestini, 2009; Fairholm & Fairholm, 2009; Yukl, 2006; 2010). However, longitudinal studies of traits depicted that trait theory was ineffective, which did not work for all leaders in different contexts. In the 1950s, this weakness of trait theory led scholars to draw their attention to viewing the specific behaviour of an individual rather than all the traits of the entire traits of an individual as a means of increasing leadership effectiveness. The Ohio State and Michigan Universities had spent their huge time investigating the effects of leaders' behaviour on employees' effectiveness.

Both studies focused on the variables of individual leader's styles termed initiating structure (production orientation) and consideration (employee orientation). Behavioural leadership theory was ineffective where leaders had faced complex situations. The

failure of behavioural theory led scholars to examine other leadership styles that could fit existing situations. In this regard, during the transition period from behavioural to situational theories (Fairholm & Fairholm, 2009), McGregor developed Theory X and Y. Following the transition period, Fiedler (Fiedler & Garcia, 1987) developed and verified the leading leadership theory called a contingency (situational). Contingency theory interchangeably called situational leadership theory proposes that the leadership styles which the leaders have used should depend on the situation in which the workforces have worked. In this regard, Fiedler and Garcia (1987) argued that altering an individual's leadership style is reasonably hard and the organisations in which they assign individuals should have leadership styles that fit with the existing situations (Palestini, 2009; Fairholm & Fairholm, 2009) is very tough.

### **1.2.2 Modern Theories of Leadership**

Contemporary leadership theory has emerged due to the incompleteness of the earlier leadership theory, which could not tickle the leader-environment-follower interaction. The newly developed theories were intended to focus on the leaders' capacity to see the total picture of the organisations and wider cultural diversities in choosing contextual style. Furthermore, these theories have focused on the leader's ability to analyse gaps in follower capacities, abilities, motivations, courage, maturity labels, and work environment that challenge followers' performance and strategies to act to reduce or eliminate gaps and deficiencies faced by followers.

Transformational leadership theory is the main theory mentioned by many scholars among contemporary leadership theories. For example, James Mac Gregor Burns (1978) highlights that transformational leadership is the process of designing a common purpose where leaders and followers engage in achieving the purpose with keen efforts. This theory intends to maintain the highest levels of morality and motivation for the individual follower, and it gives special attention to the notion of a shared vision and mission that bond the efforts of leaders and followers toward a shared purpose.

Transformational leadership theory has the unique characteristics of creating organisational vision, sharing vision with each member of the organisation, building

consensus and trust in vision, and attaining vision through encouraging and rewarding organisation members. As many scholars argued, most of the characteristics of transformational leadership have manifested in female leadership styles. Therefore, in this literature, transformational leadership in education has been treated with amalgamated feminist theories. Postmodern and critical feminist leadership theories in education serve as a theoretical framework for this study.

### **1.3 FEMINIST THEORETICAL FRAMEWORK**

The theoretical framework of the study is very important in guiding the overall picture of the study. As the study focuses on exploring the experiences of female teachers ascending to leadership opportunities in secondary schools in Addis Ababa, Ethiopia

#### **1.3.1 Feminist Leadership Theories**

##### **1.3.1.1 *Concepts of Feminism***

Before addressing theories of feminist leadership in education, the concept of feminism has been grounded and highlighted in an introductory section. Feminism, as a viewpoint and philosophy, has endured massive changes and progress in the 20<sup>th</sup> and into the 21<sup>st</sup> century (Sinclair, 2005). Within these eras, feminist engagements and the view of feminism are continually growing, influencing, and challenged by other social justice movements. To arrive at this result, serious debt has been incurred in different groups of scholars in different eras. The term feminism is the point of argument for several years, when educators have discussed and brought scholastic views to define feminism. After prolonged efforts, feminism today has mainly considered a philosophy that recognises parity between males and females (CREA, 2014) which has an insignificant disparity from the past. Furthermore, in its development process for the last 50 years, feminism has been defined as an ideology, an analytical framework, and a strategic framework (Edwards, 2015).

As indicated in IWE-WELDD (2015), Batliwala and Friedman reported that the definition of the current feminism concept includes the theoretical and practical aspects of feminism for the requirement needed to change and transform. As CREA (2014) and

Edwards (2015) discussed, feminism as a belief implies not just gender parity, but also the changes and transformation of all necessary social actions and the influential connections which hold back, prejudice, exploit, and marginalise any set of people regardless of their gender, age, capacity, ethnicity, experience, living standards, nationality, social status, location, and ability. Further, it recognises the transecting temperament of an individual's behaviours and social status makes people experience discrimination, segregation, or coercion in intersecting and simultaneous ways. Hence, feminism does not seek simplistic parity between maleness and femaleness, but more insightful changes that treat diversified gender personalities and get gender parity in an exclusively new social world.

From the above overview of feminism, it can be reflected that the feminist concept is fundamentally comprehensive, emphasizes the transformation of philosophies, ideologies, and diverse thoughts regardless of gender difference. Their thinking frameworks are also extended to socially constructed terms, gender, and they have created the sort of analytical thoughts, instruments, and techniques for discharging power disparities between males and females in diverse organisations and their structures. In the twentieth century, abundant female scholars have tried to develop a feminist theory grounded in the conceptual framework of feminism.

In the literature, feminist theories of leadership in education have not been thoroughly investigated or noted extensively since the twentieth century. More recently, the concept has received due attention, and many writers have attempted to coin the theory in different dimensions. Especially in education and leadership literature, the theory has not been well recognised and communicated; to the worst it has been neglected for many years over the world. As has been described earlier, feminist leadership practices in education result in feminist knowledge (Sinclair, 2005).

Broadly, the authors classified feminist theories into three groups: a) radical, b) liberal, and c) postmodern feminisms (Edwards, 2015). Some others are classified into four: radical, social, liberal, and post-modern (Wallin, 2015). Others like Tong (2018) provide a logical framework for feminism by the elaboration of seven diverse overarching groups

such as liberal, radical, Marxist and socialist feminism, psychoanalysis, essentialist and postmodern, women of colour, and most recently, ecofeminism (Alpern, 2016). Feminist theories have developed based on feminist philosophy, their ideology, and the analysis and synthesis framework where they perceive the world.

In this study, understanding the feminist point of view of women is important to examine the experiences, attitudes, and perceptions of female teachers within the educational system. However, in this study, it is not possible to make an absolute review of feminism. There have been many various explanations, meanings, concepts and practices of theories about feminism, and as indicated by Wallin (2015), in the earlier times, no one had understood the feminism used in education systems.

For this research, postmodern and critical feminist theories have been treated as theoretical frameworks. These theories are crucial in examining the multiple interconnected personal, social, and organisational factors of female teachers in the study area.

### ***1.3.1.2 Postmodern Feminist Theory***

In respect of postmodernism, Nicholson and Fraser (1990) in Nicholson (2013) contend that postmodernism offers feminism with a review of feminism's foundationalism and essentialism, while feminism provides postmodernism with feminism's strength as social criticism. Given postmodernism, scholars coined the term "carefully constructed postmodern feminism" (Parpart, 1993; Elizabeth, 1991), which concentrated on the concepts of individualism. In other words, the philosophy of postmodernism is based on individual women who have been discriminated against and disadvantaged by politics, social and economic benefits.

On the same token, the paradigm gives special attention to voiceless and problematic women in every aspect of their life. Describing differently, it avoids any type of universalism or cross-generalisation that ancient feminists attempted to find a single universal explanation (Nicholson, 2013). The ultimate purpose of the theory is to look at the insights of individuals to develop identity pillars and independent philosophy. In

other words, the purpose of understanding and looking into oneself as a "constructed being" with diverse social characters, specific assumptions, beliefs, attitudes, perceptions, and core values that have influential experiences and fundamentals (Sinclair, 2005).

Furthermore, the theory seeks to eliminate the attitude of male domination, persecution, and the relegation of women in any organisation positions. It can provide a strong idealistic foundation for the pride and parity of males and females as embodied, gendered persons (Walter & Peterson, 2002).

The postmodern feminism theory lays its foundation on individual women's experiences, perceptions, roles, positions, beliefs, practices, and customs. To illustrate further, this theory appreciates the values of experiences (Parpart, 1993), positions, histories, and identities that distinguish individuals among themselves (Brady, Dentith, & Hammett, 2006). Women's experiences are not limited to certain aspects of life, but their experiences have also expanded to multiple social roles, responsibilities, and accountability. As a result, the experiences of women have been viewed within the broader context of social relationships and the power of relationships to hold positions in social organisations.

The theory deeply underlines the value of an individual's attitude, knowledge, and behaviour as cited within a particular social organisation of females that have a specific life history, depending upon time, location, and space (IWE-WELDD, 2015). Such feminist perspectives and investigations offer opportunities for the development of deep understandings of self, culture, social identities, power relations, privilege, and oppression of women in the 21<sup>st</sup> century (Edwards, 2018).

From the analysis, postmodern feminist ideologies seek to uncover most human challenges and strive to reveal strategies to find resistant and overwhelm problems by allowing social engagement (Alpern, 2016). Grogan (1999) highlights that postmodern feminist theory: *“uses gender a legitimate category of analysis; emphasises the particular importance of subjective experiences; are grounded in an ethic of social critique, and resistance to justice seeks to identify dominant and subordinate discourse related to knowledge and power”* (p, 532-533).

Thus, postmodern feminist theory is an appropriate feminist philosophy, allowing us to examine the constraints on the advancement of female teachers' leadership in the education system. Following postmodern theory, analysis, critical feminist theory has been reviewed as a framework.

### **1.3.1.3 Critical Feminist Theory**

Like other feminist theories, critical feminists pretend that women have faced challenges in their faction of movements and their broader life aspects. Challenges are mostly gender-related, manifesting itself in negative attitudes, discrimination, labelling, stigmatisation, resentment, and rejection as leaders from both society and organisations (Edwards, 2016). More recently, Crossman (2019) argues that feminist theories emphasis on gender disparity cognisant that females' location in and experience of, social circumstances are not only different but also disparate to men's. This social injustice lays fertile ground for critical feminist advocates to examine the challenges of women in a patriarchal society. In this regard, Flecha and Soler (2016) stress that social injustices are often connected with the repressive forces of patriarchal social structure and invisible gender discrimination. Critical feminists disclose that these traditional invisible structures, which privilege male dominance and result in the subordination and bigotry of females, have been determined by gender and are, therefore, central to the critical feminist perspective. The purpose of critical feminists, therefore, is not only to raise awareness on challenge agendas of social impartiality but just for being about societal change in any organisation. As a social organisation, feminist thinkers have tried to examine the challenges and opportunities of females in education organisations.

Wakefield (2017) points out that leadership theory, in general, was shaped within a gendered system. In addition, Edwards (2016) confirmed that conventional educational leadership theories have been dominated by male writers, describing largely male outlooks, and therefore tend to mostly overlook feminist interpretations of educational leadership. The voice of women has been jammed in the development of leadership theories in general and educational leadership in particular. These prejudicial practices in social organisations lead feminist writers to investigate the female perspective in

education organisations. Furthermore, the critical feminist pretends that women are the appropriate individuals to lead education organisations.

In the eyes of critical theorists, female educational leadership is a good ground for social justice that is situated within a profound ethical commitment to the community at large and youths and children supplied with thoughtful practice of minds that leads to more humane and parity-orientated leadership.

In this aspect, empirical evidence indicates that female teachers are social agents who can transform the imaginative world into real-world practices. Northouse (2010) confessed that teachers are transformative intellectuals, and that the application of critical pedagogy eventually rests with them. In other words, teachers can exercise both forms of intellectual and pedagogical practices (Rapp & Yoon, 2016) that try to introduce teaching and learning directly into the political sphere. Likewise, critical feminist pedagogues connect the views of teachers as transformative intellectuals to their environment and physical location. In this context, Freire (1970) termed teachers as 'untested feasibility,' implying that teachers can potentially transform existing realities into next generation through transformational instructional leadership as a dialogical approach. Moreover, Flecha and Soler (2016: 288) argue that 'as educational actions and principles are shaped and implemented in community discourse, this 'untested' reality is likely as possible and becomes a reality that can be created by transforming the existing reality.'

Hypothesising the above description, Brown (2004) designates an instructive model for transformative leadership that integrates 'ontological' and 'epistemological' postulations, values, global views, existing contexts and experiences with critical reflection, alternate discourse, and new policy and practice. To highlight the point, Wakefield (2017) notifies that transformational leadership theory is an important type of leadership, which is a continuing and two-way process, whereby leaders get opportunities to appreciate the intention of followers and prioritise pleasing their advanced needs and appealing fuller person for common benefits.

Drawing from several empirical evidence, it can be coined the phrase that feminist contemplation of leadership shares many of the characteristics of transformational

leadership. These overlaps reflect the philosophy and practices of women in leading and managing educational organisations and increase their natural power of influencing others. The concept of transformational feminist leadership integrates the nature of power and the personal and emotional aspects of leadership. Broughton and Miller (2009) show the interconnected nature of the endowed qualities of women with transformational leadership and the twofold purpose of transformational leadership. On the one hand, transformational leadership emphasises the importance of relational skills for effective leadership and management.

According to Chin, Lott, Rice, and Sanchez-Hucles (2007), transformational leadership borrows the underlined phrase "rational skills" from conceptions of what is considered 'feminine' skills, which are stereotypical thoughts of women. In contrast, transformational leadership views promote active participation and participation of women in the leadership position by circumventing old thoughts and practices. Additionally, the view of transformational leadership is very important to narrow gender disparities and may help balance inequality in leadership positions. Generally, from these discourses, it can be inferred that the theory of transformational leadership emanated from the philosophy and characteristics of endowed qualities of women.

## **2.4 CONCLUSION**

In conclusion, the theoretical framework discussion serves as the backbone of the research, providing the necessary foundation and guiding principles for the study. It connects the research questions with existing theories, offering a lens through which the data can be interpreted and analysed. By grounding the study in established theories, the theoretical framework ensures that the research is both academically rigorous and contextually relevant, enhancing the validity of the findings and their contribution to the broader field of knowledge.

## **CHAPTER THREE: CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW**

### **3.1 INTRODUCTION**

The purpose of this literature review is to understand the existing research and debates related to educational leadership in general, and women's leadership in particular, and to present this knowledge in a written report. Conducting a literature review helps researchers build their knowledge in their field. It enables them to learn about significant leadership theories and research methods used in previous studies. This understanding aids researchers in determining the applicability of specific theories and methods to their current study problem.

The review of related literature has been treated in four main parts. The first part deals with a general overview of leadership including concepts of leadership, gender parity in leadership advancement, policy frameworks and strategies to narrow gender disparity, females in leadership advancement in general, and females in educational leadership in particular. The second part treats leadership theories as early and modern theories and theoretical frameworks. The third part covers the voice of female teachers in leadership development, including personal, organisational, and social perspectives. The last part focusses on obstacles (personal, organisational, and social obstacles) curtail women's leadership opportunities in education institutions. The details are presented in the following consecutive units.

### **3.2 CONCEPTUAL FRAMEWORK**

The conceptual framework refers to the visual or written product that can be demonstrated in the form of graphs and narratives. It contains key factors, concepts, variables, and their presumed relationships that are studied in research work (Miles and Huberman, 1994). No single theory has been taken as a framework to guide this study. Rather, a different conceptual framework is developed by the researcher by taking various concepts from the different theories.

The framework of this study is organised into three independent variables and one dependent variable. The independent variables are female teachers' perspectives

(personality factors\_ extraversion, conscientiousness, agreeableness, openness-to-experience, and neuroticism), organisational perspectives (organisational structure, networking, role model, development), social perspective (social roles and responsibilities, social expectations) and policy perspectives. The conceptual framework diagram presented in figure 1.1.shows the cause-effect relationship between dependent and independent variables.

### **3.3 LITERATURE REVIEW**

Gender parity in school leadership refers to the equal representation and participation of all genders in leadership roles within educational institutions. Despite progress in some regions, there are still significant disparities, with men often occupying most leadership positions such as principals, head teachers, and school administrators. Key factors contributing to this imbalance include societal norms, gender stereotypes, and structural barriers that limit opportunities for women and non-binary individuals. Promoting gender parity in school leadership involves implementing policies that encourage diversity, providing mentorship and support for underrepresented groups, and addressing biases in hiring and promotion practices. Achieving gender parity not only fosters a more inclusive environment but also brings diverse perspectives to decision-making, ultimately benefiting the entire educational community. In the literature review section, leadership advancement, gender parity in leadership development, global and local female leadership experiences, and females in the educational leadership position are thoroughly treated.

#### **3.3.1 Leadership Advancement**

The concepts of leadership have been articulated by different scholars in a range of schools of thought. Practically, it dates to the evolution of human beings when man endeavoured to sustain his life. In this era, men attempted to practice leadership when they searched for food, shelter, and protection from their enemies. Initially, it was used in the early 1800s in writings (Jogulu & Wood, 2006). Gradually, as many research investigations indicate, the concept of leadership has been framed since the 1930s. In this regard, Law and Glover (2000), Northouse (2015), and AAUW (2016) noted that the concept of leadership has been a point of discussion and popular debate up to the

1930s. Scholars have conceptualised leadership from different points of view. Organisational culture and climate (Schein, 1985), Path-finding (Hodgson, 1987), goal effectiveness (Bennis and Nanus, 1985; Palestini, 2009), employee development (Bennis, 1989; Palestini, 2009), vision crafting (Bryman, 1986), communication and relationship (Hoerr, 2005), and giving a sense of direction (Louis and Miles, 1992; Palestini, 2009) have been some terms and phrases used by scholars to define leadership.

Furthermore, Yukl (2006) highlighted that power, authority, responsibility, accountability, management, administration, and supervision have been terms used to define leadership. In the same way, Yukl (2010) also coined the concept that leadership can be defined in terms of personality traits, behaviours, contexts, influence, interaction patterns, role diversities and relationships, and job positions. To ratify the above discussions, Bennis and Nanus (1985) identified over 850 a variety of meanings of leadership which have been defined using different terms and phrases. Stogdill (1974) confirmed that individuals have defined the concepts of leadership according to their ability and understandings of it. Therefore, the definitions of leadership differ in various aspects, comprising the level of influencing including who puts forth influence, the purpose of the influence, the strategy how influence is exerted, and the consequences of the influence attempt (Yukl, 2006). As a result, such complex views make it difficult to coin a single definition of leadership across the world. From this statement, it can be proposed that the definitions of leadership differences reflect the profound disagreement of scholars about the definitions and leadership processes, including the identification of leaders.

However, in considering their difference, scholars have argued about some terms and phrases used to define leadership. Similarly, there have been common definitions which have been used by most scholars in the academic area. For example, Yukl (2006; 2010, p. 8) defines that "*leadership is the process of getting the hearts and minds of followers to recognise and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives*". From this definition, it can be extracted that leadership is a group process (Simircich &

Morgan, 1982; Jacobs & Jaques, 1990; Drath & Palus, 1994) and the influence of human behaviour (Katz & Kahn, 1978; Rauch & Behling, 1984; House et al., 1999; Sergiovanni, 2001; Yukl, 2006 & 2010; Sardarzahi, 2015) to get the hearts and minds of workers toward the achievement of shared goals. In this regard, regardless of the definitions of leadership, most behavioural scholars and practitioners believe that leadership is a real phenomenon (real occurrence) that is important for the effectiveness and efficiency of organisations.

Some other scholars also define leadership as the initiation of organisational structure (Nahavandi (ND) and the techniques of goal achievement. For instance, Greenleaf (1998) attempted to see leadership from a servant perspective. He defined leadership as serving followers and providing services for others in achieving organisational goals. Notwithstanding the differences, several definitions of leadership have three shared fundamentals. First, leadership is a group practice\_ which implies that there is no leadership without fellowship. As it is a process of influencing human behaviour, it always involves interpersonal interaction and persuasion. Second, leadership focusses on the achievement of the goals by paying great attention to the active participation of groups in all aspects of the organisation. This statement indicates that leadership uses different strategies and tactics to influence the achievement of shared goals. Third, leadership considers the organisational structure that presumes a certain form of ladder within an organisation and a group. To indicate, leadership in the organisation has prescribed and precise chain of command, the chief executive (leader) at the top position, as well as other cases, within the echelons which are informal and flexible.

Broadly speaking, Bennis and Nanus (1985) tried to investigate the pervasive nature of leadership. They coined the phrase "*leadership can take place among friends, families, colleagues and communities; informal hierarchies and informal groups; within or outside organisations; and with or without management responsibilities*". Recently, Keohane (2012) testified that leadership can result from an instant when there is a crisis in or outside the organisation. Put differently, leadership can emerge in a wide range of situations or specific conditions to respond to change. Essentially, although scholars

defined leadership in many ways, they proposed its significance for organisational effectiveness.

### ***3.3.1.1 Gender Parity in Leadership Advancement***

In the history of women, most of them in the world have long accepted the view that their welfare had been bounded to that of their families as symbolised by their husbands, fathers, or mothers (Shiman, 1992). In turn, in the case of such pressure, they found themselves excluded from the benefits of the economy, social, and political. While many of their kinsmen have liberated themselves from the previous social links and enjoyed by the burden of women within the home and outside the home. However, women have remained decisively controlled by moral, economic, social, and legal constraints across the world. Since the creation of human beings, the movement of women has relied on the willingness of men to lead a well-mannered life.

Through time, women realise their interests and feelings that could not always coincide with those of men. Female awareness of their diversified interests was born in the last half of the nineteenth century, and the movement has increased slightly over time. By increasing their voice, women have tried to move up to the leadership position in government and non-governmental organisations. Although women have possessed certain leadership positions with their enthusiastic struggle, the positions have been lower- and middle-level positions. This clearly shows that the female populations have been affected by the limitations of the new economic sorts, the segregation from businesses, invisibly limits their involvements from trades and professions and public life generally. Again, this explicitly depicts the existence of gender parity in every movement of women's lives in every aspect.

The socially constructed term, gender, has emerged during earlier times. The term gender ordinarily draws a difference between social-demographic gender (man or woman) and biological sex (male or female), hence considering gender to be a construction of society (Patel, 2013). The construct of gender indicates (DeMatteo, 1994; Northouse, 2004) the system is linked to gender perspectives of a culture in terms of expected learning outcomes/behaviours, personalities, and attitudes. In this regard,

Patel (2013) discusses that gender parity to a certain extent was the difference caused by evolutionary determinants. Social assumptions and beliefs represent males as hunters, females as gatherers, and therefore evolved into different behaviours (Buss, 2012). These assumptions and hypotheses about gender parity have been internalised and assimilated into the lives of society throughout the world. To narrow the gaps and reduce the bad assumptions about gender parity, the international community and governments have crafted different policies and strategies at various times.

### ***3.3.1.2 Females in Leadership Development***

The history of leadership development is the history of both men and women who lived in the prehistoric era. Females have played an important role in the development of the world as leaders, followers, producers, and labourers in all sects of the sector. In expressing differently, women have served as economic boosters, social change agents, political catalysts, and innovators in different time precincts. With these achievements, the impact of women as leaders throughout history was indisputable. In this aspect, Christ (2014) and AAUW (2016) propose that the progress of females in leadership from the time of Egyptian Kings to the queens of England.

### ***3.3.1.3 Females Leadership Global Experience***

Globally, in different eras, there have been great women who have made a boundless history in all societies. However, in almost all situations, the history of males has been written dominantly over females, reflecting the greatness of male leaders. As evidence, Sanchez-Hucles et al. (2007) recapitulates the works of contemporary leadership researchers and writers across nations. The results of the findings reveal that most of the literature and cultures appreciate and promote the greatness of men over their counterparts. As an additional indicator, though the achievement history of the world had been made by men and women, earlier written literature and documents were only written to demonstrate the prominence of men (eg, 'great man' theories), which stressed special qualities of style or character possessed by only certain individuals (Aguirre, 2000; Brunner, 1999; Brunner, 2000; Sicrla, Reyes & Scheurich, 2000; Tallerico, 2000).

Moreover, Christ (2014) emphasises that there have been traditions and laws against female leadership that can be found throughout history, most notably in all major cultural practices. Though females in the biblical period were the first groups who saw the Renaissance of God and preached His resurrection to the world; onwards their roles have been declined and restricted in religious organisations. On top of this, Simon (1992) forwards the views and experiences of the world on how it treats females in religious organisations. Boldly speaking, religious organisations have not recognised the leadership of women. Furthermore, Schwanke (2013) in his meta-analysis report indicates that despite an increased presence of female employees in middle-level leadership positions, key top positions across the world remain to be dominated by males. In most recent studies again, especially in the feminist concept, there have been assumptions and belief that females have several advantages regarding leadership styles, however, they have suffered certain shortcomings from detrimental evaluations especially in male-dominant organisation contexts (Mnisi, 2015).

On the contrary, the voices of women have increased in many countries around the world from various directions. They have strived to face challenges for their privileges and dignities. Schwanke (2013) discusses that women had shown notable signs of progress in the last 50 years in their advancement in the workplace. In the case of their evolutionary progress, currently, the presence of women in management positions has slightly increased than in the late 1960s, but not in their population. On top of this, nowadays, media and cultural references in many countries, however; exaggerate and celebrate that females have achieved equity (Schmitt, Spoor, Danaher, & Branscombe, 2009). This discrepancy between perceived parity (the reality on the ground) and imperfect statistical disparity creates a misperception; despite positive outlooks that females have broken through barriers to senior positions. Still, they have under-represented in lower, middle-level management, and top leadership positions throughout the nation.

#### ***3.3.1.4 Female Leadership Ethiopian Experiences***

As precisely presented by AAUW (2016) mentioned Ngunjiri et al. (2012), prominent women such as Sojourner Truth and Harriet Tubman have served as leaders in social

movements to liberate African American women. In the same vein, credibly vibrant women leaders emerged in Africa, especially in Ethiopia during its troubled times. For example, the Kings Zewuditu and Tayitu were iconic figures in the history of Ethiopia. Tayitu, the wife of Emperor Menelik II, was mentioned as the designer of the war strategy and played noteworthy roles in the battle of Adwa, which occurred between Ethiopia and Italia since the 1880s. Similarly, Kings Zewuditu, the advocates of monastery views, narrowed the leadership gaps of the nation in the meantime of the death of Emperor Menelik II. More recently, women have increased their voices and efforts to lead social changes in various social settings, such as the peacekeeping movement, education changes and reforms (Keohane, 2014), and the civil rights movement (Barnett, 1993).

Drawing from the experiences and lessons of the world, women's leadership is nothing new; women have contributed to their huge share since the evolution of human beings in every sector. Although women have many natural opportunities to be leaders, the numbers of women in leadership positions are less than those of their counterparts throughout the world except for a few countries. To express themselves in other ways, females have some innate leadership qualities that are more people orientated. In this regard, Law and Glover (2000) confirmed that historically it has been assumed that women are naturally inclined toward people, relationships, and focus on transformational leadership style (Yukl, 2006) whereas men are more task-orientated transnational approaches. The transformational leadership paradigm is about human aspects and is often appropriate for educational organisations. Because education institutions are dealing with people, for people by people and for people, they need humanistic types of leadership. Therefore, females are more preferred to manage educational organisations and lead their people than males.

In this regard, many research works have been conducted on similarities and differences between men and women in their leadership practices. On the other hand, some researchers have presented their differences in the strategies of how they lead people and assume leadership roles, life experiences, and practices rather than to inherent sources (Law and Glover, 2000). Shakeshaft (1995) elaborates crucial

domains that show gender differences in educational leadership. Males and females are different in human relationships (e.g. Care, empathy), teaching-learning instructions, school-community relationships, time management, communication, job satisfaction, evaluation and assessment, leadership style, power relations, and career cycle. From this statement, it can be drawn that most elements listed above are people-orientated, therefore; women have used more consensual and people-orientated leadership styles, which likely to make them better educational leaders (Caldwell & Spinks, 1992).

### ***3.3.1.5 Females in Educational Leadership Advancement: Global Experience***

As research evidence indicates, female leaders in educational leadership are a minority in Ethiopia, Pakistan, Kenya, and many other parts of the world. However, unlike many countries where females dominate the teaching profession, and hence their absence at the management level is questionable, female teachers in Ethiopia constitute 32% of the total number of teachers (Maeregu, et al., 2016), Pakistan make up 31% of the total number of teachers and Kenya make up only 40% (Rarieya, 2007) of the teaching force. However, women have contributed a lot to the education sector as teachers, leaders, administrators, and other lower-level education positions. As George (2016) states, the study of women in education emerged in the 1990s and has continued to draw attention since its inauguration.

Wrushen and Sherman (2008) in George (2016) females in education are very different for the absolute truth that they have made up the bulk of the workforce within the educational system for the last hundred years than in other professions. Given this fact, Acker (2010) assumes that female leaders are enthusiastic school leaders who have mostly better job performance and records than their male counterparts. In this regard, as stated in Dereje (2013), female educational leaders focus on transformational and instructional leadership as supervisory practices and are concerned with individuals' differences, knowledge of curriculum implementation (teaching methods), and the primary objectives of teaching. More strengthening, Tallerico and Burstyn (1996) discussed in Dereje (2013), women can be able to better school leaders and managers and have sound performance than men. Furthermore, Mnisi (2015) ensures that female

school leaders who excel extra miles beyond the set standards are often viewed as male or iron ladies.

Many researchers claimed that women's leadership by its virtue comprises caring, creativity, intuition, awareness of individual differences, non-competitiveness, tolerance, subjectivity, and informality (Law & Glover, 2000; Yukl, 2006 & 2010; George, 2016). Endorsing women's human nature of leadership, Grey (1993) proposed that women are the right persons to lead educational organisations, especially nursery and primary schools.

In supporting the views of Grey (1993), the researchers added that women are intentionally able to encourage and empower their teachers (Law & Glover, 2000), design instructional priorities (George, 2016), be sensitive to holistic development (social, emotional, cognitive) of students (Mnisi, 2015). In addition, women have strong human relation skills to establish a strong relationship between teachers, students, and other colleagues. As a result of their close relationship, they can read and understand the sights and thoughts of teachers and search for their personal effects on the achievements of students. Beyond this, female leaders use their time for instructional purposes and emphasis on supervisory skills; make comments on the teaching-learning content and quality of the educational programme.

Along with the above facts, Lad (2002) points out that women leaders have a good understanding in the areas of communicating school goals, supervising and evaluating instruction, managing curriculum, preserving high visibility, encouraging professional development, and rewarding incentives for learning. Tallerico and Burstyn (1996), as cited in Dereje (2013), disclose that female school leaders have spent their huge time on instructional leadership practices and they are more worried about students' innate differences, reading skills (knowledge of pedagogy) and the purpose of education while male leaders give more emphases on maintaining organisational structure, keeping the organisation's status quo, and avoiding conflicts. In contrast, other researchers (e.g Logan & Scollay, 1999; Shepard, 1997) have identified less decisive support for gender differences both in general management and leadership as well as lower-level organisational positions.

Eagle (2007) further asserts that female leaders strive to get full acknowledgement from the community and other stakeholders as leaders. They sacrifice themselves for their assignments to make schools successful. However, this might not be the case with their male counterparts, who are willingly recognised as leaders by most communities. Sadker, Sakder, and Klwin (1991) asserted that female leadership styles are more favourable in implementing transformational and instructional practices and achieving school success. This may be due to their characteristics, which resemble transformational leadership (Fennell, 1999) and human leadership.

For example, in Israel, as mentioned by Oplatka (2006), female teachers get ready to accept the new leadership position in their mid-life (teaching life) because females believed that they are born for leadership, therefore, their "feminine style" leadership is suited for primary and pre-primary schools. In other words, it can be proposed that teachers cultivate themselves as prospective school leaders, triggering their self-renewal and personal growth and development. Given that, considering a feminine orientation, teachers, in general, perceived that female leaders can show strong human leadership with followers and other stakeholders. Differently speaking, female leaders have feminine traits (inborn personal qualities) that may be considered constant with their gender and most likely get better recognition from teachers (Shum & Cheng, 1997).

Generally, although women have qualities that qualify them to lead school organisations, they have been systematically pushed from senior leadership positions in schools, including developed countries. This was true in the US (Shakeshaft, 1989) and the UK (Acker, 1989) which were documented throughout the 1970s and 1980s. This implicit exclusion of women from expert positions and secondary school leadership positions was in stark contrast to women's over-representation in the teaching occupation (Maeregu et al., 2016; Lad, 2002). However, the ratio of female leaders and assistant leaders has been gradually increasing in many countries of the world, including developing countries. Bundles of research findings indicate that onwards in the second half of the 1990s the number of female leaders in secondary school

leadership positions has been slightly improved (Maeregu et al., 2016, Eagle, 2007; Lad, 2002).

### ***3.3.1.6 Females in Educational Leadership Advancement: Ethiopian Experience***

This part of the literature reviews the development of educational leadership in the Ethiopian education system and the share of female leaders in the advancement of leadership.

#### ***3.3.1.6.1 Educational Leadership Advancement in Ethiopia***

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century AD. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of its adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of the Menelik II School. According to Ahmed (2006), the history of the principalship in Ethiopia was at its early age dominated by foreign principals. In all government schools that were opened before and after the Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt, and India were assigned as school principals.

Soon after the restoration of independence, in late 1941, education was given high priority, which resulted in the opening of schools in different parts of the country. At the time, most of the teachers and principals were from foreign countries such as the United Kingdom, the United States, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate teachers were assigned to elementary and secondary schools in different provinces of Ethiopia during the 1930s and 1940s. During this time, the principalship positions were given to the Indians due to their experience in principalship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principalship began with a supervising principal. This person was in charge not only of a single school, but also of the educational system of the community where the school was located.

Ethiopian school heads were assigned directly to elementary schools without competition among candidates. After 1960, Ethiopians who graduated with a BA/ BSc degree in any field were assigned as principals by senior officials of the MOE. The main criteria for selecting them were education level and work experience (MoE, 2002). However, in the first few decades of the 1960s, graduates of BA degrees in pedagogy were directly assigned to secondary schools. However, career structure promotion advertisements that were issued from 1973 – 1976 showed that secondary school principals were those who had a first degree, preferably in the educational administration (EdAd) field. In the development of leadership in education over the last several years, the participation of women was negligible.

#### ***3.3.1.6.2 Females in Ethiopian Educational Leadership Advancement***

In Ethiopia, the government has made great efforts to increase women leaders in education positions (MoWA, 2006). As stated in the MoE document (1994), the government provides different supports (for example, financial and educational opportunities) to encourage the participation of women in the education system. Although educational / school leadership has been adequately treated in consecutive sector strategic plans (ESDPs), no female leadership training programmes have been implemented throughout the country. However, certain improvements have been seen in the increase in educational leaders and managers at different levels of the education system in the country (MoE, 2006).

Based on the General Education Quality Improvement Programme (GEQIP), many government and non-government organisations have been participating in providing some short-term school leadership trainings for female teachers and leaders in cooperation with the Ministry of Education to build their leadership capacities. However, for decades, long-term sustainable women's leadership development training programmes were not implemented in Ethiopia. More recently, a three-month training programme was launched in 17 national universities to increase the participation of female school leaders from 9.5% to 12.5% (MoE, 2017). Put differently, in 2017, 1120 female leader candidates were trained in three months. This

is an eye-opening initial action of the nation, and, as a backbone of females to move up to the leadership position, however, it was discontinued.

### **3.3.2 Experiences/efforts of Female Teachers in Leadership Advancement**

This part of the literature deals with the efforts, experiences, and voices of female teachers in inspiring leadership advancement in education organisations. The voice of the teachers is conceptualised from three perspectives or models: individual (meritocracy), organisational, and social perspectives. These models have been used to describe the under-representation of females in educational leadership positions. The individual perspective model examines personality factors (the Five Big personality trait) including attitudes, capabilities (characteristics, abilities, or qualities) and experiences of female teachers in leadership advancement. Following the introduction of the efforts/voice of female teachers, the detailed descriptions of the three perspectives (models) will be presented in consecutive sections.

Scholars have attempted to define the term voice according to their understanding, experiences, and practices. O'Neil et al. (2007) as indicated in Domingo, Holmes, O'Neil, Jones, Bird, Larson, Presler-Marshall, and Valters (2015) conceptualise the term voice as the art and act of an individual making known her interests, wants, attitudes, perceptions, preference, demands, views, and competence / ability these qualities require. In this description, the term capabilities encompasses self-assurance and belief in the value of one's views and the lawfulness of articulating them (Domingo et al., 2015). In addition, capabilities also include the ability to make well-founded preferences based on critical consciousness, education, and well-organised information.

Voices can be exercised at different levels. It can be practised at small-scale (home), middle-level (community), and larger-scale (national) levels, and even at individual or collective action. According to Jo Rowlands (1997), voice is, therefore, faithfully connected to the processes and progress of an individual's experiences and advancement through the power within.

In many societies, especially in developing countries, women have been expected to remain silent in arguments, deprived of the right of blessing, and perceived as arbitrary

and insignificant. This, in turn, lessens the professed legitimacy and trustworthiness of female voices, even when these prejudiced customs, norms, and hypotheses/assumptions are historical (Goetz & Musembi, 2008).

The voice of women as a construct risks disguising the sociocultural, sociopolitical, and economic restrictions that separated women and understating their multiple expectations, interests, identities, philosophies, and ideological preferences. Female alternatives and preferences should be limited by tangible individual and collective experiences and awareness of gender roles, responsibilities, disparities, and injustice. Due to these misconceptions, amazingly women still have limited access to leadership positions in all echelon of education organisations. However, the voice of women has progressively increased in some countries like Israel, Canada, and the Netherlands, especially in primary school leadership positions. The voices of women can be treated in the following consecutive sections as individual, organisational, and social perspectives.

### ***3.3.2.1 Individual (Meritocracy) Perspective***

The Five Big personality traits, including female capabilities, experiences, attitudes, and perceptions, are meticulously discussed in this section. The perspective in this study refers to the views, understandings, beliefs, attitudes, and leadership practices of individual women teachers in the education system. In this regard, perspective, leadership theory, which was coined by G. W. Fairholm, recognises that individuals naturally have various experiences, outlooks, and understandings of leadership and will practice leadership differently as to the levels of their understandings (Gagnon, 2012).

### ***3.3.2.2 Personality Factors***

Personality is an inherent endowment or trait of an individual that has a dominant effect on the overall well-being of people. Several research studies have been conducted on personality traits to identify the number of factors that an individual has. As revealed by George, McLean and Craig (2008), more than 1,431 adjective trait terms have been used to describe personality traits/factors. Subsequently, educators tried to group into 75 categories that were scrutinised to describe individual personality (Baptiste,

2018). Through time, psychologists have tried to bring the 1,431 personality trait terms into five main personality trait categories, such as agreeableness, extraversion, conscientiousness, openness-to-experience, and neuroticism. Therefore, in this literature, the five big personality traits are treated as the main personal factors for the promotion of female teachers' leadership in education organisations.

### ***3.3.2.3 Agreeability***

The term agreeableness refers to the quality of once human relationships along opposite scales from empathy to hostility. It also shows the behaviour in which individuals cooperate with the opinions of others on trust, truthfulness, altruism, obedience, humility, and tenderness. To highlight differently, a person who has a high level of agreeableness displayed behaviours of trust, sympathy, kindness, and empathy. On the other hand, an individual who has a low level of agreeability showed high distrustfulness, egocentricity, and hostility (Patrick, 2011). As stated in many types of literature, these terms have been tremendously used by many scholars to describe the behaviours and actions of leaders in the organisation. The word agreeableness can be related to the ways in which individuals safeguard positive interpersonal relationships with other people. In other words, the word agreeableness does not have a link to words with negative connotations such as annoyance, hostility, and interpersonal influences. To further elaborate, an individual who has such a personality displays behaviours that are helpful, kind, lovely, cooperative, and supportive. From a leadership perspective, these personal behaviours are benchmarks for the qualities of a person to be a leader. This personality factor can greatly affect the interest and aspirations of female teachers about leadership advancement.

### ***3.3.2.4 Conscientiousness***

Concerning conscientiousness, it simply refers to the totality of one's determination, preservation, organisation, and organisation in a goal-orientated behaviour. Smithikrai (2008) ratifies that individuals who have such characteristics are generally positive about keeping the group covenants and norms, organisational rules, procedures, and policies. In this aspect, Hofmann and Jones (2005) add that individuals who are of this

type of personality can display persistent behaviour in the organisation, including competence, thoroughness, and steadiness. Similarly, Grehan, Flanagan, and Malgady (2011) further revealed that people who are characterised as conscientious have unique characteristics such as self-management, decisiveness, considerateness, a will to achieve, and dependability. Individuals of these types have organised, planned, and flexible characteristics that need to be achieved against being reluctant and careless. These personal characteristics have a great association with leadership qualities. As shown in many pieces of research (Cho, et al., 2015; Baptiste, 2018), leaders who lead organisations should have such personal qualities to achieve organisational objectives.

### ***3.3.2.5 Extraversion***

Scholars (Costa et al., 1996; Piedmont & Weinstein, 1994) coined the term extraversion by referring to individuals' behaviour that was described as positive, self-assured, vigorous/energetic, social, talkative, and warm (McCrae & John, 1992; Mushonga & Torrance, 2008). Zhao and Seibert (2006) point out that individuals who have extraversion behaviours are pleasure seekers, encouraged, happy, and enjoyed by people. Those who do not have these personal qualities prefer to be lonesome, calm, detached, and independent. Regarding the importance of the personality factors for those individuals who inspire leadership advancement, Zhao and Seibert (2006) firmly reported that extraversion is a significant factor for their leadership works, that it can serve as team formation and strengthening organisational spirits. To solid the concepts, individuals who comprise such personal qualities can enjoy with teams, keep followers to be motivated, and make the working environment secular, pleasant, and conducive.

### ***3.3.2.6 Openness-to-Experience***

Smith and Canger (2004) described openness-to-experience (the hands-on looking for and admiration of novel experience) as high-level personality factors associated with individuals' behaviour, including creativity, unconventionality, and broad-mindedness. To highlight differently, individuals who encompass the characteristics of openness-to-experience can be broadly described as openness to novel ideas, a choice of feelings, thoughtfulness to internal feelings, and rational curiosity (Grehan, et al., 2011). In other

words, individuals with these personal qualities are unlikely to engage in teamwork and human relationships in the organisation. These personal qualities are determinant factors for those who inspire leadership advancement.

### **3.3.2.7 Neuroticism**

Among scholars, Zhao and Seibert (2006) strongly argued that neuroticism (the tendency to experience negative effects such as anxiety, insecurity, and psychological distrust) is a personality factor that focusses differences on individuals in behavioural modification and emotion permanence. Individuals who have low personal qualities in neuroticism are generally confident, quiet, even-tempered and relaxed, while individuals who possess high personal factors / traits in neuroticism display variables like nervousness, antagonism, hopelessness, self-consciousness, irresponsibility, and defencelessness (Patrick, 2011). Furthermore, Judge and Ilies (2002) and Renn, Allen, and Huning (2011) add that individuals who hold a great degree of neuroticism typically practice worsen negative effects, nervousness, and awkwardness. Like other personal factors, neuroticism is a decisive factor for people who inspire a leadership position. A person who is of a great level of neuroticism rarely grows to be a leader because of his/her incapability to amend his/her emotions. This type of person is typically labelled as passive leaders who do not care about the development of followers, could not reinforce them, or do not actively monitor the performance of his followers to fulfil their expectations.

Research shows that (Hofmann & Jones, 2005), organisational leaders who hold a high level of neuroticism (passive leaders' behaviour) result in low levels of personal qualities such as collective openness, conscientiousness, or extraversion. In contrast, people who have a great deal of 'collective openness', 'conscientiousness' and 'extraversion' usually participate in leadership practices that they should recognise as leaders due to their servant character and effectiveness.

Generally, as many empirical shreds of evidence show (Judge, et al., 2002; Hofmann & Jones, 2005; Baptiste, 2018), it can be inferred that agreeableness, extraversion, conscientiousness, and openness-to-experience have strong relationships with

leadership variables. On the other hand, it can be concluded that the personality factors of female teachers affect their leadership inspiration and leadership preferences.

### ***3.3.2.8 Effects of Personality Factors on Female Leadership Advancement***

Personality factors have great effects on an individual's work preference and performance. In this literature, the preference for work with the preference for leadership, work experiences, and attitudes and perceptions are discussed below.

### ***3.3.2.9 Leadership Preference***

Personality factors have invaluable contributions to an individual's interest, desire, and work preference. Further, through longitudinal investigation, personality psychologists have tried to verify the relationship between personality factors and the existing personal cultures as well as the vice-verse effects on an individual's performance.

The probability of the existence of personality factors in all cultures and languages has been supported and identified by researchers. In turn, cultural practices provide further support for the existence of personal factors and their worldwide application. In this case, Vakola, Tsaousis, and Nikolou (2003) contend that personality traits (the five factors of personality) are not just imagined diverse aspects of job performance, but they also affect a range of additional work outcomes, job preference, inspiration, job satisfaction, and job commitment. In the same way, Cho et al. (2015) and Powell and Butterfield (2013) attempted to show the influences of personal factors for leadership inspirations and job preference within the organisation. These researchers indicate in their research the importance of looking for the slighter aspects of personality that could persuade the desire for leadership advancement. For example, as a narrow aspect, extraversion is one of the five main personality factors, which is the most prophetic and right type of personality variables that has a great impact on leadership outcomes. This personal factor has a direct link with the people's inspiration for leadership advancement and leadership outcomes (Powell & Butterfield, 2012).

Alongside these descriptions, the specific personality factors of women are determinant variables for their overall progress in their life. Personality factors are dominantly important to develop leaders, alongside the contributions of environment ranging from

highly structured and formal programmes to classroom education, to observation and hands-on experiences (Dotzler, 1993). Barrick and Mount (1991) assert that personality trait components such as openness, self-awareness, self-confidence, self-esteem, and self-monitoring are fundamental factors for women to be leaders.

According to Nahavandi (ND), these personal factors make women more insightful and open to criticism and advice from professionals and allow them to adjust their behaviours more easily. To this end, women have flexible and adaptable behaviour that is suitable for organisational change and the advancement of educational leadership. For this purpose, self-awareness is seen as the cornerstone of personal development, achievement, and support to adapt to the complex nature of organisational environments. Parks (2005) expresses that any type of personal development is largely determined by an individual's self-awareness, rather than by environmental experience. Self-awareness is a significant variable for people to acquire vital information from the environment and act accordingly.

To this end, Williams (2005) firmly posits that self-awareness is the necessity for a genuine foundation for self-confidence and the readiness to learn, develop, and move forward in life, and enables individuals to achieve their dream. In other words, self-awareness creates opportunities for real-life practices and individual lifelong learning. To this end, Bandura (1995) asserts that learning from real practices can further contribute to the construction of self-confidence, self-esteem, a sense of achievement, and general self-development. In this regard, Busher (2006) highlights that the development of the self is a spontaneous venture in which individuals' development arises through their conscious and reflected-upon interactions with a range of other people within and outside the organisations.

However, as empirical evidence indicates, due to dogmatic factors in society, female teachers develop low self-esteem, lack of confidence, motivation, or aspiration to acquire the school leadership position. These factors may often be the reasons for the under-representation of women in educational leadership positions. To make clear this point, Apple (1986) and Shakeshaft (1989) describe that rooted social problems make

females develop frustration and dependency behaviour that they could not assume leadership positions. Expounding differently, these psychological (internal) barriers of women have been installed and grown due to the social structure of the community that is the cause of the disparities. Although women aspire to leadership advancement, societal and organisational barriers prevent them from acknowledging or acting on their voices.

Moreover, women have often disengaged in a form of miserable aspirations to leadership advancement due to lack of acknowledgement at the workplace or because of lack of support at home for home responsibilities, not because of their lack of motivation or commitment. Inspiring leadership position is an inherent attribute for women and has the innate quality to be leaders. Female teachers can develop fear when they feel about the leadership position due to lack of experience. Although women teachers are close to and familiar with the leading practices in the school, they are not active and responsive to the position. In this regard, Rees (1992) notes that low self-confidence is a normal phenomenon for any person who has little experience in a leadership position.

#### **3.3.2.9.1 Experiences for Leadership Advancement**

Females have many experiences in their life. They have played multiple roles at home and outside the home; however, their contributions have been neglected and devalued. In education organisations, women have been dominantly involved in teaching and administrative issues and rarely in school leadership positions. In this aspect, Gagnon (2012) finds that women lack experiences of decision making and leadership aspiration in the public arena because they were nagged directly or indirectly by male networks and organisational structures. *Domingo et al. (2015)* add that women devastatingly have still limited access to get leadership positions, and the same is true for their leadership experiences. *Gupton (Nd)* notified that though males still occupy the lion's share of school leadership positions, serving as a leader is taken as key criteria in the career pathway of the position of school leadership. Female leaders have been successful in their leadership practices and have better experiences leading schools. *McIntyre (1991)* suggested that females' experience in leadership and administrative roles within and

outside the school organisation is very important in crafting and widening the vision of the school.

For example, Israel (Oplatka, 2006), Canada, The Netherlands, the United Kingdom, and the United States have better female school leadership experiences, especially, in primary schools. In Israel, all pre-primary and primary school teachers and principals are female, Canada, and the Netherlands follow (Eagle, 2007; Lad, 2002). Recently, in America, the number of female principals is equal to that of males. However, in general, the number of female teachers and principals has decreased in secondary and middle schools around the world.

In Africa, the disparity between female and male teachers and principals is great. For example, in South Africa, the ideology of looking down on African women with respect to leadership skills, practices, and knowledge was more perpetuated by the 'apartheid' regime, which isolates people based on their ethnicity, language, race, and culture (Dereje, 2013). It was seen that women's leadership skills, knowledge, and experiences were considered as valueless. Moreover, for example, in South Africa, when curricula were crafted, underestimate contents were included in such a way that they reinforced the philosophy that blacks, in general, were low-graded (inferior) so that they could not govern.

Therefore, the experiences of most African female teachers are limited to teaching, learning positions, rather than leadership positions. Although women have strong social skills and have played many social roles, they have not built networks at school to maintain their voice in leadership positions. In this aspect, Domingo et al. (2015) points out that the experience of group harmony and solidarity can contribute to self- and team development and gives support and authenticity to gender parity in school positions.

In Ethiopia, female participation in teaching and leadership positions has been very limited since the introduction of modern education in the late 1900s. Over time, female participation in teaching has increased in primary schools and has slowly increased in secondary education (MoE, 2005; Maeregu et al., 2016). Regarding school principals, women are still overwhelmingly few in pre-primary and primary schools and almost

none in secondary and tertiary education positions. The experiences of female teachers to be school principals have been nil, though the first requirement to be a school principal is a minimum of three years of teaching experience, and being a female has the additional opportunity in the selection criteria. Although these are seen as good opportunities and inspiring, the voices of women in terms of leadership experiences are negligible.

Generally, with many interweave variables, women have shown little inspiration for the leadership position and lack concrete leadership experience. This, in turn, leads women teachers to develop a sense of being unconfident and low achieving. Dotzler (1993) described the power of experiences in inspiring the position and leading people. Consequently, lack of confidence is normal for any individual who has little experience in each area, and women, invisible in school leadership, are often alienated from those experiences that would help develop confidence in the public sphere.

#### ***3.3.2.10 Attitudes and Perceptions toward Leadership Advancement***

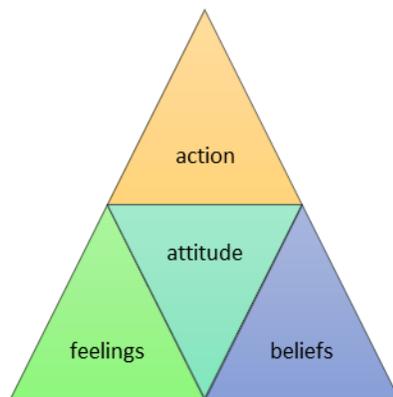
In this section of the literature, we will examine in detail concepts of attitudes and perceptions of female teachers and their male counterparts toward leadership positions. Attitudes toward women are based on the comprehensive perception of the gender role of the community and the society at large.

The term attitude is very difficult to define and understand in the same manner. Social psychologists have tried to conceptualise attitude as a concept of social psychology. Consequently, Islam and Nasira (2016) defined that attitudes believe in something as good or bad. In the same vein, Vandevveer (2013) notified that attitudes are feelings and beliefs that fundamentally determine how people will perceive their environment. It is believed that a person's behaviour and actions are largely determined by his attitude. This implies that the performance and outlook of an individual are affected by the attitude he/she has displayed. In other words, the attitude of individuals towards others determines others' attitudes toward oneself. Implying that all things are interrelated and interdependent, in other words, attitude simply means getting back what we put out (differently speaking, positive in positive out; negative in negative out). To make the

concept of attitude clear, the more positive the attitude an individual has, the more positive the outcome/behaviour he/she displays in any circumstance.

The scholars further highlighted that attitudes can also be coined as a 'mental' and 'neural' state of eagerness, structured through long-term experiences, which provides a dynamic influence on the person's reactions and actions on all matters and conditions with which it is related (Allport, 1935). Attitude can also be seen as the disposition of a person to evaluate certain characters or objects or facets of his world favourably or unfavourably (Kartt, 1960).

Krech and Crutchfield (1948) in Islam and Nasira (2016) defined attitudes as persistent individuals' motivation, emotion, perception, and cognitive processes for any aspect of their world. The notion of attitude is a thought of many interconnected constructs rather than referring to any single (specific) act of a person. Attitude is an imaginary or unobservable variable, rather than an immediately visible variable (Green, 1953). Typically, when one can refer to one's attitudes, one attempts to describe one's actions.



**Figure 3 1. Attitudes are versatile amalgamation of things one can tend to term personality factors (emotion, action, beliefs, values, behaviours, and motivations).**

Generally, it is believed that the attitude consists of three basic elements. These are termed the three-component model of attitudes, which include 1) affective (a feeling), 2) cognition (thought or belief), and 3) behaviour (an action). In this literature, the three components of attitude are seen from the perspective of female teachers towards the school leadership position. Attitudes can provide information about internal cognitions (beliefs) and thoughts of female teachers about leadership positions. Attitudes lead

female teachers to act on an explicit path of leadership advancement. Although the belief and feeling ingredients of attitudes are inherited from female teachers, it can be evaluated; their attitudes from their voice, efforts, and energy which they struggle to possess and keep the leadership position.

In other words, the performance of observed female teachers or their struggle to move up to the leadership position is determined not only by thoughts, feelings, and behaviours, but also by connections with their internal (family) and external (social) environments. However, these interactions can cause a disagreement between the attitudes of female teachers and the overt or covert behaviour that they display for others and for the leadership position.

From the above explanation, it can be inferred that an individual's attitude determines the general wellbeing of his/her future life. The primary factor that affects the complete life of someone is his/her attitude towards him/herself. To describe from the perspective of female teachers, the attitude of female teachers toward themselves is a critical motivating factor in their confidence, self-esteem, dignity, and self-development. Moreover, attitude at national, society, community, and fundamentally at family levels has greatly determined female teachers' self-respect and leadership advancement. Male counterparts as teachers, experts (officials), and society, in general, do not have a good attitude toward female teachers, even though females perform better than others. Attitude can influence the performance of female teachers and the advancement of leadership positively or negatively (Shittu & Oanite, 2015).

Eventually, the sources of negative attitudes are repeatedly thinking negative thoughts until they become part of one's subconscious, which is part of the personality. For instance, a female teacher who has a negative attitude towards leadership advancement will never achieve her leadership advancement intents, and to the worst, she fails in thinking and inspiring the positions at all. In the same way, attitude can further affect the dreams and plans of female teachers about how to advance their leadership. This indicates that attitude is the general source of energy and driving force for female teachers who wish to advance leadership positions. The experiences of female teachers, their history of growth, and social structure make them careless and

reluctant to advance in leadership. Therefore, the attitude of female teachers, consciously or unconsciously, has a great negative impact on their passion and interest in the advancement of leadership.

### **3.3.3 Organisational Perspectives**

In this part of the literature, organisational female development (education opportunities/pieces of training programmes and empowerment), organisational structure (climate/culture, and network) and organisational role model will be treated.

#### **3.3.3.1 Organisational Development**

This section of the subunit deals with educational opportunities and training programmes and the empowerment of female teachers.

#### **3.3.3.2 Education Opportunities and Training Programmes**

Recently, the development of, the development of female leadership is becoming the world's agenda, and many countries have indoctrinated female development issues into their strategic plan. For example, Armenia, Paraguay, Rwanda and South Sudan have implemented female empowerment programmes in cooperation with international higher education organisations to promote gender parity and female empowerment (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007). Similarly, the UAE has started a Women's Leadership Development Programme (LDP) since the 1970s and 1980s. The UAE is experiencing both globalising and localising processes simultaneously, and these bring both opportunities and challenges for women in the nation (Gargani, Dabbagh, & Bowles, 2012). Due to globalisation, UAE governments have paid great attention to female leadership development programmes in government, academic, and private sector organisations. Consequently, the UAE has designed strategies to examine and assess the growth of female leadership development programmes and to understand their evolution, goals and impact. The UAE governments have provided support as a key empowerment strategy over the past decades and recognise them as vital players in the nation-building process.

The WFD WLDP invites high-potential women to empower them with basic skills, through personal support and network connections. The study by Andela, Escandon, and Garlo (2008) indicates that leadership development is necessary for women to transform from the bottom-side of management to top-level leadership positions. These types of development programmes help women identify what they need from their professional and personal lives, so that they can identify their strengths and weaknesses and create connections to help them reach their full potential.

Similarly, female educational leadership programmes have been established in many countries around the world to empower female teachers to take on the leadership position. For example, Armenia, Paraguay, Rwanda and South Sudan have given great attention and established specific female leadership development programmes. In the US, the first female preparation programmes for principals were established which have consisted of a diversified course with slight stress on effective teaching-learning process, professional development, curriculum management, leadership development, and organisational learning and development (AACTE, 2001; Copland, 1999; Elmore, 2000).

Similarly, there are few programmes that have provided short-term training that focus on skills and experiences that attract potential female leaders to learn about the world and their complex nature, lives, and jobs in collaboration with remarkably skilled veteran and model leaders. The purpose of the training programme has been created to create conditions for equipping and empowering women teachers who will take the leadership position. The excellence of leadership programmes is probably determined by the capacities of their graduates, in which they display their skills and knowledge to engage effectively in leadership practices. Leadership development programmes can also be evaluated by lesson delivery, assessment, and evaluation strategies, as well as what learners come to believe about being a leader and how profoundly identify their leadership responsibilities, roles, and functions due to their involvement in the leadership development programme (Orr, 2003).

In Ethiopia, the government has made great efforts to increase women leaders in education positions (MoWA, 2006). As stated in the MoE document (1994), the

government provides different supports (for example, financial and educational opportunities) to encourage the participation of women in the education system. Although educational / school leadership has been adequately treated in consecutive sector strategic plans (ESDPs), no female leadership training programmes have been implemented throughout the country. However, certain improvements have been seen in the increase in educational leaders and managers at different levels of the education system in the country (MoE, 2006).

### **3.3.3.3 Female Empowerment**

The post-2015 women empowerment framework stalwartly claims on the priorities of gender parity and females' development, which primarily due to the omnipresent unfairness imposed on females all over the world, and females unduly represented among the poorest and most marginalised groups (Smee & Woodroffe, 2013).

The concepts of female empowerment are closely linked to gender parity to cover not only the females' general circumstances relative to males', but also their power and abilities to make alternatives and their competence to manage their future career development. According to Alsop and Heinsohn (2005), empowerment refers to enriching individual's and groups' capacity to make free choices and transform those choices into preferred actions, results, and outputs. Ravinder and Narayana (2006) further highlight that empowerment can be seen as strategies to expand individual and group assets and capabilities to reduce poverty. Moreover, Kabeer (2001) noted that empowerment enables increasing female teachers' spiritual, political, social, and educational, gender, or economic development across different echelons of the education system. In other words, Malhotra, Schuler, and Boender (2002) noted that female empowerment needs to have occurred along the continuum of sociocultural, socioeconomic, political legal, and psychological magnitudes.

From the above-given definitions of empowerment, it can be inferred that women should be empowered to make rational decisions and choices in their professional development (Smee & Woodroffe, 2013). This, in turn, enables them to use their rights, assets, and opportunities in any circumstance. Among the recent 2015 women

development framework priorities, the main imperative characteristics of female empowerment are access to and control over their rights, significant leadership participation in leadership positions, and maintaining their voice in any educational advantages in the education system.

In educational organisations, the disadvantages of women have manifested themselves in terms of educational opportunities, leadership advancement, and any specific benefits of the system. As abundant research evidence indicates, women in educational leadership advancement are a minority in Ethiopia, Pakistan, Kenya, and many other parts of the world. However, unlike many countries where women dominate the teaching profession and, therefore, their absence at the management level is questionable, teachers in Ethiopia constitute 32% of the total number of teachers (Maeregu et al., 2016), Pakistan makes up 31% of the total number of teachers, and Kenya makes up only 40% (Rarieya, 2007) of the teacher's workforce. Regarding the leadership position females possess, their number is very limited when compared even to their number as teaching staff. For example, in Ethiopia, the total percentage of female leaders is approximately 9%, which is negligible when it is associated with the population of teaching staff.

In addition to their limited number, in most countries, especially in developing countries, female principals have shown a leadership skill gap. Education organisations are therefore responsible for narrowing their gaps and providing frequent leadership support, enabling them to carry out the new and advanced school missions. However, in many countries, school leadership development opportunities have been given to male teachers, although the numbers of female teachers are equal to those of male teachers.

This is true for most African countries. For example, in Ethiopia, the number of women teachers who have taken school leadership advancement training is very few than their male counterparts (MoE, 2017). However, in the US lately the numbers of female leaders are equal to those of males. Similarly, in Israel and Canada, the numbers of female leaders are greater than those of male leaders in primary schools and are equal in secondary schools. Moreover, in the US, the numbers of female leaders in secondary and middle schools are less than male leaders, while in primary school, female and

male leaders are almost equal (Gupton, ND). The number of female leaders has been related to many variables, including educational opportunities, individual interest, and the openness of the educational system. Given that education systems are so powerful in empowering and cultivating female leaders for the advancement of school leadership, we need to recognise that.

Empowering female teachers is one of the key strategies to reduce the disparities expected from educational organisations. In this literature, empowerment implies enhancing the abilities and capacities of female teachers to encourage them to participate in the leadership position. Most capacitated variables are personal psychological factors and inherited factors. To further expound, the main internal determinant factors for the capacity and ability of female teachers are attitudes, values, perceptions, preferences, and aspirations of individuals, as well as external constraints, such as discrimination and the family, economic, social, cultural, and political context, and assets, including human capital (Niedenthal, Barsalou, and Ric, 2005).

Therefore, education organisations are responsible for creating an environment for female teachers to be a beneficiary in the system. Furthermore, education organisations also facilitate strategies for women to prevent external obstacles and maintain their economic, social, and educational advantages. Thus, education organisations should have primarily strived to maintain and achieve these stated personal needs. In turn, the fulfilment of these needs can encourage women teachers to inspire and participate in the advancement of leadership.

Furthermore, education organisations are responsible for protecting female teachers from any discrimination practices, including discrimination based on gender, qualification, race, ethnicity, caste, religion, male group network, ineffective female network, and language (Greguletz, Diehl, Kreutzer, 2018; Enanu, 2013). Empowerment, therefore, refers to the development of female teachers' ability to make strategic leadership advancement decisions and alternatives in a context where these abilities have previously been unused (Kabeer, 2001). However, the disparity between women and men in the education system has continued for a long period across the world. Research evidence (Schreiber, 2011; Islam and Nasira, 2016) evidence has continued

to show that females have been paid less in leadership positions in organisations compared to equivalent positions and roles of males. In other words, women have been marginalised from possessing leadership advancement even though they are equally qualified and empowered as their male counterparts. As a study in the UK indicates, males in executive leadership positions have approximately earned 40 thousand pounds per year as basic salary, whereas females with equal education status and empowerment have earned 30 thousand pounds per year (Blair, 2012). This disparity has continued in many social organisations, including educational organisations.

Generally, from the above discourses it can be inferred that, though women are equally qualified and empowered with men, organisational disparity has continued in many dimensions. Therefore, women should be empowered not only in terms of education, but also in spiritual and emotional development. George (2013) qualifies that not only does history affect women in education today; the systems within the field of education also play a role in how leadership is determined and developed. Grogan and Brunner (2005) in their study noted that the uneven distribution of power exists in systems, structures, and practices that have been unquestioned for years. In the field of education, especially when we come to leadership positions, these systems, structures, and practices are used daily and control gender disparity (Grogan & Brunner, 2005).

#### **3.3.3.4 Organisational Structure**

Many scholars in the field of organisation have spent a great deal of time conceptualizing the term organisation and its structure. The concepts of organisational structure have been coined by the views, experiences, practices, and understandings of scholars. Before treating the details of the organisational structure, the highlights of the structure are discussed in the following.

The definition of structure is the foundations of organising, including hierarchical echelons and types of responsibility, accountabilities, authorities, roles, and positions, and strategies for integration and amalgamation of organisational activities, problem-solving (Walton, 1986). In this regard, Thompson (1966) points out that structure implies the internal variation and patterning of interactions among and between organisational

components. In other words, structure refers to strategies in which organisations set parameters and standards for efficient and effective achievements of organisational members, through identified roles, duties, responsibilities, and other concerns. To express themselves in different ways, Kartz and Kahn (1982) note that the structure is composed of interrelated and coordinated activities and events which have a complete life cycle. Tran and Tian (2013) highlight that structure is the architecture and alignment of organisations' capacity, leadership competency, workers' talent, functional relationships, job discretions, role, and procedural arrangement. Jackson and Morgan (1966) also describe that structure is a relatively persistent distribution of job descriptions, roles, responsibilities, and administrative strategies, which makes a prototype of interconnected tasks and permits the organisations to implement, organise, and control its activities. The concept of structure encompasses too detailed and broad organisational issues, including gender parity and disparities in the organisational system. The concepts of structure can also function in educational organisations.

Like the concepts of structure, organisational structure has conceptual and theoretical understandings similar among scholars. Accordingly, Bloisi et al. (2007) mentioned in Andersson and Zbirenko (2015) define the organisational structure as a group of individuals and activities into various components to enhance harmonisation of communication, choices, and actions within the organisation system. Moreover, Agbim (2013) contends that organisational structure is serving as the framework for required human capital, task structure; individual roles, responsibilities, accountabilities, authority, and communication relationships, which are intentionally designed to achieve an organisation's objectives. From these concepts of organisational structure, it can be inferred that organisational structure implies inter-alignment, interdependence, and complexity of organisational functions, tasks, and working procedures. Especially in education organisations, the task structures are very complex; Human relationships are strong and dynamic, and functional differentiations are aligned vertically and horizontally across departments and functional units (Al-Qatawneh, 2014).

Similarly, Underdown (2010) contends that an organisational structure can be described as the formal organisational system of tasks, communication channels (vertical and

horizontal), reporting systems, and interactions that control, organise, and inspire employees to achieve organisational objectives. Along with this, Tran and Tian (2013) stated that the organisational structure encompasses formal and informal networks, job positions, their relationships with each other, and the individual employee's responsibility for the process and the achievements of the subprocess.

Organisational structure, in other words, means leading the proficiency of work, the eagerness of employees, and harmonisation among the leadership positions and teachers flow of knowledge, information plans, and goals within the school system to draw future developments. In this aspect, Gold et al. (2001) contended that information and knowledge can be leveraged utilising organisational structure to facilitate the transformation of organisational knowledge from one system to the next system and within the system. This organisational knowledge is produced by teachers who are knowledge workers or producers through the teaching-learning process in educational institutions. From the above discourses, it can be pointed out that education organisations are social incubators that mould and nurture human minds and produce human capital for other organisations. Therefore, education organisations should be well-organised, comprehensive, and gender-sensitive organisational structures. In other words, the education structure system should be free from a male-dominated network and allow potential female teachers to be involved in the leadership position.

Furthermore, the organisational structure is a system in which accountability, authority, liability, and power are equally distributed among teachers and job design, work procedures, and principles are taking place within the system. To carry out tasks using appropriate communication channels and work procedures, the school structure should use formalisation and centralisation control mechanisms based on the organisation's contexts. Formalisation here refers to measures in which the education organisation uses criteria, rules, and procedures to describe the individual's behaviour, displayed in the workplace. In the education system, formalisation implies the extent to which teachers are accessing clear rules and procedures that reinforce creativity, freedom of teachers' participation in any education leadership position, and open learning system. Although the structure of the educational organisation allows women to exercise their

power and voice in the leadership position with some flexibility, invisible male networks have prevented them from leadership advancement. In some cases, the organisation's structure, including its rules, regulations, and procedures, has designed as male-favoured, and they have influenced by the invisible male-dominant networks. The male dominant network noticeably influences the distributions of authority and responsibility and the use of rules and regulation within the organisation.

To further explain, Al-Qatawneh (2014) describes that female leadership advancement can be impeded and inhabited by organisational structures at every level of the education hierarchy. Further, he highlights that such types of structures give recognition for the male-dominated old boys' networks, which make confusion about leadership advancement in the organisation. Male dominant networks are largely uniform and long-standing and are built with direct and indirect benefits. It is difficult for women to break invisible bridges on these networks, and women are normally uncomfortable with professional networking in the academic world. Furthermore, women do not want to commit extra hours outside of work hours due to their home duties and commitments (Broughton & Miller, 2009). Tran and Tian (2013) further explains that organisations that have high formalisation, rigid rules, and regulations might have the probability to obstruct the freedom and flexibility needed for females to move up to the leadership position. Fundamentally, male networks have little interest in welcoming women to leadership advancement in any educational hierarchy. These factors discourage women from inspiring and thinking about leadership advancement.

Many scholars have suggested the effects of organisational structure on the performance of female teachers and their job preferences and organisational effectiveness, in general. In this regard, Agbim (2013) confirms that well-designed and all-inclusive organisational structures can create a positive impact on the desire and interest of women in leadership advancement. Inversely, the complex and ambiguous school structure creates a chaotic organisational atmosphere that harms female interest in leadership advancement.

On the contrary, more informal organisational structures will guide employees to achieve high-level organisational and personal goals. The decentralised organisational

structure allows women teachers to exercise their power and enthusiastically struggle to hold leadership positions (Al-Qatawneh, 2014). Similarly, Law and Glover (2000) argue that women need to decentralise (site-based education management) and more flexible organisational structures which have created opportunities for leadership inspiration, collaborative work, and non-hierarchical leadership practices. Generally, such an organisational structure is not only important for women teachers who have participated in a leadership position, but it is also ominously important for teachers, in general, to exercise their power in decision making, planning, organising, and communication. In other words, if teachers are allowed to make their own decisions when performing tasks, they will develop self-confidence to participate in higher-level leadership positions. Therefore, to promote female teachers to leadership positions, the structures of the educational organization should be comprehensive and gender sensitive. The structure should also eliminate invisible male-dominant networks and harmful rules, regulations, and procedures at all levels of the education system.

#### **3.3.3.5 Organisational Culture**

Like the organisational structure, the organisational culture has a great impact on the voice of female teachers in the struggle for leadership advancement. Beforehand the details of organisational culture in education, treating the concepts of culture is significant to recognise the connection between culture and leadership in educational organisations.

The definition of culture is very complex and too specific to certain circumstances. In the case of this, scholars have been doomed and confused to coin a single definition of culture. In this aspect, Nwugwo (2001) notifies that culture is one of some terms that is very difficult to grasp the common definition. However, scholars argue that tough culture has specific meanings and concepts; they have tried to give general and agreeable definitions. To this end, Pai and Adler (2000) propose that, though the concept of culture is amorphous, anthropologists and sociologists have tried to coin a single general agreement used in the literature. In this case, the most widely used definitions used in the literature are that culture deals with beliefs, ideologies, ideals, care values,

attitudes, and assumptions that are broadly shared among individuals who direct specific behaviour (Visser, 2011).

Concerning the influences of values and attitudes, Buser (2006) firmly argues that values and attitudes have a substantial influence on the strategies female teachers may use to manage themselves and sustain their energy to move up to the leadership advancement in the education system. In the same vein, Schein (1985) in Dean (1993) notifies that the spirit of culture is 'the deep-rooted fundamentals of assumptions, philosophies, ideologies, beliefs, norms, expectations, and attitudes which are shared by members of an organisation. John et al. (2012) note that organisational culture is a complex term that implies what female teachers recognise and how this recognition makes a pattern of expectations, feelings, interests, beliefs, and values in the education system.

The roots of culture have been explored by social anthropologists in the late nineteenth and early twentieth centuries to investigate the nature of early societies. In the study, they identified that primitive societies had used the term "culture" in their social practices and legends. Based on their findings, scholars have tried to define culture as a continuing process of building authenticity, offering a pattern of understanding that helps followers in organisations infer conditions and give correct meanings to their work and future life. From the above concept, it can be understood that culture is an evolutionary and dynamic process that includes altering values, beliefs, and underlying assumptions regarding the organisation (Kropp, 2000). These cultural elements are the main determinant factors for individuals' behaviour and actions in organisations. These collective cultural elements can also influence the behaviours, actions and performances of groups and the effectiveness of organisations in general.

These collective components of culture can contribute to the general well-being of individuals in terms of work ethics, interest, desires, and job performance. In other words, the effectiveness and efficiency of the organisation depend largely on the common cultural practices of individuals and groups within the organisation.

The collection of individuals' and groups' culture from the supra-culture of the organisation. In other words, organisational culture can be created by the practices of

individuals and groups culture within the system of organisation. From this statement, it can be inferred that the organisational culture is a collection of social practices that exist in the hearts and minds of individuals in the organisations and can be represented as formal rules, policies, principles, and procedures that the organisations use. Therefore, in specific terms, the organisation's legislation, rules, policies, strategies, programmes, and procedures are fundamentally the result of the cultures that are practised in the organisation. These, in turn, determine the efforts and performance of the workforce and the effectiveness of organisations.

Especially, organisational culture is consciously important for educational institutions. Educational institutions are people-centred, and their functions are largely dependent on the nature and effectiveness of interpersonal relationships (Deal & Peterson, 1999). Due to its versatile nature, education organisations have a stronger and more inclusive culture than any other type of organisation. In other words, there are indeed strong relationships between and among students, teachers, and other stakeholders (Leithwood, et al., 2006). On the other hand, this strong relationship creates small networks within education organisations that could marginalise women from benefits or any incentives.

In this regard, many scholars argued that culture has implicit and explicit influences on the success of female leaders' performance in their leadership position (Edwards, 2018). Deal and Peterson (1999) propose that strategic leadership implies cultural leadership that involves motivating, inspiring, stimulating, and supporting females to toughen their commitments, nurture desires, and improve job performance by sharing philosophies, assumptions, values, beliefs, and purposes that are articulated in collective practices and ways of life (Leithwood, et al., 2006). School cultures may be friendly (family), machinery, collaborative or individualistic (Hargreaves, 1994), it has a direct and indirect effect on the effectiveness of the organisation in general and females' interest towards leadership positions in particular. The primary task of leadership in an educational organisation is to create inclusive and positive cultures that motivate and inspire women teachers to possess the leadership position.

In Ethiopia, social culture has a great impact on the general development of women. The social culture directly or indirectly influences the decisions of women and makes them dependent on their male counterparts. Bogalech and Mengistu (2007) further point out that traditionally women are highly dependent on the decisions of others (men) and have fewer opportunities to make decisions about most of their own and family issues (example education, birth, health, and other opportunities). Fundamentally, this is true in organisations including education. In secondary schools, due to cultural barriers, many female teachers who are in a leadership position are insignificant. Similarly, male teachers have believed that female teachers could not be leaders and have a negative attitude toward their leadership position. Although affirmative action strategies have been launched and put into practice for decades, the number of empowered women leaders is small in Ethiopia's secondary schools, including the capital of the nation.

In general, organisational culture is an inevitable determinant factor for female teachers who need to advance in leadership positions. Tian (2013) views that organisational cultures can be positive or negative based on the types of culture workers exercise within the workplace. A positive organisational culture reinforces the participation of women in their leadership positions and allows them to develop confidence and self-esteem. On the other hand, a negative culture can hinder desirable behaviours, hamper female performance, and impasse organisational output. Thus, an effective educational leader should know what to look for in terms of structure, process, and culture and how to understand what females, particularly, need to involve in leadership advancement (Busher, 2006).

#### **3.3.3.6 Organisational Role Model**

The lack of role models in the organisation is one of the key factors that affect women's innate advancement opportunities and achieving their goals in the organisation. The organisation in general and female leaders within the organisation in particular have played crucial roles in realising their dreams, interests, and wishes of females in their life. In this aspect, Sealy and Singh (2010) propose that role modelling is the determining factor for individuals' performance effectiveness or ineffectiveness in the organisation. To understand the purpose of the role model, understanding its meaning

is critically important. Accordingly, Shapiro et al. (1978) have tried to define role models related to personal qualities and behaviours of individuals who displayed in the organisation. Accordingly, they envisage role models as people whose actions, behaviours, lifestyles, and specific characters are rivalled by other people and demonstrate that modelling contributes to building personal qualities (identities).

Similarly, Gibson (2003) highlights that the footing of building optimistic role-model characteristics is the cornerstone for the prospect characters of females. In his advanced work, Gibson (2004) treats a role model as a mental creation founded on the characters of individuals in social roles who perceive to be like him or her to some degree and desire to add perceived similarity by rivalling those characters.

Furthermore, Lockwood and Kunda (1997) added that a person who can be a role possesses a figurative entity, an inspiring and motivational character (charisma), so that somebody can learn and imitate desired behaviours of him/her. In other words, a person who acts as a role model must be ethical in the profession, ideally influential, intellectually stimulated, and spiritually strong that could be figurative for individuals. These personal attributes can greatly contribute to individuals who wish to achieve their personal and organisational goals in the organisation. To support this view, Shah (2015) assumes that role models should be influential individuals in any aspect of their life and their choices, and they should be good examples in any of their movements. Similarly, Lockwood and Kunda (1997) indicate that symbolic persons have a great impact on the effectiveness or ineffectiveness of individuals' lives through multidivisional social comparisons. In other words, Lockwood and Kunda (1997) underlined that the impact of the comparison largely relies on the success and failure experiences of role models in the organisation in general and in their personal life in particular. If its success is perceived as achievable, the role model is inspiring, while if the role model's success is declared unfeasible, it is seen as threatening and devaluing.

Rarieya (2007) ratifies that there is no doubt about the importance of role models for individuals' success, especially for females. In other words, the existence of female role models as school leaders in the workplace is too imperative for their achievements. However, Latu et al. (2013) ratify that the exhibition of highly successful female leaders

as role models can help women inspire and strive to get higher-level leadership positions. Furthermore, female leaders may be perceived as a more appropriate role model compared to a male leader. Htun and Yamamoto (2002) argued that female role models are critically important in choosing an occupation or a specialisation which does not follow gender role expectation.

In education, most teaching staff are women in primary and secondary schools around the world. On top of this, female teachers have served as teachers, leaders at lower-level leadership positions (such as department heads, unit leaders, club heads) and mentors in the education system. However, due to interlocking factors, the number of women in education leadership positions is insignificant. Hyndman (2009) also identified that many factors have influenced females as they tried to enter positions of educational leadership. Among other factors influencing the situation, the absence of female role models in school leadership positions has contributed greatly to the shortage of female leaders entirely in education institutions.

To strengthen the points raised above, Sealy and Singh (2010) added that the absence of female figurative is perceived as the biggest obstacle to female career development in the organisation. Other recent surveys (Shah, 2015; Levitt, 2010; Rarieya, 2007) further stress the shortage of the right symbolic person, which is seen as significant obstacles for women to achieve senior positions in the education system. Similarly, Schneider (1991) points out that a lack of noticeable and accessible female exemplary person is usually mentioned as a rationale why females have not moved into leadership positions in greater numbers like their numbers in the teaching staff. In the mentor - education system, the mentee relationship has been dominantly practised persuading the school culture for the beginning teachers. In this professional practice, female teachers (highly experienced) have played a great role and have been cited as good mentors for other teachers (less experienced) in the school.

In this aspect, Lahti (2013) demonstrates that many female school leaders believe that mentoring is a positive and supportive means of encouraging women to pursue leadership positions. Although most female teachers have served as mentors for

beginning teachers in the teaching profession, they did not obtain senior leadership positions in the education system to be role models for other teachers (Levitt, 2010).

Ethiopia has no different history regarding female leader role models of women leaders in educational institutions. As discussed above, female teachers in primary and secondary schools are equal to their male counterparts as teaching staff (Maeregu, et al., 2016). Like the experiences of other countries, female role models in an Ethiopian education system have been minor, especially in leadership positions in secondary and tertiary education. Transformation of female leadership has been an important agenda in government policies and programmes, including the education system. As a manifestation of the agenda, the term "affirmative action" has been designed and provided for women to empower and transform them into leadership advancement in the education hierarchy. However, the agenda could not have empowered and transformed women into leadership positions at all levels of the education system.

For example, in Ethiopia's education structure, secondary schools have a maximum of four school leaders (especially in Addis Ababa secondary school context). However, there are secondary schools that do not have a female leader among the four school leaders. Whatever the reasons, the transformations of female teachers to the leadership positions in the education system have been unattainable government's goal. This, in turn, creates a lack of female leaders in senior educational leadership positions. This again explains the absence of female role models in the education system.

### **3.3.3.7 Organisational Networking**

Networking indicates the multidimensional relationship between workers during their day-to-day activities on the job. In this regard, Lahti (2013) suggests that networking involves creating and developing relationships in the workplace and knowing people throughout the organisational continuum. In other words, networking is an instrument to access the information, knowledge and skills of experienced, skilled and educated people to empower themselves. Networking has been proven (Lahti, 2013) to be an efficient career development, as it can help acquire all significant benefits, including information, experience, and job opportunities. It is very crucial to develop, widen one's influence, power, and achievability in the organisation and outside the organisation.

Networking is very important to increase human relations skills and knowledge power (Lussier & Achua, 2013). Networking within an organisation has a paramount effect on the career, social, and economic development of individuals in any sector. Networking is also important to see problems early on and will provide positive feedback on personal achievements.

Personal achievements and successes are achieved not only through hard work and enthusiastic efforts, but complete development is also possible through well-designed social networks. In this aspect, Hirvikorpi (2005) highlights that working hard and working smart is not enough for personal career path development. Scholars have advocated for the positive impacts of networking on women's achievement in many organisations. It is seen as techniques and tracts that women use to gain leadership advancement in the late twentieth century across the world.

Female-to-female networking is invaluable and is incredibly essential to have an excellent working relationship with the organisation. Many scholars have supposed that gender-based networks (females or male only) and mixed networks are an important form of networking in the organisation when properly and consciously established. Hirvikorpi (2005) argues that a mixed network of both males and females is significantly valuable, which includes more diverse views and makes the network more beneficial. In other words, if the mixed network is established based on the ideas that men and women have contributed to the system, both individuals (men vs. women) may be equally benefited from the network. As the study by Brunner (2000) indicates, most workers in organisations have benefitted from the influence of networks.

However, in most mixed networking organisations, key leadership positions and advantageous job positions have been occupied predominantly by men. In most education organisations, the old boy network has been largely practised, and the female network has lessened practised in all education hierarchies. Logan and Scollay (1999) observed that a male-dominating network in the organisation is often a bottleneck for females' advancement in leadership positions. However, Crampton and Mishra (1999) suppose that internal uncooperative networks of females and informal networks of men are barriers to females to move up to the leadership position.

Established networks from woman to woman are significantly imperative for the transformation of female leadership in every education hierarchy. Hirvikorpi (2005) further expounds that female networking is highly important for their leadership advancement and fulfilling their leadership development needs. It allows women to share their experiences and knowledge and even assist each other across departments and units in the organisation. It is one of the core techniques that allow women as a means of obtaining guidance, ethical support, and links to information and getting positive and developmental feedback. In other words, women have good communication and interpersonal skills to build a professional network. Marjosola (2001) adds that females have social skills that take loan share in making networks and supporting each other to move up to leadership advancement. The networks may be official or unofficial (professional associations, local chartable firms, or others), whatever the types, they play a fundamental role to share, learn, develop, and support each other in and outside the organisation.

Networking provides opportunities for women teachers to achieve their leadership development in the organisation. It also gives a great advantage to get to know the right people and to have contacts that can help women in any aspect of their life.

### **3.3.4 Social Perspective**

This part of the literature treats the social perspectives of female leadership advancement in education organizations. However, this part tries to present the general aspects of social perspectives as influences and opportunities for female teachers in education organisations. Most of the concepts are treated under various topics of the literature earlier, so that this part is simply focussing on the general social perspectives towards female leadership advancement in education organizations. Thus, the perception, culture, roles, and expectations of society of women are treated below.

#### **3.3.4.1 Societal Perceptions and Culture**

Like personal and organisational perspectives, social perspectives are equally imperative in cultivating and shaping female career development in organisations. Society's perceptions and practices are intensely embedded in culture as public policy

and unwritten norms. Social factors curtail opportunities for female career advancement, including certain aspects of collective programmes and policy (Eagly & Sczesny, 2009). Society's perceptions, philosophies, and norms are implicit factors that persuade organisational, group, and individual actions and performances. Any society implicitly or explicitly sets performance standards and customs for the organisations, groups, and individuals that are considered in their daily movements. These social assets are implicit and assimilated in the life of individuals and are the most complicated and time-consuming factors that have an impact on different dimensions of life and cannot be easily managed and adjusted (Schwanke, 2013).

Since decays, in post-industrial, post-communist and developing societies considerable differences have been observed on attitudes and perceptions towards female leadership (Norris and Inglehart, 2004). In other words, the attitudes of primitive societies are a major barrier to the advancement of female leaders in organisational leadership. Culture has continued to verify a notable impact on the progress of female leaders in leadership advancement and creates gender disparities in education organisations. However, over time, there is evidence that these cultural barriers have been decreasing among the younger generation in education organisations of most countries around the world, especially after the practices of civilisation.

#### ***3.3.4.2 Roles and Expectations of Females in Society***

In primitive society, it was believed that women should be guided and obeyed by male principles and philosophies. These principles and philosophies over time changed into practices and cultural norms that indirectly distinguish gender roles and responsibilities at home and outside the home. Conventional gender roles/characters are still alive and strong across the world. Females, at every educational level, are predominantly affected by gender roles and responsibilities through their movements, and gender characters usually have the consequence of self-development insights. In society, the stereotypes that women work less than men have deep roots and are widely perceived in all types of organisations around the world (Sandberg, 2013). The society has overlooked the efforts and energies of hard-working and career-orientated females, and most of the time they are considered cold, stressed, and greedy. Such stereotypes and prejudices

of society largely affect women's career advancement in education organisations. In addition to these social barriers, traditional gender roles, poor career development strategies, and vague expectations of women slow their leadership development.

Hoyt (2010) further describes that both social responsibilities and contemporary workplace cultures largely influence female interest and aspirations in the domain of leadership. In the case of traditional perspectives and division of work, women are more likely to assume home roles and responsibilities and less demanding jobs in the organisation.

### **3.3.5 Policy Frameworks and Strategies for Female Leadership Advancement**

The under-representation of women throughout the world has been the primary agenda of many governments of the world. This under-representation of women makes governments develop global and regional policies and strategy frameworks to reduce the gender disparities in every sector, empowering women in the economy, politics, social, and technology. Policy frameworks and strategies to reduce gender disparities are reviewed below at the global and regional levels.

#### ***3.3.5.1 Policy Frameworks: Global Context***

To increase the participation of women in the economy, politics, education, and all aspects of development and make them equally benefited and participate with their male counterparts, policies have been developed and implemented at the international and national levels. At the global perspective, African women's report (2009) indicates that among the various strategies used to empower women: 1) the Beijing Platform for Action (BPFA, 1995), 2) the Convention on Elimination of All Forms Against Women (CEDAW, 1979), and 3) the Millennium Development Goals (MDGs) have been the main policy frameworks that focus on the gender disparities and parity of in the society as well as in the organisation positions.

The main concern of the convention of CEDAW was to provide equal opportunity for women and enhance their participation in the economic and social life of the community, and, besides, the BPFA (1995) focused on providing women equal rights with men in

the economy sector and providing job opportunities in societies. As indicated by the World Bank report (2012), to achieve the goals by 2015, the 2010 MDG summit had developed a global action plan. The summit also designed mechanisms to address gender parity by developing policies in different sectors, including the economy, politics, health, education and decision making.

Similarly, the Universal Declaration of Human Rights (UDHR) (1948), the Millennium Declaration commits (2000), and Millennium Development Goal number 3 (2008) plans we are offering great attention to endorse gender parity and the empowerment of women as effective strategies to combat poverty, hunger, disease and to stimulate truly sustainable development (Francis, Osei-Owusu & Antobre, 2013; Patel, 2013).

Millennium Development Goal 3 has been launched with a special focus on promoting gender parity through the empowerment of women. The purpose of the Millennium Declaration framed in 2000 was to promote gender parity through female empowerment as effective strategies to combat poverty and related factors and to stimulate truly sustainable development (UNIDO, 2008). However, in most developing countries, gender disparity has been a major obstacle to achieving the MDGs. Furthermore, UNIDO (2008) proposes that *"in reality, achieving the goals will not be feasible without closing the gaps between women and men in terms of capacities, access to resources and opportunities, and vulnerability to violence and conflict"*.

Recently, the post-2015 blueprint (framework) prepared by the GADN in July 2012 focused on strategies to reduce gender disparity in all sectors (Smee and Woodroffe, 2013). The framework creates a vital opportunity to ensure gender equality in all aspects. In this framework, gender parity was considered an international priority area for many countries. In other words, the priority of the framework was to empower women (including girls) by protecting their rights.

Like the MDGs, MDG No 3 and the UDHR plans, the post- 2015 framework focused on the required social changes and transformations to eradicate female obstacles and to make powerful the most overlooked and excluded individuals to realise true and sustainable social changes. The plan urges that social transformation cannot be achieved without confronting the fundamental root factors of gender disparity. Unlikely

speaking, the plan will not be effective, exclusive of the political support and required resources.

### ***3.3.5.2 Policy Frameworks: Ethiopian Context***

The same scenario and history has been experienced and operational in Ethiopia regarding gender parity. In Ethiopia, as soon as a child can do something, she takes great responsibilities, including caring for the little siblings, participating in food preparation and spending long hours supporting their mothers by pulling water and collecting firewood from a long distance. As a little girl grows older, responsibilities and responsibility become more and more difficult within and outside the home. Social responsibilities also increase on various platforms. These responsibilities bring opportunities and threats to her future life. Within these hardships, she can exercise leadership since her childhood age. However, as threats, women lack recognition and appreciation for their performance achievements. Rather, women get lower social status and little admiration with respect to their brothers (Bogalech & Mengistu, 2007). From childhood, they have grown in hearing and perceiving many discouraging proverbs that describe their weakness within the home and outside the home.

To minimise these socially restricted assumptions and implicit practices, the government has designed the gender party policy and agreed with international organisations to work cooperatively. As a member of the United Nations (UN), Ethiopia is one of the countries that has signed an agreement with the UN on twelve (12) focus areas of BPFA to take action to empower women in its organisations and government positions. In addition to this, the government has developed policies and strategies that aim to ensure the participation of women in all sectors and to create gender parity in society. Thus, to achieve the goals, organisations such as Women's Affairs Office (WAO) in the prime minister office (PMO), Bureau of women, children, and youth at the federal and regional levels were established. Furthermore, in addition to the FDRE constitution, policies such as the national policy of Ethiopian women have developed (gender perspective guideline project planning in Ethiopia, 2001) to realise the objectives signed with world communities.

The national policy on Ethiopian women, as indicated in the planning of the FDRE gender perspective guideline project in Ethiopia (2001), encourages the participation of women in the social, political and economic sectors and, as a result, ensures their democratic right. The policy also focusses on strategies to improve the participation of women in various aspects of decision-making in organisations and communities. Along with the development and implementation of policies and strategies that ensure the participation of women in the economic, social, education, and political sectors, the government of Ethiopia has developed targets to ensure the participation of women in various leadership positions. For instance, the constitution of FDRE Article 35 Numbers 3 ensures equal participation of women in society. It states that:

*The historical legacy of inequality and discrimination suffered by women in Ethiopia is considered, and women, to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women to enable them to compete and participate based on equality with men in political, social and economic life, as well as in public and private institutions.*

Alongside, the FDRE 'education sector development programme' (ESDP IV) (MoE, 2010/11 -2014) action plan shows that targets have been set to improve teacher qualities and promote female participation in educational leadership. From the targets, 1) the share of female leaders increased by 100% in 204/15 and 2) the share of women among students in colleges of teacher education increased from 45% in 2008/9 to 50% in 2014/15 were the main targets. These goals focused on the participation of women in educational leadership positions and educational opportunities throughout the educational system in the country. However, the first target could not be achieved as expected in the education system.

### **3.3.5.3 Strategies to Narrow Gender Disparities**

To promote the participation of women in educational leadership positions, some measures must be taken at the national and regional levels. Some of the actions that promote women's participation in a leadership position are listed below.

#### 3.3.5.3.1. Gender Mainstreaming in Organisation Structure

To promote the participation of women in organisational decision making, as stated in Africa Women's Report (2009), countries should establish gender desks in all institutions and to ensure the effectiveness of gender mainstreaming, sufficient financial resources should be allocated. BPFA's strategic plan ensures that governments that signed the international gender parity policies should integrate gender parity perspectives into their organisations' legislations, public policies programme, and projects. This, in turn, measures the extent to which governments have committed to gender mainstreaming in their organisations and leadership positions. In line with these actions, governments should establish explicit empowerment strategies and control mechanisms in all organisations, departments, and units of the education system.

#### 3.3.5.3.2. Education Opportunities

School principals are expected to manage and organise the human and financial resources of the schools. Therefore, education opportunities play an important role in empowering and bringing female candidates to leadership positions. In this regard, Shakeshaft (1989) indicated that low leadership training opportunities for female teachers have been seen as the chronic factors that hinder their participation in the leadership positions in the educational organisation. Therefore, facilitating and providing development opportunities, such as short-term (like on the job) and longitudinal (off-the-job) training opportunities, are valid strategies to improve the participation of female teachers in the leadership position. In addition, offering formal university opportunities attracts women to the leadership position.

#### 3.3.5.3.3. Affirmative Action

To break cultural assumptions and societal perceptions about female leadership, taking different affirmative actions is the means of narrowing gender disparities. For instance, the quota system can increase the number of female leaders by providing proportional seats in every education organisation's echelons. In support of this, the African Women's report (2009) in its article 4 of CEDAW argues that

*The adoption by state parties of temporary special measures aimed at accelerating de facto parity between men and women shall not be considered discrimination as defined in the present convention but shall in no way entail consequently the maintenance of unequal or separate standards; these measures shall be*

*discontinued when the objectives of equality, opportunity, and treatment have been achieved.*

In addition, in its report, it recommends different actions to promote women's participation in leadership positions and political participation. It highlighted that African governments, civil societies, and UN agencies must: 1) 'develop and implement women' capacity building programmes to support female aspirants and potential candidates; 2) support the nurturing programme of women at all levels of education, at which they should be encouraged to assume leadership and representative roles in their institutions; 3) affirmative action incentives such as incentives that will encourage countries to implement affirmative action policies that could be supported, implemented, and sustained; 4) countries with impressive ratios can be selected to host important regional and global meetings, and 5) promote women as successful role models in political and leadership areas.

Along with this, the UN in its 2004 report indicates that the following points are the opportunities that Ethiopian women have been gaining: 1) curricula have been gender-sensitive, and 2) educational finance has been given girls' participation. In connection with this, with low dropout of females, high enrolment of females, and that ensure equal educational opportunities. By considering these international comments, Ethiopia has strived to increase women's participation in decision-making positions as presidents, vice presidents, education training board management members, directors, deans, principals, and focal persons throughout the education system. Furthermore, to increase the number of female leaders, head teachers, and female coordinators, a gender focal person has been assigned in higher institutions (30%) and visible motivating factors have been in place in primary and secondary education to move female teachers to the leadership position.

#### 3.3.5.3.4. Promote Work-life Balance

Promoting women in leadership roles involves creating work-life harmony or balance, which is a key strategy for transitioning from the conflict of dual roles to integrating work-life challenges and enrichment (McMillan et al., 2011). Various strategies can be employed to promote work-life balance, including professional, personal, and political approaches. Professional strategies involve organizational efforts to recognize the

importance of work-life balance (Somech & Drach-Zahavy, 2007). This includes developing policies and benefits that enhance flexibility between work and family responsibilities (Fu & Shaffer, 2001).

Personal strategies focus on women's abilities, efforts, and commitment to advance in their careers. This includes being self-aware, understanding what they want, having a keen awareness of their organization's culture and unwritten rules, and having role models to follow (Gallagher, 2000). Political strategies address the role of official laws and policies in creating leadership opportunities within organizations. These strategies help establish a supportive environment for women leaders to thrive.

#### 3.3.5.3.5. Establish Supportive Networks

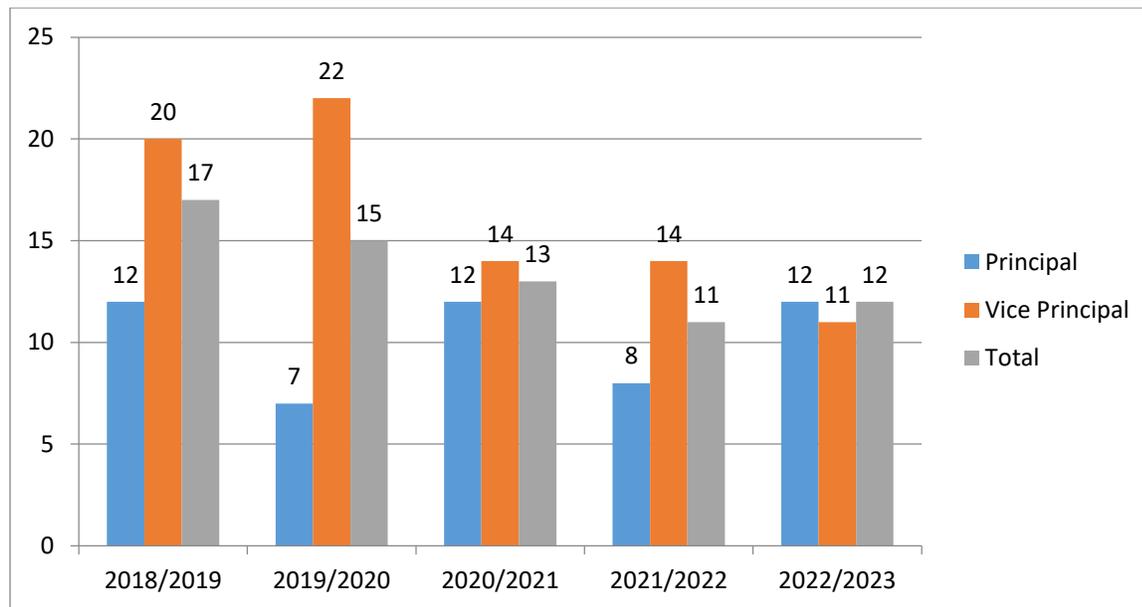
To promote women in leadership roles, one effective strategy is to **establish supportive networks**. This involves fostering discussions and garnering support from various stakeholders. Women can use these networks to address and overcome stereotypical challenges associated with their leadership roles. A key approach is to advocate strongly for discussions and recognition within the school community. This means actively engaging with community members to highlight and address issues related to gender stereotypes and leadership.

Additionally, it is crucial to employ strategies such as **delegation**, showing **care and empathy** towards both the school and the local community, and taking appropriate actions beyond mere discussions. This holistic approach ensures that women leaders are supported in a comprehensive manner. Seeking support from other stakeholders, including parents and top management, is also vital. This collaborative effort helps in coping with challenges and promotes effective women leadership practices. By involving a broader network of supporters, women leaders can gain the necessary backing to thrive in their roles (Woldegebriel & Mekonnen, 2023)

#### 3.3.5.3.6. Female Leadership Opportunity Obstacles

The share of women leaders (both principals and vice principals) in secondary schools within the Addis Ababa City Administration has remained stagnant (about 12%) over the past five years. Although there have been minor improvements in the number of women

...serving as vice principals in 2019 and 2020, the overall trend from the 2018/19 to 2022/23 academic years has shown no change. This trend analysis is summarized based on the annual educational statistics abstracts from the Federal Ministry of Education, as illustrated in the accompanying figure.



**Figure 3 2. Five years trend of women leadership participation in Addis Ababa (based on Educational Statistics Annual Abstract MoE, 209-2023)**

Building on the previously mentioned low levels of women in leadership positions within secondary schools in Addis Ababa, this section of the literature explores the obstacles that hinder female opportunities for leadership development in educational organizations. Obstacles such as personal (psychological and emotional), organisation (structure, culture, networking, and role model, policy) and social obstacles are treated inclusively in the literature. Most of the obstacles are discussed amalgamated with the literature under every subunit and section. However, this part of the literature, however; presents major obstacles that curtail the opportunities of female leadership advancement in education organizations.

#### **3.3.5.4 Personal Obstacles**

Identified personality factors such as friendliness (agreeableness), meticulousness (conscientiousness), extraversion, openness to experience and neuroticism, and other elements of personality factors such as self-awareness, self-confidence, self-esteem, and self-monitoring are fundamental obstacles for women to be leaders. According to Nahavandi (ND), these personal factors make women more insightful and open to receiving criticism and advice from their colleagues and others and allow them to easily adjust their behaviour. However, if these personality factors are properly managed and nurtured, they can be obstacles to the development of female careers in organisations.

Regarding female obstacles, Brown (2004) highlights that female barriers to educational leadership can be seen from intrinsic and extrinsic aspects. Personal attributes such as beliefs, values, attitudes, expectations, perceived efforts, and actions, on the one hand, and femaleness, pregnancy, emotions, menstruation, and maternity, conversely, are inevitable natural barriers.

Furthermore, Glass (2000) fortifies that self-confidence, self-esteem, ambition, assertiveness, competitiveness, socials, and aggressiveness can be considered barriers to women's leadership advancement in educational organisations. Moreover, Dotzler (1993) discussed that low self-worth, lack of confidence, low motivation, or aspiration can be seen as barriers to female leadership advancement. However, these inherent obstacles are rarely more common in women than in men. More often, the social construction of society is the root cause of inequities than the female psyche. Females aspire to leadership, but society and organisational barriers prevent women from acknowledging or acting on their aspirations.

Alongside intrinsic barriers, female leadership advancement inspiration can be determined by extrinsic barriers such as lack of societies' support, unfavourable organisational structure and policy, lack of good role model and mentor, inflexible working environment, and poor inclusion in the network (Hensley, 1996); poor career development pathway, unwillingness, and inability to take leadership positions. Farmer (1993) illustrates that the socially constructed role that women should perceive in

society has been a key external obstacle in the ability of women to obtain leadership positions in educational institutions.

#### **3.3.5.5 Organizational Obstacles**

Education organisations are institutions where government policies, programmes, and projects are executed at the school level. Similarly, individual, group, and organisational developments are taking place in the organisation using its structures, policies, and projects. Smee and Woodroffe (2013) highlight that gender disparity in government policies, plans, programmes, and projects in the education system worsens the movement of women in leadership advancements. In other words, policy obligations to gender parity put into practice through mainstreaming have the likelihood of dispersing or neglecting in the planning, implementation, monitoring, and budgeting processes. Governments at the global and state levels have designed different policies, programmes, and projects to empower women and help them transform their leadership. However, the objectives of the policies have not yet been achieved according to the plans throughout the world, except in some developed countries. Some of the causes of the failure of affirmative policies are inconsistent leadership and management support inconsistent; negative attitudes of male counterparts throughout the education system; absence of sustainable support and accountability systems.

The organisation structure is a vital instrument for implementing policies through its rules, principles, and guidelines. Gideon (2008) asserts that organisational structures (history, rules, regulations, and policies) affect the inspirations and progress of women in the leadership position. This ensures that unfavourable policies that an organisation makes to encourage females to move up to leadership positions are critical hindrance factors for women's career development.

Many scholars have also tried to identify the barriers that limit women's leadership advancement opportunities in education organisations. Getykov (1996) notifies that females are worried about educational leadership passions, which are due to the gender gaps in education organisations. Gaps may denote an inhibition of female leadership development at all levels of the education hierarchy. As revealed by much empirical evidence, male dominating network (Logan & Scollay, 1999), lack of female

leader figurative and mentors (Lahti, 2013), absence of committed political support, insufficient self-decisiveness, low levels of female inspiration, unable to resist stressful situations (Shepard, 1997) are common barriers observed in the education system. Bjork (2000) further identified that job insecurity, rigid work schedule, and low job performance appraisal are seen as barriers to women in primary and secondary schools of the world, especially these are critical barriers in Ethiopia.

Gideon (2008) tries to scrutinise the organisational structure with the work schedule and conditions. Females feel that the leadership position brings additional burden and stress that they connect leadership work with high schedule rigidity as compared to what teaching in the classroom gives them freedom in terms of their extra time. This discussion leads to the treatment of the work preference of women in the school system. Implying females inherently prefer flexible, nonrestricted, and less-scheduled types of jobs and activities. In other words, a rigid workplace structure detaches women from leadership roles (Endale, 2014). This is due to female priorities and responsibilities outside their work roles, such as mothers, housewives, homemakers, and managers at work (Okafor, Fagbemi, & Hassan, 2011) demand extra times.

Regarding organisational structure, organisational networking is a critical obstacle for females to move up to the leadership position. In this aspect, Gibson et al. (2012) contend that females do not inherently fit into a culture of mateship (gang groups). Females are often negligent in network formation opportunities, such as drinking at night in groups or playing different games during early or late hours of work within and outside the organisation. Often, it is assumed that women do not have the inherent ability of men to create strategic partnerships within complicated organisational environments.

On the other hand, Ely, Ibarra, and Kolb (2011) identified that women have networks, but the networks are fragile, unsystematic, and simple, offering fewer leadership opportunities. Implying the network system offers fewer opportunities for their leadership rights and creates very few acknowledgements and support of the organisation. Furthermore, research findings strongly claim the value of networking for personal development in the workplace. AAUW (2016) ensures that the right to use powerful

networks is vital to move up to the leadership position in the organisational hierarchy. Additional research findings (example, Eagly & Carli, 2007 and Hewlett et al., 2010) found that the social assets obtained from networking are even more vital for leadership development than good job performance. From these discourses, it can be extracted that women are naturally limited and fail to form networks and kinships in the workplace. This, in turn, confines their rivalry to the leadership development position.

#### **3.3.5.6 Social Obstacles**

Fundamentally, women have faced multiple factors that deter their voices, efforts, and actions from achieving their needs, goals, and inspirations at home and outside of the home. They have played multiple roles at home and in the workplace and have contributed greatly to national development. However, society has classified tasks as men and women's preferences and overlooked the contributions of women in every sector. The term social stratification 'gender' as men versus women firmly determines the role of women in the home and outside the home (Domingo, et al., 2015). The stratification makes women take on multiple responsibilities at home and outside of the home, which implies that they have played multiple roles in the social, economy, politics, and other sectors. In the same token, most difficult and challenging tasks are considered as female roles, and few and advantageous tasks are labelled as men's roles. The social division of tasks and related challenges create other psychological problems in the development of female careers.

Doris (2004) points out that socially constructed arrangements (gender roles) are stimulated by the overarching persuasion of patriarchy within society, communities, and families. These patriarchal assumptions and beliefs make women think of themselves as substandard, lacking authority, power, and freedom, and ancillary. In other words, patriarchal values are so deeply entrenched in society's awareness that they are essentially imperceptible. These traditional assumptions, beliefs, implicit conventions and conveniences, explicit cultural norms, and practices make women reluctant, passive, and unconscious about leadership advancement in education organisations. In other words, in these situations, women develop ambiguous barriers such as being ignored, overlooked, and marginalised by the organisation (Schwanke, 2013).

Social perceptions greatly affect the attitudes and performance of women in their profession throughout the educational system. As empirical evidence reveals (Eagle et al., 2003), the society perceives that customary gender stereotypes portray males as high achievers, strong, capable, powerful, vigorous, emotionally stable, self-governing, and balanced, while females are usually perceived to be absent in those characteristics (Becker et al., 2002). This implies that society's perceptions show that women are ineffective in achieving their personal and organisational goals when they take the leadership position. In other words, in the case of these perceptions, women still have overwhelmingly limited access to leadership positions in most educational organisations, especially secondary schools and tertiary institutions. Although there have been solid improvements in several countries in ever increasing the number of female leaders in leadership positions (for example, in primary school), they are still less likely to get higher-level leadership positions (secondary and tertiary education leadership positions).

A very devastating barrier for women is the least probability of getting married while working as school leaders. However, it gives males recognition to be married, as it is believed to be part of having the right attribute. This cultural convention and social implicit agreement directly or indirectly prohibit women from inspiring and obtaining leadership positions in educational organisations. Furthermore, Archer (2003) adds that the conquered professional networks of male teachers and the frequent overlap of female roles at home and work are other contributing variables to inspiring leadership positions.

Generally, female teachers often lack motivation or commitment to get leadership positions due to a lack of recognition in the workplace, a lack of support at home for homework and childcare, and maybe a lack of motivation or commitment to take leadership positions. The barriers discussed above are worsening in Ethiopian secondary schools, including the capital city of the nation, Addis Ababa.

### **3.4 CONCLUSION**

In conclusion, the conceptual framework and literature review provide a solid foundation for understanding the key concepts, theories, and existing research related to the

study's focus. The conceptual framework outlines the relationships between variables and guides the research process by offering a structured approach to analysing the issues at hand. Meanwhile, the literature review synthesizes current knowledge, highlighting gaps and areas for further exploration. Together, these sections establish the theoretical and empirical basis for the study, ensuring that the research is grounded in established knowledge while contributing to the ongoing discourse in the field. This comprehensive approach not only strengthens the validity of the study but also positions it within the broader academic context.

## **CHAPTER FOUR: RESEARCH METHODOLOGY AND DESIGN**

### **4.1 INTRODUCTION**

This chapter consists of the research paradigm, research design, methods, approaches, and framework. In addition, it deals with the study area, data sources, the study population, sampling design, collection procedures, pilot study, data collection instruments, data analysis techniques, data control mechanism, and ethical consideration.

### **4.2 RESEARCH PARADIGM**

Understanding the research paradigm and its components, which include fundamental assumptions, norms, and values is crucial when conducting a research, Guba and Lincoln (1985) identify three key philosophical questions that define a research paradigm: the ontological question (nature of reality), the epistemological question (beliefs about knowledge), and the methodological question (how to discover knowledge). Understanding these helps researchers choose and be guided by the appropriate paradigm.

Creswell and Clark (2011) outline four worldviews to address these questions: post-positivism, constructivism, participatory, and pragmatism. According to Creswell and Clark (2011), post-positivism is linked to quantitative approaches, focusing on cause-and-effect thinking, reductionism, detailed observations, and theory testing. Constructivism, associated with qualitative methods, emphasizes understanding phenomena through participants' subjective views shaped by their histories and social interactions. Participatory worldviews, often qualitative, address societal issues like empowerment and exclusion through collaborative research. Pragmatism uses mixed methods, prioritizing research outcomes and relevance over specific methodologies.

In this research, the pragmatic paradigm was applied, which was the triggering factor for mixed methods research. Paradigm (Methodology) refers to a philosophy or a general principle that will direct the research work (Berg, 2001; Cohen, Manion, & Morrison,

2005 and 2007). The design of this paradigm directs attention to the organised body of knowledge (science), which has organised and recognised patterns of commitments, suggestions, questions, methods, and procedures that underlie and give direction to scientific work. Tashakkori and Teddlie (1998), cited in Cohen, Manion, and Morrison (2007), highlighted that the views of post-pragmatists are common for or shared by both qualitative and quantitative advocates. Furthermore, pragmatists believe that the personal values of researchers influence the object of their study, and the facts are always value-laden, and that meaning is constructed from the reality of one's own experience. In such a paradigm, both quantitative and qualitative data have a significant impact on the quality of research results. This paradigm is preferred because it combines the strengths of both post-positivism and constructivism, allowing each to offset the other's limitations. Thus, this philosophy leads the researcher to use mixed-method research designs.

#### **4.2.1. Research Approaches**

In this study, both quantitative and qualitative approaches were applied sequentially. The quantitative approach involves generating quantitative data (in terms of numbers) that can be subjected to meticulous quantitative analysis (using descriptive and inferential statistics) in a very disciplined and formal procedure. Furthermore, the qualitative approach to research is concerned with subjective assessment of attitudes, opinions, and behaviour. In this approach, the nonquantitative form of the data was generated from a focus group discussion, document review, and in-depth interviews with the independent variables of the study. In summary, following the quantitative aspects of the research process, qualitative data were obtained.

Mixed research design is selected because of its quality over using either quantitative or qualitative approaches alone. It helps the researcher to collect and analyze both qualitative and quantitative data and as a result the overall strength of the study will be greater than using either qualitative or quantitative research alone (Creswell & Clark, 2011). This research strategy helps to "provide comprehensive analysis of the research problems" (Creswell., 2009, p. 14).

#### **4.2.2. Research Design**

Research design is a blueprint or roadmap that research is undertaking. It encompasses the blueprint for the data collection measurement tools, data analysis, and interpretation of data (Berg, 2001; p.29). Similarly, Creswell (2012) highlights that research design is the specific methods involved in the research process: data collection, data analysis, data interpretation, and report writing. Considering the pragmatist (postpositivist) paradigm, mixed-methods research design was used.

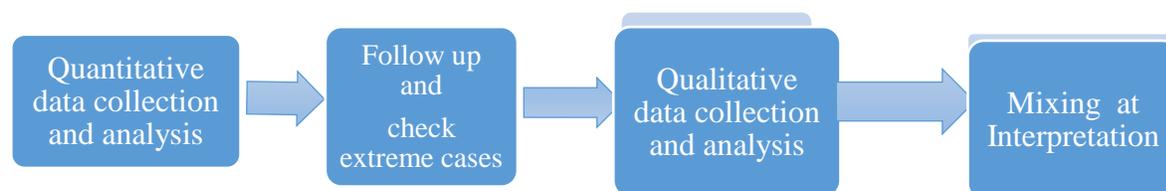
Mixed-methods research is a study in which researchers collect and analyse both quantitative and qualitative data simultaneously or consecutively with equal or unequal weight and can integrate the data in different phases of the study (Creswell, 2012). Among the four basic designs of mixed methods research designs, convergent parallel, explanatory sequential, exploratory sequential and embedded (Creswell, 2012), in this research, an explanatory sequential research design was employed. The purpose of this mixed methods design is to collect both quantitative and qualitative data at various time intervals to understand a research problem comprehensively (Creswell & Creswell, 2018).

Mixed research method designs are procedures for collecting, analysing and mixing quantitative and qualitative data in a single study (Cohen, Manion, and Morrison, 2007; Creswell, 2012). As indicated by its philosophy, the primary argument for mixed-method design is that the combination of both quantitative and qualitative data offers a better understanding of a research problem than a single research design (either quantitative or qualitative data by itself).

To this end, the explanatory sequential design was used as a road map of the research process among the mixed research method designs (Creswell, 2012). In other words, this design is very significant in investigating extreme cases and extraordinary events in the research process that might not be addressed by quantitative data. It is the most popular form and is widely used in mixed-method design in educational research.

The explanatory sequential research design provides numerous advantages, such as a thorough comprehension of complex phenomena by integrating quantitative and qualitative data at different phases of the study. This design enables a more in-depth investigation of research questions by initially gathering and analyzing quantitative data, followed by qualitative data to clarify and expand upon the initial results (Othman, et al.,2021; Warit, et al., 2019).

By merging the strengths of both quantitative and qualitative methods, this design allows researchers to overcome the limitations of using a single method, resulting in a more robust and nuanced interpretation of findings. Furthermore, the sequential nature of this design promotes a systematic and structured process for data collection and analysis, thereby enhancing the study's overall rigor and validity (Munce et al., 2021; Mohammad Abu Sayed Toyo,2021). The diagram of the design is presented below.



**Figure 4 1. Explanatory Research Design**

### **4.2.3. Research Methods**

Research methods are specific techniques used in educational research to gather data that served as a basis for generalisation, interpretation, explanation, and prediction (Cohen, Manion, & Morrison, 2005 & 2007). Methods here refer to more specific techniques of the scientific protocol, the protocol including the design of concepts and basic questions, the building of models and theories, the sampling procedures, the data gathering methods, and the data analysis methods associated with the pragmatist model. Furthermore, as techniques, both probability and non-probability sampling methods were to be used to take samples. Sequential data collection and data analysis methods were used.

### **4.3. RESEARCH FRAMEWORK**

The conceptual framework refers to the visual or written product that can be demonstrated in the form of graphs and narratives. It contains key factors, concepts, variables, and their presumed relationships that are studied in research work (Miles and Huberman, 1994). The framework of this study is organised into three independent variables and one dependent variable. The independent variables are female teachers' perspectives (personality factors extraversion, conscientiousness, agreeableness, openness-to-experience, and neuroticism), organisational perspectives (organisational structure, networking, role model, development), and social perspective (social roles and responsibilities, social expectations). The dependent variable is gender parity in leadership transformation, which is dependent on the independent variables.

Regarding qualitative variables, the lived experiences of the female teachers were huge sources of the study. Furthermore, the feelings, emotions, and attitudes of the female teachers in the independent variables (personal perspectives, organisational perspectives) were thoroughly treated.

### **4.4. STUDY SITE DESCRIPTION**

According to Addis Ababa City Government Revised Charter Proclamation No. 311/2003, Addis Ababa is the capital of the Government of the Federal Democratic Republic of Ethiopia and the seat of the African Union and a variety of international organisations, as well as it reflects large and growing residents of Nations, Nationalities, and Peoples (Federal Negarit Gazeta, 2003; p. 2043).

Addis Ababa has a diversified population of more than 5 million with an area of more than 540 square kilometres (54000 hectares). The average elevation is 2500m above sea level. Administratively, the city has three levels of government: woredas at the bottom, sub-city administrations in the middle, and the city government at the top. The city is divided into eleven sub-cities, each with over 350,000 residents. In the city, there are many ethnic groups, various languages, a variety of religions, traditional practices, and various historical heritages. Amharic is the official language of the nation and the

city. Almost all the city residents could speak Amharic. Afan Oromo is the second language that has an abundant number of speakers in the city.

In Addis Ababa, there are 3 public universities, 4 private universities, and 6 private university colleges. Additionally, there are more than 20 private, missionary and religious colleges and more than 20 public institutions of technical and vocational education training. Regarding secondary schools, there are 76 public: 107 private, 14 religious, 25 missionary and other secondary schools. A total of 8 874 teachers were found in all secondary schools. Of these, 1692 were female teachers. There are nearly 250 public schools and 150 private, religious, missionary and community primary schools. There are also 200 public and 300 private, religious, missionary, and community kindergarten schools.

For health organisations, there are 20 public and 30 private, religious, missionary, and community hospitals. Additionally, there are more than 200 public and 350 private, religious, missionary and community health centres.

Regarding hotels and hostels, the city has many lower- and middle-level hotels and hostels. In addition, there are different levels of international star hotels in the city. Finally, the city has different types of factories such as floor factories, beer factories, steel factories, and cloth factories. And the largest market in East Africa, Merkato, is found in the city.

In general, for greater clarity and understanding of the complete picture of the location of the study site, the city map is presented in Figure 4.2.



**Figure 4 2. Study Site**

Sources: [https://www.researchgate.net/profile/Karuturi\\_Suryabhaqavan/publication](https://www.researchgate.net/profile/Karuturi_Suryabhaqavan/publication)

#### 4.5. DATA SOURCES

Primary and secondary data sources were used.

##### 4.5.1 Primary Sources of Data

The primary sources of data were secondary school teachers (female and male), leaders, supervisors, Bureau officials, gender focal persons, teachers and director of the Education and Children's Directorate of MoE, experts, Ministry of Women and Children, and members of the Addis Ababa Women and Children Committee.

#### **4.5.2 Secondary Sources of Data**

Education Sector Development Programmes (I to V) documents, MoE blueprint, MoE annual abstract, national women, children, and youth policy documents, MoE and Addis Ababa Education Bureau annual abstract reports, MoE (2017) female leadership training implementation guideline documents were treated meticulously.

### **4.6 SAMPLING DESIGN**

Among research output quality assurance strategies, the correctness of methodology and instrumentation with the suitability of the sampling strategy is the pioneer criterion for every standard-based research (Cohen, Manion, & Morrison, 2007; p. 100).

#### **4.6.1 Mixed-Sampling Design**

In a mixed sampling design, both probability and nonprobability sampling methods were applied. This design is very crucial to take diversified samples from different groups of the population. This, in turn, reduces the sampling error by including the voices of the minority groups in the study populations. Similarly, it has a paramount effect on increasing sample sizes.

The essential purpose of sample design is to select a set of elements from a population in such a way that descriptions of those elements accurately portray the characteristics of the population (parameters) from which they were selected (Dattalo, 2008; p.3). The sample design discloses how elements of the population will be selected and how many elements will be selected.

#### **4.6.2 Population**

Concerning the study population, all sub-cities (10), all Addis Ababa government secondary schools (75), all teachers (5459), supervisors (112), principals (292) members of the parent-teacher-students association, and other administrative workers were part of the study. Regarding sample size and sampling techniques, see Table 4.3.

### 4.6.3 Sample-Size and Sampling Techniques

Determining the sample size is an important and often difficult step in planning an empirical study (Dattalo, 2008). The sample size is one of the determinants of the research output. In this research, great care was given to reducing sampling and systematic /biasing errors by increasing the sample size and making the samples to be representative (by well-designing the probability sampling techniques). Two sample size determining strategies were used. Census and Yamane (1967) sample size calculation formula, at a 95% confidence level and  $\pm 5\%$  precision level of 5%.

Considering the sample size determination techniques, samples were taken from different groups of the population. Accordingly, the first group of the population for this study was the sub-cities. Administratively, Addis Ababa is divided into 10 sub-cities. The sub-cities are clustered based on the population size of the settlements and geographical locations. However, they are similar in administrative cases. Therefore, using a simple random sampling technique, five sub-cities such as Bole, Chirkos, Yeka, Addis Ketema, and Kolfe Keraniyo have participated in this study.

*Table 4 1.Target and sample Sub-cities and schools*

No.	Sub-Cities	Schools with a target	Sample Schools	Percentage	Sampling Method
	Bole	8	4	50%	Simple random
	Yeka	9	4	44%	Simple random
	Chirkos	5	2	44%	Simple random
	Addis Ketema	5	2	44%	Simple random
	Kolfe Keraniyo	8	4	50%	Simple random
<b>Total</b>		<b>35</b>	<b>16</b>	<b>45.71</b>	

*Source: Annual Abstract of Addis Ababa Education Bureau (2019)*

The second group of the population are schools. Schools in the sub-cities are also similar in all school concerns. Consequently, of 35 target secondary schools, 16 (45.71%) secondary schools were included using simple random sampling techniques. Regarding the participants, samples were taken from different population groups. The sizes of some groups of the study population were manageable and some others were very large. Therefore, different sample size determination techniques were applied. For

large population sizes such as teachers (male vs. female), Yamane's (1967) formula, at a 95% confidence level and  $\pm 5\%$  precision level, is used.

Symbolically,  $n = \frac{N}{1+N(e)^2}$  where  $n$ = sample size;  $N$ = population in which the sample is drawn;  $e$  = error margin or precision level (0.05)

Based on the given formula, the sample sizes of teachers are computed as follows.

$$n = \frac{1178 \text{ male teachers}}{1+1178(0.05)^2} = \frac{1178}{1+2.9453} = 298$$

$$n = \frac{419 \text{ female teachers}}{1+419(0.05)^2} = \frac{419}{1+1.048} = 204$$

$$f = \frac{n}{N} = \frac{298}{1178} = 25.38\% \text{ for male teachers}$$

$$f = \frac{204}{419} = 48.93\% \text{ for female teachers}$$

According to Yamane, for a population of 1178, 298 sample sizes can be recommended. Similarly, for 419 populations, 204 sample sizes can be represented at 95% confidence and 0.05 precision levels. Therefore, for this study, 25.38% of male teachers and 48.93% of female teachers were involved as respondents. In every school, 25.38% of male teachers had the same opportunity to be selected as respondents. Similarly, 48.93% of female teachers in every school have the same chance to be sampled, respondents.

Regarding the sampling technique, male and female teachers were grouped in each sample school using stratified sampling techniques. Within the strata, female teachers were grouped into three categories according to their teaching experiences. Strata 1: women teachers who taught 1-5 years; strata 2: women teachers who taught 6-15 years, and strata 3: women teachers who taught more than 15 years. This stratum is very important to examine the interest and inspiration for the advancement of female teacher leadership within themselves. After strata, a simple random sampling technique

was used to take 298 male teachers and 204 female teachers as the sample population. Generally, a total of 502 teachers participated in completing the questionnaire. Similarly, 58 individuals have participated in key informant interviews and focus group discussions.

**Table 4 2, Sample of Schools, Target, and Sample Male and Female Teachers**

No.	Sub-Cities	Sample Schools	Target Population		Sample Population	
			Male Teachers	Female Teachers	Male Teachers	Female Teachers
	Bole	Bole	117	23	30	11
		Ayer Amiba	30	14	8	7
		Beshale	88	34	22	17
		Leme	70	23	18	11
	Kolfe Qeraniyo	Ayer Tena	107	47	27	23
		Millennium	32	21	14	10
		Kolefe	55	15	14	7
		Asiko	73	33	19	16
	Chirikose	MisrakGohe	40	21	10	10
		AbiyotQiris	68	18	17	9
	Addis Ketema	Efoyita	76	21	19	10
		Yekatit 23	115	31	29	15
	Yeka	Yeka Abado	40	42	14	20
		EdigetChora	82	51	20	25
		KokebeTsebah	98	33	25	16
		Wondirad	82	22	21	11
<b>Total</b>			<b>1178</b>	<b>419</b>	<b>298</b>	<b>204</b>

Source: Annual Abstract of Addis Ababa Education Bureau (2019)

Regarding the principals, the population was manageable, so the census sample size determination strategy was used at 95% confidence and 0.05 precision levels. On top of this, the availability sampling technique was employed for principals, whereas purposive sampling was used for supervisors. According to the principals who offer the position, other leaders who left the leadership position were included in the study using the snowball sampling method. In case of this, 20 principals completed the amalgamated questionnaire with other principals. Additionally, experts and Bureau officials participated through purposive and availability sampling techniques.

**Table 4 3. Population, Sample Size, Sampling Technique, Data Type, and Data Collection Tools**

No.	Participants	Population	N	%	Sampling Technique	Data Type	Data-Collection Tools	Analysis methods
1	Male Teachers	1178	298	25.38	Simple RS	Quantitative	Questionnaire	Mean, combined mean, T-test, standard deviation, percent, ANOVA, rank order
2	Female Teachers	419	204	48.98	Stratified & SRS	Quantitative & Qualitative	Questionnaire Interview & FGD	
3	Supervisors	16	2	12.5	SRS	Qualitative	Interview	Thematic description, narration Direct quotes, indentation
4	Principals	64	64	100	Census	Quantitative and Qualitative	Questionnaire and interview	
5	MoE gender experts	9	2	22.22	Purposive	Qualitative	Key informant interview	
6	MoE General Education Experts	15	2	13.33	Purposive	Qualitative		
6	AAEB Education Bureau Experts	10	2	20	Purposive	Qualitative	Key informant interview	
7	WYCM officials	10	2	20	Purposive	Qualitative	Interview	
8	Female Council Leaders from Sub-city	5	2	40	SRS	Qualitative	Interview and FGD	
9	PTSA members	112	15	13.3	Purposive	Qualitative	FGD	

As indicated in Table 4.3, using the census strategy, the heads of the MoE gender office (2), the experts of the MoE teacher and educational leaders' directorate of the experts (2), Addis Abeba Education Bureau (2), the WYCM officials (2), PTSA members (15) were selected using purposive sample techniques. Sub-cities' female council leaders of the cities (2) and the supervisors (2) were included in the study using simple random sampling techniques.

## **4.7 DATA GATHERING TOOLS**

Data gathering tools are instruments and methodologies used to collect, measure, and analyse information from various sources. These tools are essential in research, business, and many other fields where data-driven decisions are made. They range from simple methods like surveys and interviews to more complex technologies such as online analytics tools, sensors, and automated data collection systems. The choice of data gathering tools depends on the type of data needed, the research objectives, and the context in which the data is being collected. Effective use of these tools ensures that the data is accurate, reliable, and relevant, forming a solid foundation for analysis and decision-making.

In this section of the study, quantitative and qualitative data gathering tools are briefly discussed based on research questions.

### **4.7.1 Quantitative data gathering tools**

Quantitative data gathering tools are methods and instruments used to collect numerical data that can be measured and analysed statistically. Common tools include surveys with closed-ended questions, structured interviews, experiments, and online analytics platforms. These tools allow for the collection of data that can be quantified, enabling researchers to identify patterns, test hypotheses, and make data-driven decisions. The principal quantitative data collection tool used in this study was questionnaire. Two types of questionnaires: female teachers' questionnaires for women (FTQ) and male teachers' and principals' questionnaire.

#### **4.7.1.1 Questionnaires**

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, allowing it to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Cohen, Manion, & Morrison, 2007). Dichotomous questions, multiple choice questions, rating scales, ratio data, and open-ended questions were prepared. Therefore, questions were prepared about both closed and open items.

Closed questions stipulate the choice of responses from which the respondent may choose. Highly structured questions are helpful in that they can generate frequencies of response acceptable to statistical treatment and analysis. They also enable comparisons to be made between groups in the sample (Cohen, 2007).

Open-ended questions (Word-based data) are useful if the possible answers are unknown or the questionnaire is exploratory (Bailey, 1994), or if there are so many possible categories of response that a closed question would contain an extremely long list of options (p.321).

Additionally, items of rank order were prepared and distributed for both female and male teachers. The rank-order questions may be parallel to the multiple-choice question, in which it identifies alternatives from which respondents can choose. At times, it goes beyond multiple choice items in that it asks respondents to identify priorities. This enables a relative degree of preference, priority, intensity, etc. to be charted.

The participants in this study were holders of the first and second degrees, so they could understand the information or questions they convey. It should be noted that the questionnaire items were written in English.

#### **4.7.1.2 Female teachers' questionnaires for women (FTQ)**

Female teachers are the primary target group for the study. 204 female teachers participated in the study and detailed questions were administered. Based on the crafted basic questions, different types of self-administered questions were designed. The questionnaires were multifactor, which focused on the personalities of the female

teachers and their organisational and social/cultural perspectives. Consequently, thirty (30) personal perspectives questionnaires were prepared to examine the curtail obstacles of female teachers from the ascendance to leadership advancements due to their personalised experiences.

In addition, 27 organisational perspective questionnaires were administered to treat the organisational obstacles of female teachers from the rise to leadership advancement in Addis Ababa secondary schools. Nine (9) cultural perspectives, nine experiences of female teachers, and 10 rank-order questionnaires were constructed to see the obstacles that deter female teachers from ascending to the leadership position. A total of 95 questions, including background information questions, were distributed to female teachers. The 85 questions were closed-ended items that were discretionary questions. The measuring scales were five-point rating scales. Accordingly, the scales were rated as 1.00-1.50, strongly disagree/never; 1.50-2.50, disagree/rarely; 2.50-3.50, undecided/occasionally, 3.50-4.50, agree/ frequently, and 4.50-5.00, strongly agree/ very frequently or 1=not at all 2=very little 3=a little 4=quite a lot of 5=a very great deal (Anderson, 2003).

#### **4.7.1.3 Male teachers and principals questionnaire**

Male teachers and principals were the second target group of the study. These groups have sufficient information on the research questions. A total of 363 participants (298 male teachers and 64 principals) participated in the completion of the questionnaires.

Like the female teachers' questionnaires, the male teachers' and principals' questionnaires were self-administered. Accordingly, 9 cultural perspectives, 28 organisational perspectives, and 10 rank-order questions were designed. A total of 47 questions were prepared from organisational and cultural perspectives to examine the experiences of female teachers on the ascendance of female teachers to leadership positions.

The cultural and organisational perspective questions are a five-point rating scale. Accordingly, the scales were rated as 1.00-1.50, strongly disagree/never; 1.50-2.50,

disagree/rarely; 2.50-3.50, undecided/ occasionally, 3.50-4.50, agree/ frequently, and 4.50-5.00, strongly agree/ very frequently (Anderson, 2003).

#### **4.7.2 Qualitative data collection tools**

As the paradigm and research design indicate, qualitative data were generated after the analysis of quantitative data. This was done after identifying and investigating extreme cases and extraordinary events from the quantitative data analysis. In this research, the three main types of qualitative data generating instruments, such as documents review, focus group discussion and interviews, were used to generate relevant and detailed information from respondents about independent variables. During qualitative data generation ion, the following steps were applied.

The first step was to identify the right participants and study sites to study. Second, to gain access to these individuals and their residences/ sites, permission was requested from the participants and the schools. Third, once permissions were in place, the researcher should consider the types of information that were the best answer to the research questions and narrow the gaps in quantitative research. Fourth, at the same time, the researcher must design protocols or instruments for collecting and recording the information. Finally, the researcher must organise and administer the collected data with special attention to potential ethical issues that may arise.

##### **4.7.2.1 Interviews**

According to Berg (2001), a semi-standardised interview consists of the extremes of completely standardised and completely unstandardised interviewing structures. This type of interview involves the implementation of several predetermined questions and/or special cases. In this study, semi-standard interview instruments were used. This type of interview is remarkably important to uncover tremendous cases that might not be treated quantitatively.

This instrument is very crucial to scrutinising the views, attitudes, feelings, emotions, and opinions of people about the issues that arose for them. In this study, the interview was conducted after identifying extreme cases from the quantitative data. Based on the

identified cases, semi-structured interview questions were designed to explore the marvellous cases. Therefore, to acquire relevant data, interviews were conducted with officials from the Youth and Children's Ministry, Sub-city female council leaders, female principals and female teachers. In addition, a key informant interview was conducted with Addis Ababa Education Bureau and MoE teachers and educational leadership experts.

Regarding the interview schedule, interview time, interview place, data recording instruments, negotiations, and consent will be made and arranged with the interviewees. The purpose of the interview was clearly described to the interviewees. Based on the agreement made with the interviewees, their feelings, pictures, images, opinions, attitudes, and emotions were recorded using audio and video records.

#### **4.7.2.2 Focus group discussion**

FGD is a form of data collection instrument in which a series of discussion points is prepared based on basic questions. This instrument is extremely important for obtaining different views, opinions, feelings, and attitudes from individuals on the issues presented to them. In this study, discussion points were prepared based on the cases identified from the quantitative data. Discussion groups were organised based on the experiences, maturity levels, and qualifications of the discussants. The purpose of the discussion was clearly communicated to the discussants. The date, time, place and data recording instruments of the discussion were determined by the agreement between the researcher and the discussants. Regarding the participants, representatives of the parent-student-teachers association (PSTA) and female teachers participated in the discussion. A total of five FGD sessions were held, involving 5 to 7 individuals per group. The points were recorded and recorded on notebook, audio, and video recorders.

#### **4.7.2.3 Documents review**

Documents such as documents from the Education Sector Development Programme (ESDP I to V), MoE blueprint, the national female policy document, the MoE annual

abstracts and the MoE (2017 and 2018) implementation guidelines of the primary school leadership training. women.

## **4.8 PILOT STUDY**

A pilot test was conducted to test the reliability and validity of the instruments. To determine the sample sizes for the pilot study, rules-of-the-rules techniques were considered. In this study, a flat rule of thumb was used for sample size determination, which was suggested by Machin et al. (2018). This rule of thumb suggests that 30 is a popular number that is recommended for every situation. Using this rule of thumb, 30 male and 30 female teachers' independent questionnaires were distributed to participants.

The test was carried out in the Akaki Kality subcity, in Kality and F/Awurary secondary schools that were not part of the actual sample sub-cities and schools. However, a total of 60 questionnaires (30 male and 30 female) were distributed, however; 48 questionnaires, 25 female, and 23 male teachers' questionnaires were completed and returned. The remaining 12 questionnaires were not returned.

### **4.8.1 Validity**

In this research, different types of validity were conducted, such as construction, content, language, and internal and external validity. Construct validity refers to whether the measures used in a study measure what they are supposed to measure. Internal validity refers to the strength of causal links between and between independent variables (personal perspectives, organisational perspectives, social perspectives, and leadership obstacles) and dependent variables (leadership advancement). External validity refers to the ability to generalise the results of a study to other times, places, and people (Dattalo, 2008). Interitem and group item analyses were performed. Regarding the validity of the content, the questionnaires were given to experts in leadership and language. Thus, vague and ambiguous items were removed. Some other items, which were not clear to the respondents, were substituted with simple and precise items. Similarly, sentence construction was performed by senior experts and the

supervisor. Very long sentences (items) and items difficult to read and understand for respondents were simplified and substituted.

#### **4.8.2 Reliability**

The test was done to check the consistencies of tools over time and similar samples. A reliable instrument for a piece of research yielded similar data from similar respondents over time (Cohen, Manion & Morrison, 2007).

Reliability as internal consistency can be measured using the Cronbach alpha method, frequently referred to as the alpha coefficient of reliability or simply the alpha. The Cronbach alpha provides a coefficient of interitem correlations, that is, the correlation of each item with the sum of all other relevant items and is useful for multi-item scales. During the pilot test, a total of 95 items were prepared and distributed to male and female teachers. However, 10 of the total items were rejected due to their inability to measure the consistency of the items. The consistency of the items. Participants did not properly complete the 10 rank-order item questions due to instruction errors. Therefore, based on the feedback obtained from the participants, the instructions were modified and corrected.

The items were classified as personality factors (35 items), organisational factors (30 items), cultural factors (10 items), and factors from the experiences of female teachers' factor (10 items) questionnaires. Consequently, the Alpha value of each category was computed.

The total correlation value of the corrected element ( $r$ ) was found between the lowest correlation value;  $r = .0240$  ( $\alpha = 0.864$ ) and the highest value;  $r = 0.793$  ( $\alpha = 0.850$ ). The lowest correlation value of the item indicates that the measurement power of the item to measure the consistency of the item is low or ineffective, and its alpha value is greater than the total alpha value of the item. However, the highest value of the item correlation means that the measurement power of the items to measure the consistency of the item is high or powerful.

Based on item correlation values, 5 personality factor questionnaires, 3 organisation factor questionnaires, 1 cultural factor questionnaire, and 1 effort factor questionnaires from female teachers were removed to correct for the Alpha value. After deleting the items that have the lowest correlation values, the total items' Alpha value is found to be 0.864. Furthermore, the calculated Alpha value of the personality factor questionnaire is = 0.822; the organisational factor questionnaire is = 0.763; cultural factor questionnaires,  $\alpha = 0.677$  and the experiences of the female teacher questionnaires,  $\alpha = 0.850$  which are acceptable for continuing research work.

**Table 4 4. The Alpha values of the items**

No.	Item category	Number of items	Cronbach's Alpha if Item Deleted
1.	Personality Factor Questionnaires (PFQ)	30	0.822
2.	Organisational Factor Questionnaires (OFQ)	27	0.763
3.	Cultural Factor Questionnaires (CFQ)	9	0.677
4.	Experience / effort questionnaires for female teachers (EFQ).	9	0.850
<b>Total item alpha value</b>		<b>75</b>	<b>0.864</b>

#### 4.9. Trustworthiness of the Qualitative Data

Similar to validity and reliability in quantitative studies trustworthiness of qualitative data are vital in research Trustworthiness in qualitative studies is ensured by four key factors: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility refers to how well the findings match reality. Strategies to establish credibility include verifying data authenticity, discussing interpretations with participants, and using techniques like triangulation, member checking, and auditing (Stahl & King, 2020; Creswell & Guetterman, 2019). Transferability which is similar to external validity in quantitative research shows how study conclusions can apply to different contexts. This is achieved through detailed descriptions of the research setting and context (Lincoln & Guba, 1985).

Dependability is parallel to reliability and involves ensuring consistent and repeatable results. It requires clear and transparent documentation of the research process (Neuman, 2014; Stahl & King, 2020). Confirmability aims to reduce bias and promote objectivity. Researchers should acknowledge biases and limitations, and seek feedback

from peers to ensure the findings are as objective as possible (Stahl & King, 2020; Creswell & Guetterman, 2019).

#### **4.10. THE PROCESS OF DATA COLLECTION**

The data collection process started with the identification and the obtaining of the permission of the participants. The procedures are clearly outlined, framed, and explained in the following sections.

##### **4.10.1. Questionnaire**

Teachers (both male and female teachers) and principals were participants in filling out the questionnaire. As many participants participated in the completion of the questionnaire, field supervisors (4 supervisors) were assigned. Supervisors who have sufficient knowledge and skills in data collection were recruited. A supervisor supervised 4 sample school participants. To ensure data quality, an orientation was provided to supervisors and participants. A researcher gave a half-day orientation/training for supervisors on how to complete instruments, the types of items, measurement/rating scales, and the times required for each item. Supervisors, in collaboration with the researcher, also provided a brief briefing to the participants on how to complete the questionnaire. During the briefing, the purpose of the questionnaire and the required time were explained to the participants. Thousands of questionnaires were duplicated and distributed to participants. The supervisors provided support to the participants and collected completed questionnaires every day. The supervisors also submitted the questionnaires collected to the researcher. The researcher cleaned, organised, and coded the completed questionnaires every day.

##### **4.10.2. Interviews**

Interviews were conducted with MoE female experts, MoE children, youth and women minister representatives, female principals, and MoE educational leaders' directorate representatives, supervisors, and AAEB gender experts. After getting their consent, a discussion was held about the purpose of the interview, interview questions, interview time, interview place, and data recording instruments. The interviews were conducted in

the Amharic language to easily understand and communicate with each other. The record took a maximum of 2 hours and a minimum of 1 hour. Using a notebook, audio and video recordings of the participants' feelings, pictures, images, opinions, attitudes, and emotions were taken. Each interview was translated into English and coded, cleaned, and transcribed based on their themes.

#### **4.10.3. Focus group discussions (FGDs)**

Female teachers and members of the parent-teacher-student association were involved in the FGD. The researcher conducted all FGDs. Of the 16 sample schools, 2 schools were randomly selected and 2 FGDs were conducted with senior female teachers. Similarly, three FGDs were held with members of the parent-teacher-student association of 3 randomly selected sample schools. Both types of FGD were carried out in schools. PTSA members were accessed with the help of school principals. The consent letter was also sent through the school principals. A clear discussion was held with the discussion participants about the purpose of the discussions, the discussion time, place, and freedom. In both cases, the discussions were held in the Amharic language to communicate and understand the issues easily. The points were recorded and recorded on notebook, audio, and video recorders. Finally, the researcher must organise and administer the collected data with special attention to potential ethical issues that may arise.

#### **4.10.4. Document reviews**

A document review checklist was prepared. Documents that are very important to the study were collected and critically reviewed. Documents such as the Education Sector Development Programme documents (ESDP I to V), MoE blueprint, the national female policy document, the MoE annual abstracts and the MoE (2017 and 2018) implementation guidelines of the primary school leadership training. of women were accessed and consulted. Other crucial books/documents related to the research title were collected by browsing the Internet and borrowing from organisations' libraries (UNISA library, Addis Ababa University, and others) and Africa Union Library.

## **4.11. METHOD OF DATA ANALYSIS**

Methods of data analysis refer to the various techniques and processes used to examine, interpret, and draw conclusions from collected data. These methods can be qualitative, focusing on understanding patterns and themes, or quantitative, involving statistical analysis of numerical data. The choice of analysis method depends on the type of data, research objectives, and the desired outcomes. Effective data analysis transforms raw data into meaningful insights, guiding decision-making and contributing to the validity and reliability of research findings.

### **4.11.1. Quantitative data analysis**

The quantitative data collected from the participants was analysed using descriptive and inferential techniques. Nominal data (background of the respondents) were analysed using the percentage and frequency distribution and presented using tables and graphs. Ordinal data (rank order) were analysed by percentage mean, standard deviation, and rank colouration coefficient. The interval data were analysed using the combined mean, standard deviation and one-way ANOVA test. The one-way analysis of variance (ANOVA) test and the independent sample t test were used to compare the statistical means difference between the two groups of respondents at categorical data and ratio data levels, respectively. The one-sample t-test was used to compare the observed (actual) mean values of the responses of the female teachers with the hypothetical mean at 0.05 alpha levels. This statistical instrument is important to see the significant difference in means between the respondents and to infer the generalisation. In the same vein, a one-way analysis of variance (ANOVA) was used to examine the significant means of the difference between the three groups of respondents at 95% confidence and 0.05 precision levels. The test is very important to compare the perceptions of principals, female and male teachers of organisational factors, and government policy documents.

### **4.11.2. Qualitative data analysis**

After quantitative data analysis, qualitative data analysis was performed using computer-assisted qualitative data (ATLAS.ti) software and a manual-assisted

technique. During qualitative data analysis, the following steps are used. First, the collected data were prepared and organised for analysis. The data were then coded. Using the given codes, descriptions, and themes were done. Based on the organised themes, analysis and interpretation were performed and the findings were represented through narratives and visuals. In general, qualitative data collected that bypassed these steps were analysed; the data were grouped (schematised) and transcribed. After transcription was made, analysis was performed through direct quotations, indentation, and, subsequently, a thematic description and presentation of quantitative data. Both quantitative and qualitative data were mixed at the time of interpretation.

#### **4.12. ETHICAL CONSIDERATIONS**

Almost all the respondents are not comfortable providing information related to their profession or their work. Participation in the investigation was entirely voluntary. Therefore, convincing the participants and getting their consents is the primary function of the researcher. The researcher informed the participants, without prejudice to their right to withdraw from the study at any time should they wish to do so. In addition, the researcher communicated the purpose of the research to the participants and informed them about the research process and ethics and was asked to give his consent to participate in the research at every stage. The researcher made sure that his safety was guaranteed during the study cycle sessions and that all information disclosed was treated with the strictest confidence.

The confidentiality and anonymity of human respondents were always protected. The researcher by no means attempted to act in any manner that could have been construed as deceptive or unfaithful in the research process or its published outcomes (trust). The researcher strived to build an atmosphere of trust and responsibility and informed the participants at every stage of what had been achieved and the road ahead.

#### **4.13. DATA MANAGEMENT AND SAFE STORAGE**

Any data obtained in the form of soft and hard copies were confidentially kept and stored in a secure place, i.e. in the researcher's office. Any responses of the participants (from open and closed-ended questionnaires) and hard documents

(documents of the schools) were locked in the cabinet/filing cabinet in the researcher's office for at least 5 years for future research or academic purposes. Data in the form of soft copies (interview and FGD responses) were stored using electronic tools. This electronic information was secured and kept on a hard-disk computer in the researcher's office and was protected using a password for 5 years. Hard copy information, such as questionnaires, was turned out or burnt out after a certain period (5 years). Similarly, soft copies/electronic copies were permanently deleted from the hard drive of the computer using a relevant software programme.

#### **4.14. CONCLUSION**

In conclusion, Chapter 4 has detailed the research methodology and design that underpin this study. The chosen research approach, methods, and procedures were carefully selected to align with the study's objectives, ensuring a systematic and reliable process for data collection and analysis. The chapter also addressed the rationale behind the selection of specific techniques and tools, demonstrating their appropriateness for answering the research questions. Additionally, considerations of ethical issues and limitations were discussed to acknowledge the boundaries of the study. Overall, this chapter lays a solid foundation for the research, ensuring that the subsequent findings are both credible and valid.



## CHAPTER FIVE: DATA ANALYSIS AND DISCUSSIONS

### 5.1 INTRODUCTION

The purpose of the study was to examine the experiences of female teachers on the rise of leadership opportunities in secondary schools in Addis Ababa, Ethiopia. To achieve the objective, qualitative and quantitative data were collected using questionnaire, interview, focus group discussion, and document review. A total of 586 questionnaires were distributed to 298 male teachers, 204 female teachers, and 84 principals. Of the questionnaires sent, 271 male teacher questionnaires, 181 female teacher questionnaires, and 77 principal questionnaires were completed and returned.

A total of 529 questionnaires (90.58%) were correctly filled out and returned. The remaining 30 questionnaires (5.14%) were not returned, and 25 (4.28%) were improperly completed and thus rejected. The accurately completed questionnaires were sufficient to continue the research. Responses were measured using a five-point rating scale: 1.00-1.50 (strongly disagree/never), 1.50-2.50 (disagree/rarely), 2.50-3.50 (undecided/occasionally), 3.50-4.50 (agree/frequently), and 4.50-5.00 (strongly agree/very frequently) (Anderson, 2003).

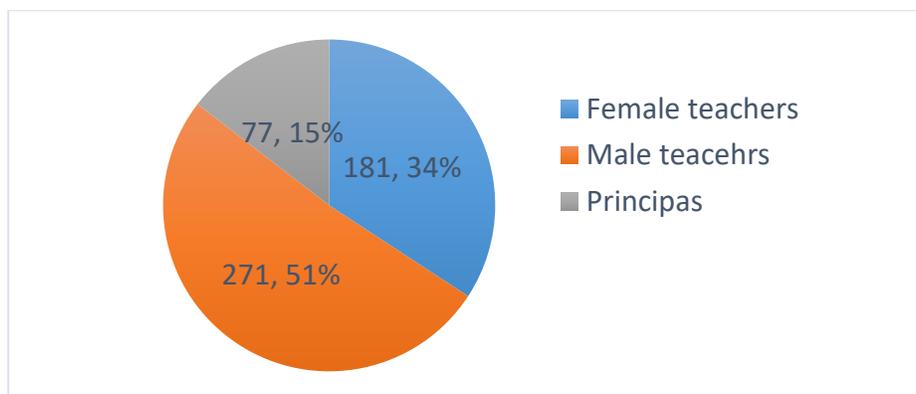
Furthermore, nine interviews were accurately conducted with sample participants, using both telephone and face-to-face methods. Five focus group discussions were held—three with female teachers and two with PTSA members. Various documents were reviewed to triangulate the data obtained from the questionnaires, focus group discussions, and interviews.

The study aimed to examine the experiences of female teachers regarding the increase in leadership opportunities in secondary schools in Addis Ababa, Ethiopia. To achieve this, both qualitative and quantitative data were collected through questionnaires, interviews, focus group discussions, and document reviews. A total of 586 questionnaires were distributed to 298 male teachers, 204 female teachers, and 84 principals. Of these, 271 male teacher questionnaires, 181 female teacher questionnaires, and 77 principal questionnaires were completed and returned.

Quantitative data from the teacher and principal questionnaires were coded and entered into IBM SPSS 25 for analysis, including frequency distribution, mean, independent t-tests, one-sample t-tests, and one-way ANOVA. Qualitative data from interviews and focus group discussions were imported from voice recordings (MP4, 3GP, and MPG) into MAXQDA tools. The data were transcribed according to thematic areas and analyzed using direct quotations, indentation, narration, and description. The quantitative and qualitative data were then merged and integrated during the interpretation and discussion phase.

## 5.2 PARTICIPANT BACKGROUND

The common background of male and female participants, including sex, age, educational qualifications, specialization, teaching experience, and leadership positions, has been explicitly discussed. Additionally, other background information for female participants, such as marital status, salary, family size, additional sources of income, and gross monthly income, has also been discussed.

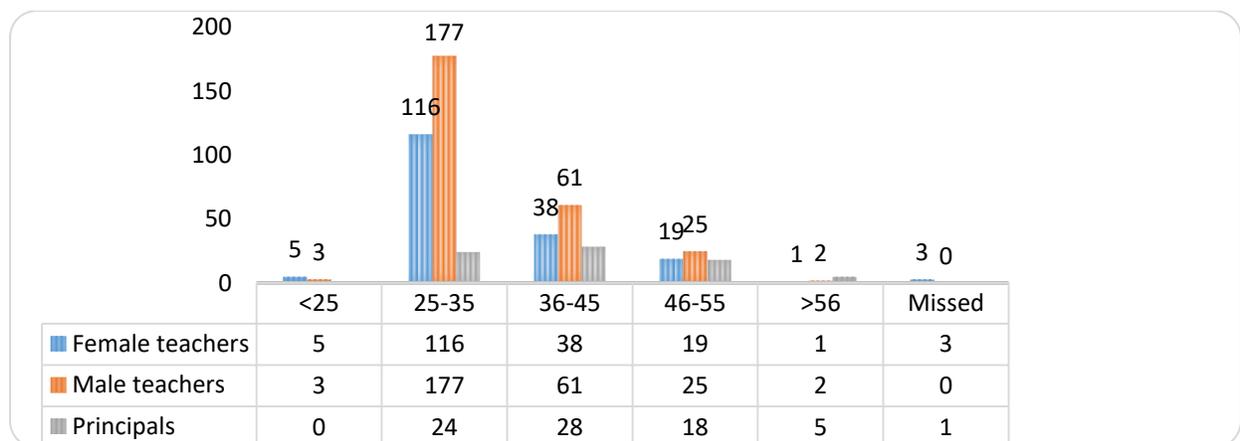


**Figure 5 1. Respondent Distribution by Sex**

Of the 529 study participants, 271 (51%) were male teachers, 74 (14%) were male principals, and 181 (34%) were female teachers. The number of female principals in the sample schools was very small, so they did not participate in the questionnaires. Although male teachers outnumber female teachers in Addis Ababa secondary schools, the participation rate of female teachers was sufficient for the study.

As shown in Figure 5.2, the majority of female (116, 64.08%) and male teachers (171, 65.31%) were aged between 25 and 35 years. The next largest age group for female teachers (38, 20.99%) and male teachers (61, 22.51%) was between 36 and 45 years. Among principals, 34.23% were aged between 26 and 35 years, while 40% were between 36 and 45 years. This data indicates that most participants were young and mature enough to handle assignments and responsibilities, making them well-suited to answer the study's questions.

A smaller number of female teachers (19, 10.49%), male teachers (25, 9.22%), and principals (18, 25.71%) were aged between 46 and 55 years. This group also had significant experience and maturity, providing valuable insights into the experiences of female teachers rising to leadership positions in Addis Ababa's secondary schools. Overall, the participants were well-positioned to provide accurate responses, and the diverse age composition was crucial for obtaining a wide range of data.

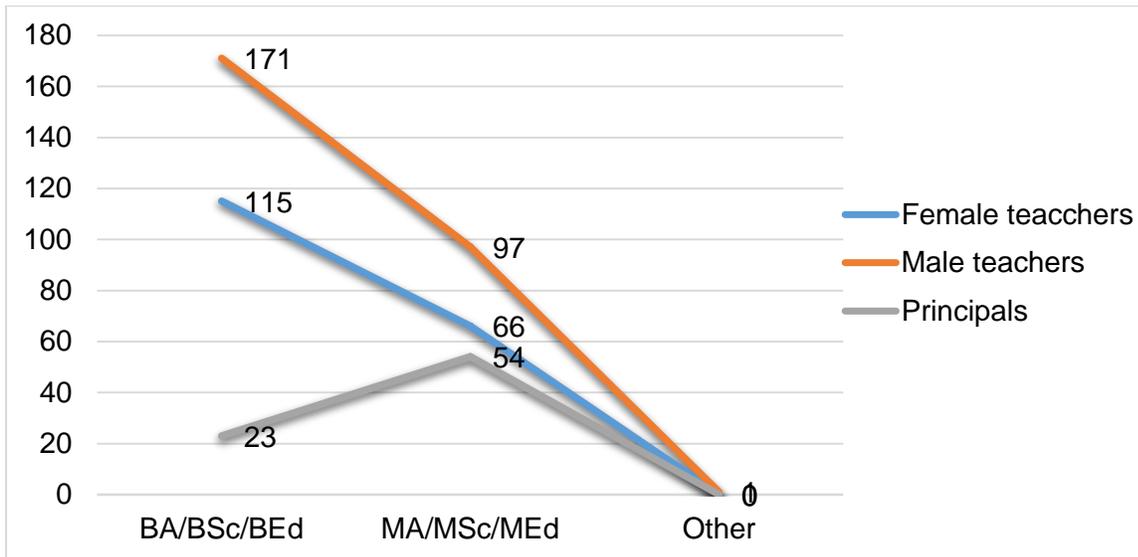


**Figure 5.2. Distribution of participants by age**

Figure 5.3 presents the educational qualifications of the participants. Most women (115, 82.87%), male teachers (171, 63.31%) and few principals (23, 32.36%) were first degree holders (BA/BSc/Bed). Most principals (54, 77.14%) and a smaller number of female teachers (66, 36.46%) and male teachers (97, 35.79%) were second-degree holders (MA/MSc/ MED). Regarding the academic rank of secondary school teachers, the national education policy (MoE, 1994) had described that teachers in secondary schools should be second-degree holders. However, as the data show, the expected

number of teachers had not been upgraded and got a second degree in the last 25 years, according to the education policy statement. The revised national education policy has also (MoE, 2020; P, 33) highlighted that secondary school teachers should be second-degree holders; nevertheless, the numerous numbers of participants in Addis Ababa were first-degree holders, especially, high percent of female teachers (82.87%) were first-degree holders.

However, a significant number of principals were (77.14%) second-degree holders. Generally, participants are sufficiently qualified to reflect their views on the experiences of female teachers in the rise to leadership opportunities in secondary schools in Addis Ababa.



**Figure 5.3. Participants' education qualification**

Figure 5.3 presents the specialisation of the education of the participants and their work experiences. Most female teachers (80, 44.20%), male teachers (120, 44.28%) and fewer number of principals (22, 29.73%) were specialised in natural sciences. The second large group of participants, 29.83%, 29.15% and 44.59% of female teachers, male teachers, and principals, were specialised in social sciences in that order. The remaining percent, 20.44% female teachers, 21.03% male teachers, and 16.22% principals, were specialised in language. Other study participants were specialised in business management and other areas of study. Data indicate that a heterogeneous

group of participants in their speciality participated in the study. Put differently, diverse opinions, views, and experiences could be collected on the experiences of female teachers on the ascendance to leadership opportunities in secondary schools in Addis Ababa.

In Table 5.1, item 2 addresses participants' teaching experience. Most female teachers (89, 49.17%), male teachers (141, 52.03%), and principals (36, 46.75%) had 1-10 years of teaching experience. The second largest group included female teachers (56, 30.94%), male teachers (102, 37.63%), and principals (24, 31.17%) with 11-20 years of experience. A smaller percentage of participants, including female teachers (10, 5.52%), male teachers (23, 8.49%), and principals (9, 11.69%), had 20-30 years of teaching experience. This significant teaching experience among participants provided valuable insights into the experiences of female teachers rising to leadership positions in Addis Ababa's secondary schools.

Table 5 1. Distribution of participants by specialisation and work experience

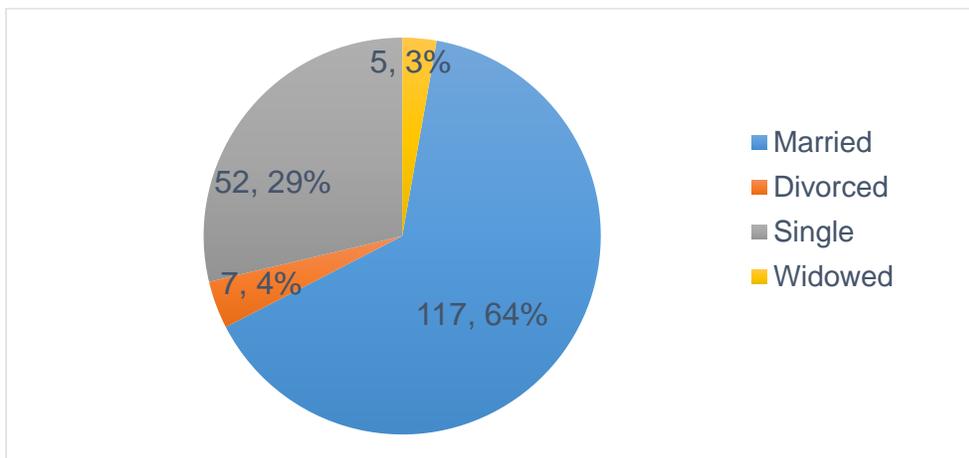
No.	Variables	Category	Participants					
			Female Teachers		Male Teachers		Principals	
			N =	%	N=271	%	N=77	%
1. Education Specialisation	Natural Sciences	80	44.20	120	44.28	22	29.73	
	Social Science	54	29.83	79	29.15	33	44.59	
	Language	37	20.44	57	21.03	12	16.22	
	Business management	4	2.21	6	2.21	1	1.35	
	Other	2	1.10	1	0.33	6	8.11	
	Missed	4	2.21	8	2.95	3	3.90	
2. Work experience in teaching	1-10	89	49.17	141	52.03	36	46.75	
	11-20	56	30.94	102	37.63	24	31.17	
	21-30	10	5.52	23	8.49	9	11.69	
	>31 years	11	6.07	2	0.74	7	9.09	
	Missed	7	3.87	1	0.37	0	0	
3. Work experiences in a leadership position	None.	127	70.16	242	89.30	0	0	
	1-10	52	28.73	26	9.59	47	61.04	
	11-20	1	0.55	3	1.11	23	29.87	
	21-30 years	1	0.55	0	0	6	7.79	
	Missed	0	0	0	0	1	1.30	

In relation to work experience in leadership positions, most women (127, 70.16%), and men teachers (242, 89.30%) did not have leadership experience. The next significant

number of women (52, 28.73%) and principals (47, 61.04%) had 1-10 years of work experience in leadership positions. A remarkable number of principals (23, 29.87%) had also served 11-20 years in different leadership positions in the schools. The figure indicates that many female and male teachers did not participate in leadership positions such as department heads, coordinators, club heads, and principals. To clarify further, as the data clearly show, most of the female teachers did not have leadership experiences, while the principals had better leadership experiences. Therefore, the pinnacle reasons for the factors that affect the experiences of female teachers on the rise to leadership opportunities in secondary schools in Addis Ababa could be obtained from the women themselves and the principals.

### 5.3 ADDITIONAL VARIABLES FOR FEMALE TEACHERS

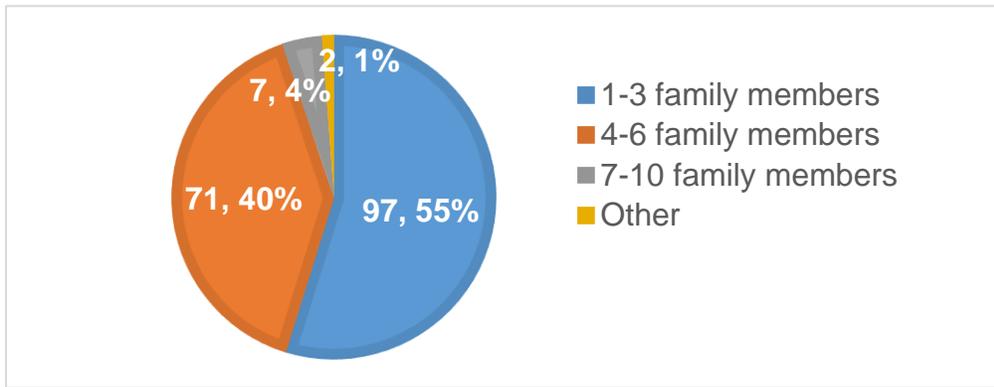
Variables related to marital status of female teachers, family size, monthly salary, additional income, and total monthly income are thoroughly discussed. These variables can largely contribute to the lack of experience of female teachers in the expansion of leadership opportunities in secondary schools in Addis Ababa.



**Figure 5 4. Marital status of teachers**

Figure 5.4 presents the marital status of the female teachers in the sample schools. Consequently, there were many female teachers, 117 (64%) were married and 52 (29%) were single. Although their numbers are small, the female teachers were widowed (5, 3%) and divorced (7, 4%). Teachers, widowed and divorced, had multiple responsibilities at home and outside the home. These groups of participants have acted

as mothers, fathers, and the head of the home. Although married women teachers had multiple duties and responsibilities at home and outside of home, their partners might share their burdens. Generally, since the data depict, more than 70% of female teachers had multiple roles and duties at home and outside of their home. This may affect the inspiration and interest of female teachers in the emergence of leadership opportunities in secondary schools in Addis Ababa.



**Figure 5.5. The women teachers' family size**

As can be clearly indicated in Figure 5.5, the family size of most female teachers (97, 55%) family size consisted of 1-3 family members. The next largest family size of female teachers (71, 40%) family size was composed of 4 - 6 members on average. Although the undeniable number of female teachers had a large family size, 4 to 6 members, on average, most female teachers had a manageable family, 1 to 3 family members. The data revealed that almost all female teachers, regardless of whether they were married or single, divorced or widowed, were family leaders and had family responsibility. In this regard, participants reflect on their experiences with open questions.

*They described that woman, by their very nature, have numerous duties and responsibilities at home and outside of the home. The broad background of the family of the family cultivates women to embrace double/triple or multiple social and economic responsibilities at their early/childhood ages. These socially constructed and conventionally agreed cross-cutting responsibilities have internalised, assimilated, and continued in their later life. Therefore, these lead*

women to restrict their vision to home-related responsibilities than to inspire higher-level leadership advancement in the workplace.

Regarding the monthly salary payment of female teachers, most of them were paid, (130, 71.82%) paid more than 5500 Ethiopia Birr. 28% of women teachers paid less than 5500% Ethiopian Birr per month. As is known, the salary of teachers in Ethiopia is not attractive and eye-catching than other job positions. The salary is much lower compared to the professional activities and tasks of teaching. On the one hand, the teachers' salary could not cover the monthly living costs of teachers due to global market instability and the constant increase in the cost of goods and services in the country. Therefore, female teachers have focused on fulfilling their basic needs rather than searching for and advancing to a leadership position in their workplace.

**Table 5 2. Percentage values of participant's salary, sources, and gross monthly income**

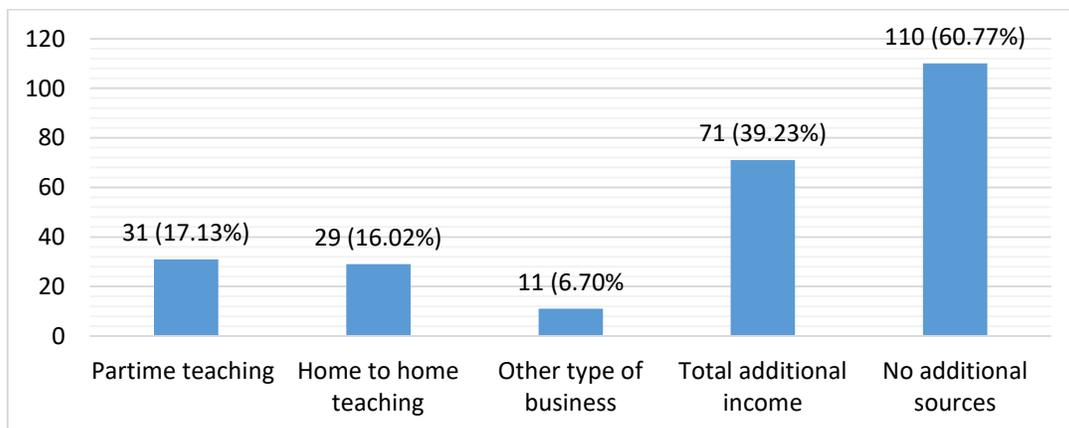
No.	Variables	Variable category	N	Percentage
1.	Monthly salary	<3500	2	1.10
		3500-4500	6	3.31
		4500-5500	31	17.13
		>5500	130	71.82
		Missed	12	6.63
2.	Gross monthly income	<5000	16	8.84
		5000-8000	93	51.38
		>8000	55	30.39
		Missed	17	9.39

In the same Table 5.2 item 2, most of the female teachers (93, 51.38%) gross monthly income between 5000 and 8000 Ethiopian Birr. Few teachers (55, 30.39%) earned more than 8000 Ethiopian Birr gross monthly income. In this regard, participants in the open-ended questions noted their views on the economic challenges of female teachers.

*They said that economic background, in general, affects women's participation in the leadership position. Due to the lack of additional sources of income and less salary payments, women in general are dependent on male decisions. The hidden influence of society makes men and women dependent on economic and financial decisions. This again affects their life choices, including higher-order needs.*

Furthermore, as indicated in Figure 5.6, most of the female teachers (110, 60.77%) did not have additional sources to increase their monthly income. Some teachers have participated in activities such as part-time teaching (31, 17.13%) and home-to-home teaching (29, 16.02%) activities to earn additional monthly income. Very few female teachers (11, 6.7%) were involved in other types of business sector in addition to the teaching profession. A total of 71 (39.23%) women teachers have engaged in additional income activities to increase their monthly income; however, most women teachers have not engaged in additional income sources.

As described earlier, high living costs and other types of costs make the life of a female teacher very expensive and unstable. To balance their life situations, female teachers have worked to get additional sources of income through teaching at night, teaching at home, tutorial teaching and teaching at home. However, a very large number of female teachers did not have additional sources of income to support their family's life. The life of teachers in general has not been rewarding or luxurious. Therefore, female teachers prefer to maintain their daily life than to inspire and advance in leadership positions.



**Figure 5.6. Female teachers' additional sources of income for female teachers**

#### **5.4 CULTURE AND SOCIETY PERSPECTIVE ON FEMALE TEACHERS' LEADERSHIP ADVANCEMENT**

Table 5.3 presents the perspective of society and cultural influences on the experiences of female teachers in the rise to leadership opportunities in secondary schools in Addis Ababa. The influences of culture and society perception could be examined using the perspectives of male and female participants. The perspectives of the participants have

been measured using the 5-point rating scale, where 1= disagree, 2 = slightly disagree, 3 = neutral, 4 = slightly agree and 5 = agree. The ratings scale values have been converted to mean values; 5-4 = 1 and 4/5= 1+0. 80 = disagree; 1.80-2.60= slightly disagree; 2.60- 3.40 = neutral; 3.40-4.20 = slightly agree; 4.20-5.00 = agree. The lower limit value of the mean is 1.80 and the upper limit value of the means are 5.00.

In addition to descriptive statistics, the independent *t test*, part of inferential statistics, has been computed to examine the perspectives of the participants. Table 5.3: Item 1 presents the traditional beliefs of the society that affect the preferences of female leadership in secondary schools in Addis Ababa. Consequently, the mean values of the participants (M = 3.39; SD = 1.43) and men (M = 3.59; SD = 1.30) participants indicate that they were neutral and slightly agree on the effects of traditional beliefs of the society on the leadership preferences of the female teacher. As the data indicate, the female participants were indifferent to the effect of traditional beliefs on their leadership preference, while the male participants confidently confirmed that traditional beliefs affect the female leadership preference.

However, the independent t-test computed,  $t (-1.66; 526)$ ;  $p = 0.096$ ;  $\alpha = 0.05$  indicates that no statistically significant differences were observed between the perceptions of the two independent groups. From this analysis, it was found that traditional beliefs of the society affect the preference for female teachers to lead and the advancement of secondary schools in Addis Ababa.

**Table 5 3. Independent t-test values of the effects of societal culture on the leadership experiences of female teachers**

No.	Variable Description	Participants	Descriptive analysis			Independent t-test analysis		
			N	Mean	Std. Dev.	T	Df	Sig.
1.	Traditional beliefs of society affect the leadership preferences of women.	Females	181	3.39	1.43	-1.66	526	.096
		Males	347	3.59	1.30			
2.	Society thinks that women are incapable of making decisions in leadership positions.	Females	181	3.19	1.36	-.57	526	.564
		Males	347	3.26	1.27			
3.	Society assumes that men are more competent in leadership positions than women.	Females	181	3.56	1.41	-1.33	526	.183
		Males	347	3.73	1.28			
4.	The culture of society systematically discourages women's inspiration for leadership advancement.	Females	181	3.29	1.44	-1.21	525	.224
		Males	346	3.44	1.27			
5.	The society has a negative attitude towards the advancement of female leadership.	Females	181	3.23	1.29	-1.36	526	.173
		Males	347	3.45	1.99			

Concerning the effects of traditional beliefs on the experiences of female teachers on the ascendance to leadership opportunities, participants posed their feelings and views on open questions.

*Provided that participants expressed that the society has been evaluating the natural endowment of women. The general system of society, cultural perspectives, religious perspectives, and education system in general overwhelms the desires and advancements of females in the leadership position. Moreover, cultural-bounded thoughts of the society impasse the leadership inspirations and developments of women in secondary schools in Addis Ababa.*

Regarding the impact of society perception and cultural practices on the experiences of female teachers in ascending the leadership position, the qualitative data obtained from interviews and FGD and open-ended questions support the realities identified by the quantitative data.

*Consequently, the discussion participant during FGD pointed out that women have played multiple roles in society, including responsibilities for social mobilisation.*

However, the society has neglected their leadership roles and did not recognise their achievements in the organisation. The society perceived that girls should be married and responsible for managing home-related tasks. Even when a woman achieves higher than her male counterparts in leading organisations, society in general, and men in particular do not give credit (FGD with female teachers, February 6, 2021).

In support of this description, Norris and Inglehart (2004) highlight that society's attitudes are a major barrier to the advancement of women in organisational leadership. Culture has continued to verify a notable impact on the progress of women in leadership progress and creates gender disparities in education organisations.

In the same Table 5.3 item 2, the mean scores of the participants of women (M = 3.19; SD = 1.36) and men (M = 3.26; SD = 1.27) participants show that they were neutral with society that thinks that women are incompetent in making decisions in leadership positions. The independent t-test calculated,  $t(-0.57, 526)$ ;  $p = 0.564$ ;  $\alpha = 0.05$  shows that no statistically significant perception difference was observed between the two independent mean scores. Similarly, as the mean scores of women (M = 3.56; SD = 1.41) and men (3.73; SD = 1.28) indicate, the participants slightly agreed that the society assumes that men are more competent in leadership positions than women. In this sense, the result of the independent t-test,  $t(-1.33; 526)$ ;  $p = 0.183$ ;  $\alpha = 0.05$ , shows that no statistically significant differences have been observed between the perceptions of the two groups. As part of a society, participants shared their experiences with open questions regarding the competences of females in the leadership position. They coined the following.

*Local society suggests that there is no wisdom in women, and only men have the right to master the knowledge, and it is controlled by them. The society has used proverbs to indicate the status of women's knowledge in the community. Saying "አሁን ወደ መሰላል ሲወጣ በሴቶች ውስጥ ጥበብ እናገኝ ይሆናል" (When an ass climbs a ladder, we may find wisdom in females). "እውቀት ያለት ሴት ማግኘት እንደማትችል በድንጋይ ላይ ወርቅ ማግኘት አይቻልም" (It is impossible to find gold on a cliff, as it is impossible to find a knowledgeable female).*

From the data, it can be inferred that the societal beliefs that women are incompetent in leadership positions. The society has used proverbs which indicate the powerlessness

of females to make decisions whatever knowledge they may be. For example, the society said, "ሴት ቢያዉቅ በወንድ ያልቅ"(women are known to conclude by men). These thoughts and assumptions directly affect the leadership experiences, preferences, and advancements of female teachers in secondary schools in Addis Ababa.

In Table 5.3 item 4, the female participants were neutral ( $M = 3.29$ ;  $SD = 1.44$ ) and the male participants slightly agreed ( $M = 3.44$ ;  $SD = 1.27$ ) that culture systematically discourages the inspiration of female leaders for the advancement of leadership. However, the independent result of the t test,  $t (-0.121; 525)$ ;  $p = 0.224$ ;  $\alpha = .05$  indicates that no statistically significant differences were investigated in the perceptions of the two groups of participants. From the data analysis, it can be deduced that social culture takes the lion's share of influence to discourage the aspiration of female leaders.

To further enrich the discussion, the participants in the open-ended questions wrote their experiences and opinions on the thoughts, beliefs, and assumptions of the society.

*They argued that the society's culture implicitly discourages female leadership preference and advancement. The society at large believes that women do not have the ability to lead organisations. Society perceives them as lacking intelligence, wisdom, artistic qualities, and critical thinking. In other words, people in the society distrust the capacities of women in leading organisations. The society strengthens its beliefs through a proverb, saying "ሴት ያመነ ጉም የዘገነ (Trusting a female is trying to catch a mist). "ሴትን ማመን አይጥን በአቋማዳ መክተት ነዉ" (Trusting a female is like keeping a mouse in Akumada \_ a bag made of animal crust).*

In support of the above narration, the interview result obtained from a principal confirmed that "from the age of *childhood of women, they have grown to hear the inappropriateness of women to the leadership position. This is due to social factors in general and family cultural practices in particular*" (Interview with a principal, 20 May 2021).

The final analysis of the data is that society does not trust the leadership of women. The culture of the society affects the overall well-being of women. The negative outcome of culture is the gridlock of women from any growth and development, in social or economic, psychology, or leadership aspects.

On the contrary, the society has positive proverbs that show females as critical thinkers, logical, decisive, and reasonable in their leadership positions. For example, "መላ እንደ ሴት ግርማ እንደ ሌሊት"(We are to a female as gracious is for a night). "ከእየ አንዳንዱ ዉጤታማ ወንድ ጎን ጠንካራ ሴት አለች" (In every side of effective man, there is strong female).

Moreover, bundles of research findings indicate that females are naturally inclined towards people, relationships, and focus on transformational leadership style (Law and Glover, 2000). The transformational leadership paradigm deals with human aspects and is often appropriate for educational organisations.

Most functions of the school organisations are people-orientated, therefore; females have used more consensual and people-orientated leadership styles, which likely to make them better educational leaders (Caldwell & Spinks, 1992). To strengthen the point, Acker (2010) supposes that female leaders are enthusiastic school leaders who have mainly better job performance and records than their male counterparts.

Mnisi (2015) adds that women have strong human-relation skills to establish a solid relationship between teachers, students, and other colleagues. As a result of their close relationship, they can read and understand the sights and thoughts of teachers and search for their personal effects on the achievements of students.

In the same Table item 5, the participants have shared their views about the society's attitude towards the advancement of female leadership. To this end, the women were neutral, while the men were slightly in agreement with the society's negative attitudes toward the advancement of female leadership with mean scores of  $M = 3.23$ ;  $SD = 1.29$  and  $M = 3.45$ ;  $SD = 1.99$ . The result of the independent t test result of the, computed,  $t (-1.36; 526)$ ;  $p = 0.173$ ;  $\alpha = 0.05$  depicts that there is no statistically significant difference between the perceptions of the two groups. Implying that, the participants did not have perception differences about the negative attitudes of the society.

In the open questions, the participants have stated that the societies do not have a good attitude towards female leadership. As a good indicator of the society's negative attitude

towards female leadership, it has been believed that females are poor at making decisions in the leadership position.

However, many research findings argued that women have numerous unique, natural qualities that make them a good organisational leader. For example, in Israel, as mentioned by Oplatka (2006), female teachers get ready to accept the new leadership position in their mid-life (teaching life) because females believed that they are born for leadership, therefore, their "feminine style" leadership is suited for school leadership.

In relation to item 6 Table 5.4 as the mean scores indicate, the female participants were neutral (M= 3.33; SD= 1.33) and the male participants were slightly agreed (M= 3.45; SD= 1.72) about the society that does not viscosity (encourage) females for leadership responsibilities. Given the result of the independent t test,  $t(-0.82, 526)$ ;  $p=0.41$ ;  $\alpha= 0.05$  indicates that no statistically significant differences were observed between the perceptions of the two groups of participants. Implied, both participants agreed that the society discourages women from taking leadership assignments. To emphasise the points, participants shared their views in open questions.

*They ensured that society treats their children as men and women and gives different gender-based assignments and responsibilities at their early ages. The society assumes that if women hold leadership positions, they cannot get married and may not take social responsibilities. Thus, at an early stage, families do not create an enabling environment which treats female children as equal in a leadership capacity as male children. This assumption and norms discourage women at their later age to assume leadership responsibilities. In the worst case, women have resisted any leadership positions.*

The FGD conducted with PSTA members indicated that women have been playing the traditional role of home makers while men remain a leader in all areas of life. Due to this social attitude, females have been reluctant to pursue educational leadership positions. In our society, men are believed to lead, and women follow. In this context, leadership has carried the notion of masculinity, and the belief that men are better leaders than women is still common practice today. Moreover, these traditional perceptions of women as inferior to men also continue to prevail, as many people invoke the preservation of the culture to justify the subordination of women. The division of labour

for women and men resulted in discrimination for women in the workplace (FGD, April 2021).

In the same table item 6, the participants slightly agreed that the society believes that women are responsible for who lead (childbearing and caring) with women, mean score,  $M = 3.56$ ;  $SD = 1.50$  and mean score of men,  $M = 3.57$ ;  $SD = 1.30$ . The result of the independent t test calculated  $t (-0.06; 525)$ ;  $p = 0.945$ ;  $\alpha = 0.05$  also confirmed that no statistically significant differences were observed between the perceptions of the two groups of participants.

From the data analysis, it can be concluded that the societal beliefs that women are largely responsible for home-based activities like childbearing, caring, food cooking, and home management.

**Table 5 4. Independent t-test values of the effects of Societal Culture on the Leadership Experiences of Female Teachers**

No.	Variable Description	Participa nts	Descriptive statistics			Independent analysis		t-test Sig.
			N	Mean	Std. Dev	t-value	Df	
1.	The society does not viscosity (encourage) females to take on leadership responsibilities.	Females	181	3.33	1.33	-.82	526	.410
		Males	347	3.45	1.72			
2.	Society believes that women are responsible for home leadership (childbearing and caring).	Females	181	3.56	1.50	-.06	525	.945
		Males	346	3.57	1.37			
3.	Society denies the two-fold (home and out of home) leadership responsibilities of females.	Females	181	3.53	1.14	2.24	525	.025
		Males	346	3.29	1.18			
4.	The society implicitly (using local proverbs) demotivates the inspiration of women for the advancement of leadership.	Females	181	3.56	1.27	1.71	525	.087
		Males	346	3.36	1.26			
		Males	346	3.44	1.27			

Regarding the society that denies the twofold leadership responsibilities (home and outside of home) leadership responsibilities of females, there was a statistically significant difference between female participants ( $M = 3.53$ ,  $SD = 1.14$ ) and male

participants (M = 3.29, SD = 1.18),  $t(525) = 2.24$   $p < .05$ . Female participants slightly agreed that society does not recognise the dual purpose of females, whereas male participants were neutral about the issues of society denies of the twofold responsibilities.

In the same vein, the female participants (M = 3.56, SD = 1.27) slightly agreed that the society discreetly demotivates the inspiration of females for the advancement of leadership using local proverbs, while the male participants (M = 3.6; SD = 1.26) were neutral. The result of the independent t test,  $t(1.71, 525)$ ;  $p(0.089) > .05$ , indicates that no statistically significant differences were observed between the perceptions of the two groups of participants. Participants also shared their experiences on how the society demotivates women in its local probes. Some of the proverbs mentioned by the participants are:

*"እናት ለቱን አባት የአመቱን" (A mother plan for the day; a father plan for the year). "የሴት ዳሌዋ እንጅ አእምረዋ አይሰፋም" (Females hips can get bigger, but not their minds/brains). "ብልህ ሴትና ቀንዳም አህያ አይገኙም" (There is no wise woman and donkey with horns). "ሴትን ካስተማረ የዳረ ከበረ" (He who has his daughter got married becomes richer than one who has educated her). በከረብታ ላይ ሳር እንደማይገኝ ሁሉ በሴት ላይም በቂ የሆነ እውቀት አይገኝም (There is no grass on a cliff, likewise there is no knowledgeable woman). "ከሴት ልብ የወንድ ሳምባ ይሻላል" (A man's lung is better than a woman's heart).*

As data analysis indicates, local proverbs have a cultural, economic, social and psychological impact on females and discouraged them from active participation. In this case, the inspiration and advancement of female leaders in the organisation can be affected by the culture of the society as a whole and the culture of the group in the workplace. Similarly, much research also ensured that local proverbs affect the whole development of women, including leadership preferences and advancements. For example, Melese (2020) in his study identifies that most African sexist proverbs announce assumed powerlessness, infirmity (indecisiveness), and lack of intellectuality among women.

Generally, as the finding indicated, many scholars argued that culture has implicit and explicit influences on the interest, demand, and experiences of women about the leadership position (Edwards, 2018). Deal and Peterson (1999) propose that positive societal culture involves motivating, inspiring, stimulating and supporting females to toughen their commitments, nurture desires, and improve job performance by sharing philosophies, assumptions, values, beliefs, and purposes which articulated in collective practices and ways of life (Leithwood, et al., 2006). However, due to dogmatic factors in society, female teachers develop low self-esteem, low motivation, or aspiration to acquire leadership positions. These factors may often be the reasons for the low leadership experience of females in the educational system. To make clear this point, Apple (1986) and Shakeshaft (1989) describe that rooted social problems make females develop frustration and dependency behaviour that they could not assume leadership positions. To conclude, Sandberg (2013) confirmed that society has overlooked the efforts and energies of hard-working and career-orientated females, and most of the time they are considered cold, stressed, and greedy. Such stereotypes and prejudices of society largely affect women's career advancement in education organisations.

## **5.5 ORGANISATIONAL PERSPECTIVES**

The organisational perspective is one of the critical curtail obstacles that affect the experiences of female teachers in the ascendance to leadership advancement in secondary schools in Addis Ababa. Education organisation elements such as education organisation structure/climate, organisational networking, organisational role modelling, and organisational development. The significant differences of the three groups of participants, female teachers, male teachers, and principals are computed using one-way ANOVA at 95% precision level, 2.9957 F-critical level, and 0.05 alpha levels.

### **5.5.1 Organisational Structure**

This part of the organisational perspective focusses on the structure of the organisation and how it motivates female teachers to search and use leadership opportunities. The structure of the education organisation is a determinant factor for the inspiration, development, and experiences of female teachers. Thus, many variables related to the structure of the educational organisation are consulted as follows.

From Table 5.5, item 1, it was clearly indicated that the calculated mean scores of the female teachers ( $M = 3.03$ ;  $SD = 1.37$ ), male teachers ( $M = 3.42$ ;  $SD = 1.28$ ) and the principals ( $M = 3.36$ ;  $SD = 1.29$ ) were neutral, slightly agreed, and neutral, respectively, about the structure of the educational organisation that inspires the female teachers to be leaders. Furthermore, the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 526) = 4.891$  which exceeds the critical region at  $\alpha = 0.05$ ,  $F(2, 526) = 2.99$ . Consequently, it was concluded that there were statistically significant mean differences between the respondents in the three groups on the support of the educational organisational structure that inspires teachers to be leaders,  $F(2, 526) = 4.891$ ,  $p < 0.05$ , one tail.

The data reveal that the female teachers were neutral, and their mean score was lower than the mean scores of other participants. It was indicated that the structure of the educational organisation was not a factor that inspired female teachers to rise to the leadership position in secondary schools in Addis Ababa.

In item 2 of the same table, the mean score of female teachers ( $M = 2.99$ ;  $SD = 1.52$ ) male teachers ( $M = 3.16$ ;  $SD = 1.19$ ) and principals ( $M = 3.11$ ;  $SD = 1.53$ ) indicates that the three groups of participants were neutral about the structure of the organisation of education designed as favoured by women. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 526) = .83$ , which is much less than the critical region at  $\alpha = 0.05$ ,  $F(2, 526) = 2.99$ . Therefore, it was concluded that there were no statistically significant mean differences between the respondents about the structure of the education organisation, which is designed to favour women,  $F(2, 526) = 0.83$ ,  $P > 0.05$ , one tail.

To strengthen the numerical data obtained from the participants, interviews and FGDs were conducted. Consequently, one of the supervisors stated the following:

*Education organisation structures are not convenient for leadership practices, especially for women. There is no special structure available that can support women teachers to advance to the leadership position. It is too rigid and is not considered a burden on women. Everything is going according to the book and the rules are tightly tied. On the other hand, women, by virtue of their virtue, like flexible and loose structure. However, the existing education organisation structure, including rules, guidelines, and directives, treats women equal to male counterparts (4 February 2020).*

In the same table item 3, the structure of the educational organisation was designed considering the multiple roles of female teachers were rated neutral by women ( $M = 2.92$ ;  $SD = 1.46$ ), men ( $M = 3.12$ ;  $SD = 1.23$ ) and teachers ( $M = 3.11$ ;  $SD = 1.25$ ). Similarly, the calculated F ratio,  $\alpha = 0.05$ ,  $F(2, 526) = 1.34$ , which is less than the critical region at  $\alpha = 0.05$ ,  $F(2, 526) = 2.99$ . Therefore, it can be inferred that there were no statistically significant mean differences between the three groups of respondents in the structure of the educational organisation designed that considers the multiple roles of female teachers,  $F(2, 526) = 1.34$ ,  $P > 0.05$ .

Regarding the structure of the education organisation that has some flexibility in work for female teachers, the mean score of the female teachers was found to be lower than the limit of the scale ( $M = 2.71$ ;  $SD = 1.37$ ) which is neutral, and the mean scores of the male teachers ( $M = 3.20$ ;  $SD = 1.23$ ) and the principals ( $M = 3.23$ ;  $SD = 1.16$ ) mean scores were found to be at the middle level of the scale which is gain neutral. However, the calculated F ratio,  $\alpha = 0.05$ ,  $F(2, 526) = 8.94$ , which is much greater than the critical region at  $\alpha = 0.05$ ,  $F(2, 526) = 2.99$ . Therefore, it can be concluded that there was a statistically significant difference between the three groups of respondents on the flexibility of the organisation structure for female teachers,  $F(2, 526) = 8.94$ ,  $P < 0.05$ .

As the numerical data indicates, women need flexible structure and a contextual working environment. However, the finding showed that education organisations, especially primary and secondary education structures, are fixed. To this end, the discussion with female teachers approved that the structures of the education organisation are rigid and complex for female teachers. In other organisations, many female leaders are found in every leadership position because organisations have different benefit packages, and the structure creates various opportunities for females. However, in the education system, there have not been benefits packages, rewards systems, and an encouraging environment. Thus, female teachers are not interested and never inspired by the leadership position (FGD with female teachers, February 6, 2021).

From the data analysis, it can be said that the education organisation structure in Addis Ababa secondary schools was not intended to be flexible for female teachers. However, many research findings reveal that women naturally need a flexible and decentralised work environment. To this end, Law and Glover (2000) argue that women need to decentralise (site-based education management) and more flexible organisational structures, which have created opportunities for leadership inspiration, collaborative work, and non-hierarchical leadership practices. Tran and Tian (2013) further explain that organisations which have high formalisation, rigid rules, and regulations might have the probability to obstruct the freedom and flexibility needed for females to move up to the leadership position.

**Table 5 5 .ANOVA statistical values on educational organisation structure**

No.	Structure of the education organisation / climate	Participants	Descriptive analysis			Summary of the ANOVA Analysis					
			N	Mean	Std. Dev	SV	Sum of Sq	Df	Mean Sq	F	Sig.
1.	The structure of the education organisation inspires teachers to be leaders.	Female Teachers	181	3.03	1.37	Between Groups	16.92	2			
		Male Teachers	269	3.42	1.28	Within Groups	906.38	524	8.461	4.89	.008
		Principals	77	3.36	1.29	Total	923.30	526	1.730		
		Total	527	3.28	1.32						
2.	The structure of the education organisation is designed as a favour for women.	Female Teachers	181	2.99	1.52	Between Groups	3.10	2			
		Male Teachers	270	3.16	1.19	Within Groups	979.77	525	1.553	.83	.436
		Principals	77	3.11	1.53	Total	982.87	527	1.866		
		Total	528	3.09	1.36						
3.	The structure of the education organisation was designed considering the multiple roles of female teachers.	Female Teachers	181	2.92	1.46	Between Groups	4.70	2			
		Male Teachers	270	3.12	1.23	Within Groups	916.47	525	2.351	1.34	.261
		Principals	77	3.11	1.25	Total	921.18	527	1.746		
		Total	528	3.05	1.32						
4.	The structure of the education organisation has some flexibility in working for female teachers.	Female Teachers	181	2.71	1.37	Between Groups	29.19	2			
		Male Teachers	270	3.20	1.23	Within Groups	856.80	525	14.595	8.94	.000
		Principals	77	3.23	1.16	Total	885.99	527	1.632		
		Total	528	3.04	1.29						
5.	The structure of an education organisation creates a competitive environment for female teachers to move to the leadership position.	Female Teachers	181	3.06	1.37	Between Groups	3.13	2			
		Male Teachers	270	3.23	1.24	Within Groups	876.18	525	1.568	.94	.391
		Principals	77	3.20	1.23	Total	879.31	527	1.669		
		Total	528	3.17	1.29						

Degree of freedom in ANOVA = df2/df1; df1= n-1; 3-1= 2; df= N-n; 530-3= 228; F-critical= df2/df1= 2.9957 at alpha 0.05

The structure of the education organisation creates a competitive environment for female teachers to move to the leadership position was rated neutral by all respondents as the mean scores, the female teachers ( $M = 3.06$ ;  $SD = 1.37$ ), male teachers ( $M = 3.23$ ;  $SD = 1.23$ ) and the principals ( $M = 3.20$ ;  $SD = 1.23$ ) depict. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 527) = 0.94$ , which is much less than the critical region,  $\alpha = 0.05$ ,  $F(2, 527) = 2.99$ . Therefore, it can be concluded that no statistically significant differences were observed between the respondents of the three groups on the structure of the educational organisation that creates a competitive environment for female teachers to move to the leadership position. Considering the data depicted, the secondary school structure in Addis Ababa did not create a competitive environment for female teachers to move to the leadership position. In this sense, the participants in the open-ended questions shared their experiences. They wrote as:

*Poor organisation facilities, rigid rules, and male-dominant networks are the manifestation for most education organisations in general and secondary school structure in particular, in Addis Ababa. Additionally, the doors of education organisations in every education hierarchy have been closed for women who inspire leadership positions. There has not been an environment that treats women equally in leadership positions. Ethnic-based leadership assignment is one of the critical bottleneck factors for female leadership advancement in secondary schools in Addis Ababa.*

In supporting the above points, Maeregu (2020) in his study identified that education; organisational structure has seemingly been designed for male favoured and suppresses the struggle of females who inspire to the school leadership positions. Al-Qatawneh (2014) describes that female leadership advancement can be impeded and inhabited by organisational structures at every level of the education hierarchy. To strengthen the points, Gagnon (2012) figures out that women lack experiences of decision-making and leadership aspiration in the public arena because they were nagged directly or indirectly by male networks and organisational structures. However, the literature suggests that to bring women to leadership positions, education organisation structures should be simple, flexible, comprehensive, and gender-sensitive (Law & Glover, 2000).

### 1.5.2 Education Organisation Network

Organisational networking is a natural phenomenon that exists in any workplace and organisation. Networking is formed based on the characteristics of the employees, emotions, feelings, social status, economic status, professions, study fields, gender, political affiliation, ethnic background, religion category, and other variables. Workers may be involved in one or more networks. Networks can influence the achievements of employees and determine the effectiveness of individuals in the workplace. The common type of networking that is visible in many types of organisations is the gender-based network, female versus male category. In this study, the impact of educational organisation networking on teacher experiences in obtaining leadership opportunities in secondary schools in Addis Ababa is examined.

As indicated in Table 5.6 item 1, as the mean scores of female teachers ( $M = 3.92$ ;  $SD = 1.07$ ), male teachers ( $M = 3.58$ ;  $SD = 1.15$ ) and principals ( $M = 3.66$ ;  $SD = 1.26$ ) indicate that all respondents slightly agreed that female teachers have strong relationships with others in the school. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 523) = 4.62$ , which is greater than the critical region,  $F(2, 523) = 2.99$ . Thus, it can be inferred that there were no statistically significant differences among the three independent means of the respondents on the relationships of female teachers with others in the school,  $F(2, 523) = 4.62$ ,  $P < 0.05$ .

The data obtained from the interview and FGD strengthen the numerical values highlighted above. Theoretically, women have better social skills to communicate with others. They have a good relationship with people at home and on the job. However, they have failed to establish a network using their human capital. Practically, their social capital and good relationship with others cannot help them access the leadership position and capitalise on other benefits. Female teachers are not active in influencing others and challenging complex situations. They prefer to avoid challenging situations rather than fighting the situations. Therefore, women have little opportunity to gain the leadership position through their relationship with others (FGD with female teachers, February 6, 2021)

From the data analysis, it can be assured that women have a good relationship and interactions with other individuals in schools; however, they did not use their good relationship for their career development in the leadership position. Many research findings supported that women have better human relation skills to create a healthy relationship with others on the job. For example, Mnisi (2015) notifies that women have strong human relations skills to establish a good relationship between teachers, students, and other colleagues. As a result of their close relationship, they can read and understand the sights and thoughts of teachers and search for their personal effects on the achievements of students.

Similarly, as the respondents slightly agreed, the female teachers are of great interest in participating in social networks in the school with the mean scores of females ( $M = 3.72$ ;  $SD = 1.09$ ), male teachers ( $M = 3.53$ ;  $SD = 1.24$ ) and principals ( $M = 3.61$ ;  $SD = 1.17$ ). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 523) = 1.34$ , which is less than the critical region at  $\alpha = 0.05$ ,  $F(2, 523) = 2.99$ . Therefore, it can be concluded that there were no statistically significant differences among respondents in the interest of female teachers in participating social networks in the school,  $F(2, 523) = 1.34$ ,  $P > 0.05$ . Data analysis implies that female teachers are good at engaging informal social networks and having responsibilities such as social events (Idir, Iqub, rituals and rituals).

However, the mean scores of the female teachers ( $M = 2.96$ ;  $SD = 1.26$ ), male teachers ( $M = 2.93$ ;  $SD = 1.18$ ) and the principals ( $M = 2.84$ ;  $SD = 1.22$ ) show that the participants were neutral about the discouraged behaviour of the female teachers to join professional networks. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 523) = 0.27$ , which is much less than the critical region at  $\alpha = 0.05$ ,  $F(2, 523) = 2.99$ . Therefore, it can be concluded that there was a statistically significant mean difference among respondents in the less likely interest of female teachers in joining professional networks,  $F(2, 523) = 0.27$ ,  $P > 0.05$ .

Additionally, all respondents rated that female teachers do not like to join male teachers networks neutral with the mean score of females ( $M = 2.72$ ;  $SD = 1.33$ ), male teachers ( $M = 2.65$ ;  $SD = 1.25$ ) and principals ( $M = 2.70$ ;  $SD = 1.28$ ). The calculated F ratio at

$\alpha = 0.05$  ,  $F(2, 522) = 0.187$ , which is much less than the critical region,  $F(2, 522) = 2.99$ . Therefore, it can be decided that no statistically significant mean differences were observed between respondents on the dislike of female teachers to join male teacher networks,  $F(2, 522) = 0.187$ ,  $P > 0.05$ .

The discussion with female teachers noted that initially the education system has been bounded by male networks that are impermeable to female teachers. Furthermore, rigid organisational structure and male negative attitude towards female leadership discourage female teachers from joining networks (FGD with female teachers, 6 February 2021). To confirm the points raised by the above women teachers, other groups of women participated in the focus group discussion pointed out that the networks are complex and wide-ranging. Male-dominating networks such as politics, religion, ethnic, business, and others are commonly practised in the education system. These networks can serve as gatekeepers to maintain male interest, while they prohibited the movement of female teachers in organisation networks (FGD with female teachers, May 21, 2012).

In line with the discussion points about, one of the teachers during the focus group discussion strongly claimed that the male dominant network (politics, business, relatives, ethnic, religion and language) suppresses and engulfs the efforts, straggles, demands, and performances of female teachers. Also, he said:

*For example, in the leadership position vacancy on August 20,21, I was one of the few female applicants. I meet all the requirements, and the criteria set for the position by the education Bureau. No written exam was given. There was only an interview with Bureau Officials. The main point raised during the interview was personal background and language ability. One of the officials asked me can you speak "Afan Oromo"? I said I hear, but I could not speak. Following this question, they asked me to tell them my full name, including my grandfather. The purpose of these questions is to identify and refine my ethnic group. Although I firmly need the leadership position, they make me fail. On the contrary, most Oromo ethnic applicants get the leadership position regardless of their experiences, skills, and leadership abilities.*

From the data analysis, it can be found that teachers have less interest in joining a professional network and do not benefit from existing networks. Although networking is

very crucial to develop, broaden one's influence, power, and achievability in the organisation and outside the organisation, female teachers in secondary schools in Addis Ababa are so lethargic to establish professional networking. To this end, Hirvikorpi (2005) stressed that personal achievements and successes are not only realised through hard work and enthusiastic efforts, but complete development is also possible by well-designed social networks in the organisation. He further argues that a mixed network of both males and females is significantly valuable, which includes more diverse views and makes the network more beneficial.

As the mean scores show, the female teachers ( $M = 2.83$ ;  $SD = 1.30$ ), and the male teachers ( $M = 2.71$ ;  $SD = 1.37$ ) were neutral while the principals ( $M = 2.38$ ;  $SD = 1.29$ ) slightly concerned that the female teachers were systematically excluded from the male teacher networks. The calculated F ration at  $\alpha = 0.05$ ,  $F(2, 522) = 2.93$  which is slightly less than the critical region at  $\alpha = 0.05$ ,  $F(2, 522) = 2.99$ . From the data analysis, it can be decided that there were no statistically significant mean differences among the respondents that female teachers are systematically excluded from the male teachers' network,  $F(2, 522) = 2.93$ ,  $P$  is slightly greater than 0.05.

In this sense, participants in open-ended questions reflect their views on the status of the network of female teachers.

*Female teachers are energetic in participating in informal social networks; however, they are weak in participating in formal professional, social, or male networks. Even they are weak in establishing female-to-female professional networks. Although some female teachers have participated in few aspects of networks in schools (professional, supportive association), their experiences are very limited. The negative attitudes of male teachers toward the participation of female teachers in the leadership position, including the formal network, make the participation of female teachers very limited.*

The interview with one of MoE experts 'agreed that traditionally, it is common to say that female teachers have social skills; however, they have failed to establish networks (social, business, professional, and political networks). Therefore, they do not have any system to assist them in their career advancement. '

In support of the above discussion, Logan and Scollay (1999) note that females are reluctant in establishing formal professional networks. Due to their weaknesses in creating a wrestle plant form, a male-dominating network in the organisation is often a bottleneck for female advancement in leadership positions. Additionally, Crampton and Mishra (1999) assumed that internal uncooperative networks of females and informal networks of men are barriers to females to move up to the leadership position. From the empirical evidence extracted and the data analysed, it could be said that although female teachers have the natural endowment to be leaders, their little interest in the leadership position on the one hand and the overwhelming male dominating network on the workplace, on the other hand, severely affects female leadership progress in Addis Ababa secondary schools.

However, as a great deal of research has revealed, any type of networking (male – female, female to female, formal vs. informal) are very important for the success of women in the economy, social, psychology, and leadership positions. Hirvikorpi (2005) argues that a mixed network of both males and females is significantly valuable, which includes more diverse views and makes the network more beneficial. However, in most mixed networking organisations, key leadership positions and advantageous job positions have been occupied predominantly by men. Therefore, to reduce these factors, established female-to-female networks are significantly imperative for the transformation of female leadership in all education hierarchy.

Generally, as a conclusive remark, the experiences of female teachers in establishing, participating, and sharing social, professional, and other networks are insufficient. In other words, their experiences in advancing and growing to leadership positions using various networks are bagatelle in secondary schools in Addis Ababa.

**Table 5 6. The ANOVA result on organisational networking**

No.	Organisational Networking	Participants	Descriptive analysis			Summary of the ANOVA analysis					
			N	Mean	Std. dev	SV	Sum Sq	of Df	Mean Sq	F	Sig.
1.	Female teachers have strong relationships with other teachers in the school.	Female Teachers	179	3.92	1.07	Between Groups	12.16	2			
		Male Teachers	270	3.58	1.15	Within Groups	687.49	523	6.080	4.62	.010
		Principals	77	3.66	1.28	Total	699.65	525	1.315		
		Total	526	3.71	1.15						
2.	Female teachers are very interested in participating in social networks in the school.	Female Teachers	179	3.72	1.09	Between Groups	3.77	2			
		Male Teachers	270	3.53	1.24	Within Groups	735.54	523	1.889	1.34	.262
		Principals	77	3.61	1.17	Total	739.32	525	1.406		
		Total	526	3.60	1.18						
3.	Female teachers do not have the courage to join professional networks.	Female Teachers	179	2.96	1.25	Between Groups	.81	2			
		Male Teachers	270	2.93	1.18	Within Groups	773.85	523	.406	.275	.760
		Principals	77	2.84	1.22	Total	774.67	525	1.480		
		Total	526	2.93	1.21						
4.	Female teachers do not like to join male teachers' networks.	Female Teachers	179	2.72	1.33	Between Groups	.62	2			
		Male Teachers	270	2.65	1.25	Within Groups	868.99	523	.311	.187	.829
		Principals	77	2.70	1.28	Total	869.61	525	1.662		
		Total	526	2.68	1.28						
5.	Female teachers are systematically excluded from male teachers' networks.	Female Teachers	178	2.83	1.30	Between Groups	10.53	2			
		Male Teachers	270	2.71	1.37	Within Groups	936.29	522	5.265	2.93	.054
		Principals	77	2.38	1.29	Total	946.82	524	1.794		
		Total	525	2.70	1.34						

### 5.5.3 Organisational Role Modelling

The role modelling is the determinant factor for the effectiveness or ineffectiveness of individuals' performance in the organisation, as well as the achievement of the individual. To this end, the participants have shared their experiences and feelings about the impact of role models on the leadership experiences and the achievement of female teachers in secondary schools in Addis Ababa.

As Table 5.7 item 1 indicates, participants rated neutral on female teachers lacking mentor leaders in a school leadership position with the mean scores of female teachers ( $M = 3.01$ ;  $SD = 1.40$ ), male teachers ( $M = 2.95$ ;  $SD = 1.29$ ) and principals ( $M = 2.97$ ;  $SD = 1.27$ ). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 0.08$ , which is much less than the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . It can be concluded that there were no statistically significant mean differences between the respondents in female teachers who lack mentor leaders in the school leadership position,  $F(2, 519) = 0.08$ ;  $P > 0.05$ .

In the same table item 2, the mean score of female teachers ( $M = 3.41$ ;  $SD = 1.29$ ), male teachers ( $M = 3.62$ ;  $SD = 1.22$ ) and principals ( $M = 3.96$ ;  $SD = 1.48$ ) indicates that all groups of participants slightly agreed on female leaders may be a good role model for female teachers to move up to a leadership position. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 2.60$ , which is less than the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . It can be indicated that statistically significant mean differences were observed between the respondents on whether female leaders can be a good role model for female teachers to move up to a leadership position,  $F(2, 519) = 2.60$ ,  $P > 0.05$ . Clearly, the participants agreed that female leaders can play an important role in shaping and modelling the interest and inspiration of female teachers in a good school leader.

**Table 5 7. One-way ANOVA result on organisational role model**

No.	Organisational role modelling	Participants	Descriptive analysis			Summary of the ANOVA Analysis					
			N	Mean Value	Std. dev. Sv	Sum Sq	of Df	Mean Sq	F	Sig.	
1.	Female teachers lack mentor leaders in a school leadership position.	Female Teachers	178	3.01	1.40	Between Groups	.296	2	.148 1.770	.08	.92
		Male Teachers	267	2.95	1.29	Within Groups	918.47	519			
		Principals	77	2.97	1.27	Total	918.76	521			
2.	Female leaders can be a good role model for female teachers to move up to a leadership position.	Female Teachers	178	3.41	1.29	Between Groups	16.206	2	8.10 3.10	2.60	.07
		Male Teachers	267	3.62	1.22	Within Groups	1612.91	519			
		Principals	77	3.96	1.48	Total	1629.119	521			
3.	Female leaders as a role model can contribute a lot for female teachers to realise their leadership dreams.	Female Teachers	178	3.50	1.29	Between Groups	3.470	2	1.73 1.49	1.15	.31
		Male Teachers	266	3.63	1.17	Within Groups	776.653	518			
		Principals	77	3.74	1.20	Total	780.123	520			
4.	Female leaders as a role model can reduce fears and frustrations about leadership in female teachers.	Female Teachers	178	3.17	1.26	Between Groups	21.954	2	10.977 3.115	3.52	.03
		Male Teachers	267	3.62	2.13	Within Groups	1616.46	519			
		Principals	77	3.38	1.26	Total	1638.41	521			
5.	Female leaders as a role model can positively influence the interests of female teachers towards leadership positions.	Female Teachers	178	3.49	1.31	Between Groups	6.528	2	3.264 1.498	2.17	.11
		Male Teachers	267	3.74	1.14	Within Groups	777.481	519			
		Principals	77	3.63	1.26	Total	784.010	521			
6.	Female leaders as a role model can negatively influence the interests of female teachers towards leadership positions.	Female Teachers	178	2.83	1.28	Between Groups	2.052	2	1.026 1.755	.58	.55
		Male Teachers	267	2.93	1.34	Within Groups	910.854	519			
		Principals	77	2.76	1.32	Total	912.906	521			
7.	The success of female leaders' role models is perceived by female teachers in the leadership position as unattainable.	Female Teachers	177	3.18	1.26	Between Groups	3.250	2	1.625 1.550	1.04	.35
		Male Teachers	267	3.07	1.25	Within Groups	803.142	518			
		Principals	77	2.94	1.16	Total	806.392	520			

*Degree of freedom in ANOVA = df2/df1; df1= n-1; 3-1= 2; df= N-n; 530-3= 228; F-critical= df2/df1= 2.9957 at alpha 0.05*

As presented in Table 5.7 item 3, the mean score of female teachers ( $M = 3.50$ ;  $SD = 1.29$ ), male teachers ( $M = 3.63$ ;  $SD = 1.17$ ) and principals ( $M = 3.74$ ;  $SD = 1.20$ ) shows that they slightly agreed that female leaders as a role model can contribute a lot to female teachers in achieving their leadership dreams. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 3.52$ , which is greater than the critical region at  $\alpha = 0.05$ ,  $F(2, 518) = 2.99$ . It can be concluded that statistically significant mean differences were observed between the respondents in female leaders, as a role model can contribute a lot for female teachers to realise their leadership dreams,  $F(2, 518) = 3.52$ ,  $P < 0.05$ .

Mountains of research work have shown that there is no doubt on the importance of role models for individuals' success, especially for females. For example, Rarieya (2007) points out that the presence of female role models as school leaders in the workplace is too imperative for their achievements. Latu et al. (2013) reinforced that the accessibility of highly successful female leaders as role models can help women inspire and strive to get higher-level leadership positions.

Regarding female leaders as a role model that can reduce fears and frustrations about the leadership of female teachers, female teachers ( $M = 3.17$ ), and principals ( $M = 3.38$ ) were neutral, while male teachers ( $M = 3.62$ ) agreed slightly. Similarly, the computed standard deviations, respectively, were 1.26, 1.26 and 2.13 which showed that there was dispersion among the three groups of respondents. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 3.52$ , which is slightly greater than the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . It can be inferred that there were statistically significant mean differences between the three groups of respondents on the support of female leaders as role models to reduce the anxieties and fears of female teachers about leadership,  $F(2, 519) = 3.52$ ,  $P < 0.05$ . From the data analysis, it can be extracted that female teachers have reservations that the presence of female role models can minimise fears and frustrations when they think of leadership positions.

To clarify the perception difference among the respondents, an interview and FGD were conducted with female teachers, PTSAs, supervisors and principals.

*Consequently, one of the supervisors expressed that today female leaders could not be a good role model because leadership assignments are done based on*

*kinships, ethnic philosophy, and language ability. Proactive, energetic, highly performed, and visionary female leaders have been criticised for leadership positions because they are not Oromo ethnic. Additionally, most female leaders did not establish families due to complex and over-strain leadership assignments. Thus, they spent a lot of time without having children and family. This type of woman's life is not encouraged by the society including women (Interview, February 4, 2021).*

*An interview conducted with one of the principals also argued that women can be a good role model. However, they are passive and reluctant to participate in leadership positions due to male-dominating networks, cultural factors, husband influences, and other social influences. For example, when there are trainings / meetings in Adama, which is 100 km away from Addis Abba, most of the female participants returned to their home at night; however, the males stay there". The other critical problem is that the women themselves do not respect and recognise their leadership capacity and performance. They do not support and help each other. They fail to establish their own professional, business, or any networks (Interview, 20 May 2021).*

The above analysis clearly indicated that female teachers are excluded from the participation in the leadership position on the one hand by their insignificant effort to the position on the other hand the system in the educational organisation.

In the same Table item 5, all participants slightly agreed that female leaders as a role model can positively influence the interests of female teachers toward leadership positions with the mean score of female teachers, (M= 3.49; SD= 1.31), male teachers (M= 3.74; SD= 1.14), and principals (M= 3.63; SD= 1.26). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 2.17$ , which is slightly less than the critical region of  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . From the data analysis, it can be concluded that there were no statistically significant mean differences among the respondents on the positive influence of female leaders on the interest of female teachers in the leadership position,  $F(2, 519) = 2.17$ ,  $p > 0.05$ .

*To support the quantitative data, the qualitative data obtained from one of the principals through the interview depicted that the female leader can be a good role model for other female teachers. They can be sources of good dignity, achievement, and hope (interview, 27, 2021). In the same vein, strengthening the points, one of the supervisors during the interview indorsed that there have been strong, vibrant and enthusiastic female leaders who could be a positive energy for*

*female teachers. They can be a good role model in setting personal development goals, crafting a vision and a clear road map, and setting personal priorities. However, the political philosophy and assumptions based on ethnic, and language have affected the practices and development of female leaders in the nation and particularly in Addis Ababa. For the last 30 years, these political views and philosophy have been widely practised in the education system. Even after the over-through of the EPDRF ruling party, such practices and ethnic-based political thinking have widely been continued in the new government (Interview, February 6, 2021). The bottleneck for the comprehensive development of women is the attitude of society in general and the perception of men in particular, along with other variables (interview, 27, 2021).*

Regarding the positive influence of female leaders as a role model for female teachers, much research works find out that a person who acts as a role model must be professionally ethical, ideally influential, intellectually stimulated and spiritually strong that could be figurative for individuals. For example, Lockwood and Kunda (1997) added that a person who can be a role model possesses a figurative entity, an inspiring and motivational character (charisma), which somebody can learn and imitate desired behaviours of him/her. In other words, a person who acts as a role model must be professionally ethical, ideally influential, intellectually stimulated and spiritually strong that could be figurative for individuals

As Table 5.7 item 7 indicates, the success of female leaders as a role model is perceived as unattainable by female teachers in the leadership position was rated as neutral by all participants with mean scores of female teachers ( $M= 3.18$ ;  $SD= 1.26$ ), male teachers ( $M = 3.07$ ;  $SD = 1.25$ ) and ( $M= 2.94$ ;  $SD = 1.16$ ). The calculated F ratio at  $\alpha= 0.05$ ,  $F (2, 519) = 1.04$ , which is much less than the critical region of  $\alpha= 0.05$ ,  $F (2, 519) = 2.99$ . This indicates that statistically significant mean differences were not observed between respondents on the success of female leaders as role models, which female teachers perceive in the leadership position as unattainable,  $F (2, 519) = 1.04$ ,  $P > 0.05$ .

#### **5.5.4 Organisational Empowerment/Development**

In this section of the study, organisational development was investigated in terms of female empowerment. The three groups of perceptions of the participants are computed

using one-way ANOVA to see the significant level of mean differences. The five-point rating scales, where 1= never, 2= rarely, 3= occasionally, 4 = frequently, and 5 = very frequently have been used. Rating scales are converted to mean values such as 5-4 = 1 and 4/5 = 1+0.80 = never; 1.80-2.60 = rarely; 2.60- 3.40 = occasionally; 3.40-4.20 = frequently; 4.20-5.00 = very frequently. The lower limit value of the mean is 1.80 and the upper limit value of the mean is 5.00.

The education organisation assigns female teachers to lower-level leadership positions was occasionally rated by the three groups of respondents as the mean score of female teachers (M = 2.72; SD = 1.31), male teachers (M = 2.75; SD = 1.20) and principals (M = 2.53; SD = 1.35) indicated. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 518) = .95$ , which is much less than the critical region of  $\alpha = 0.05$ ,  $F(2, 518) = 2.99$ . It can be concluded that there were no statistically significant mean differences among the respondents that education organisations assign female teachers in lower-level leadership positions,  $F(2, 518) = 0.96$ ,  $p > 0.05$ . From the data, it can be said that female teachers rarely allocate to the lower-level management position in the education organisation system.

To support the finding with statistical evidence, of 187 secondary school principals, only 14 (7.49 %) principals were females and of 208 vice-principals, only 45 (21.63%) were females. The number of women who participate in the leadership position increases as we move up the education hierarchy. As the figure shows, the number of female vice-principals is three times greater than the principals. This is also true in the lower primary school leadership position. For example, of the 732 primary school principals, 143 (19.53%) were women, in addition to the 700 primary school vice principals, 238 (34%) were female vice principals (MoE Education Statistics Annual Abstract, 2020). Although the number of female participants in the leadership position is very small, in general, their participation is better in the lower-level leadership position.

*The interview with one of the principals reveals that the appointment of female teachers as leaders is determined by politicians and officials from the Bureau in the education hierarchy. Very few female teachers who may have a network in the system can be a principal, if not the probability of getting the leadership position based on merit-based competition is a nightmare (Interview, May 20, 2021).*

**Table 5 8. One-way ANOVA result on organisational development**

	Organisational development	Participants	Descriptive analysis			Summary of the ANOVA Analysis					
			N	Mean	SD	SV	$\sum$ of Sq	Df	Mean Sq	F	Sig.
1.	The educational organisation assigns female teachers to lower-level leadership positions.	Female Teachers	177	2.72	1.31	Between Groups	3.060	2	1.530 1.601	.95	.38
		Male Teachers	267	2.75	1.20	Within Groups	829.328	518			
		Principals	77	2.53	1.35	Total	832.388	520			
2.	Education organisation officials made efforts to help female teachers move to the leadership position.	Female Teachers	178	3.02	1.20	Between Groups	5.872	2	2.936 1.246	2.35	.09
		Male Teachers	267	3.24	1.06	Within Groups	646.919	519			
		Principals	77	3.03	1.06	Total	652.791	521			
3.	The educational organisation implements affirmative action to promote female teachers to the leadership position.	Female Teachers	178	3.41	1.14	Between Groups	22.902	2	11.451 1.420	8.06	.00
		Male Teachers	267	2.99	1.18	Within Groups	736.753	519			
		Principals	77	2.92	1.30	Total	759.655	521			
4.	The educational organisation provides leadership training opportunities for female teachers (outside the school).	Female Teachers	178	3.05	1.27	Between Groups	3.569	2	1.784 1.559	1.14	.31
		Male Teachers	267	3.10	1.25	Within Groups	809.136	519			
		Principals	77	2.85	1.13	Total	812.705	521			
5.	The education organisation facilitates leadership training for female teachers (within the school).	Female Teachers	178	2.80	1.27	Between Groups	28.992	2	14.496 1.527	9.49	.00
		Male Teachers	267	3.31	1.22	Within Groups	792.351	519			
		Principals	77	3.27	1.16	Total	821.343	521			
6.	The educational organisation provides equal leadership development opportunities for women and men teachers.	Female Teachers	178	2.92	1.24	Between Groups	19.760	2	9.880 1.416	6.97	.00
		Male Teachers	267	3.33	1.12	Within Groups	734.916	519			
		Principals	77	3.35	1.26	Total	754.676	521			

As is known, most education organisations assign female teachers to lower-level management positions. To this end, the study conducted by Andela, Escandon, and Garlo (2008) indicates that female leadership development is necessary to transform them from the bottom side of management to top-level leadership positions. Schwanke (2013) in his meta-analysis report indicates that despite the increased presence of female employees in middle-level leadership positions, key top positions across the world remain to be dominated by males.

Regarding the efforts of education organisations to help female teachers move to the leadership position, the mean score of female teachers ( $M = 3.02$ ;  $SD = 1.20$ ) male teachers ( $M = 3.24$ ;  $SD = 1.06$ ) principals ( $M = 3.03$ ;  $SD = 1.06$ ) indicated that participants occasionally rated. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 2.35$ , which is less than the critical region of  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . One can decide that there were no statistically significant mean differences among the respondents in the efforts of education officials to help female teachers move to the leadership position

In the same Table item 3, the mean score of female teachers ( $M = 3.41$ ;  $SD = 1.14$ ), said that the education organisation frequently implements affirmative action to promote female teachers in the leadership position, while male teachers ( $M = 2.99$ ;  $SD = 1.18$ ) and principals ( $M = 2.92$ ;  $SD = 1.30$ ) were occasionally notified. In this sense, the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 8.06$ , which is extremely higher than the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . As the mean difference indicates, the female teachers confirmed that an education organisation frequently implements affirmative action to promote female teachers in the leadership position, while the male teachers and principals argued that an education organisation occasionally implements affirmative actions.

It can be concluded that there were statistically significant mean differences among the respondents about the organisation of education that implements affirmative action to promote female teachers in the leadership position,  $F(2, 519) = 8.06$ ,  $P < 0.05$ .

Regarding the provision of leadership training opportunities for female teachers (outside the school), all participants argued that education organisations occasionally provide training outside the schools with mean scores F ( $M = 3.05$ ;  $SD = 1.27$ ), male teachers

( $M = 3.10$ ;  $SD = 1.25$ ) and principals ( $M = 2.85$ ;  $SD = 1.31$ ). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 1.14$ , which is less than the critical region of  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . Data were found that statistically significant mean differences were not observed among the respondents in education, organisations providing training outside the schools,  $F(2, 519) = 1.14$ ,  $P > 0.05$ . The finding shows that education organisations have occasionally offered leadership and empowerment trainings for female teachers outside of the schools. In this sense, the participants in the open-ended questions reflected their experiences as follows.

*Leadership trainings for female teachers have not yet been organised or provided outside of the schools or in the schools. Very little leadership and empowerment training has been offered for department heads, club coordinators, and vice heads outside of the schools but not for female teachers. Education organisations do not have experience providing leadership and empowerment trainings to female teachers under any circumstances.*

As the mean scores of the female teachers ( $M = 2.80$ ;  $SD = 1.27$ ), male teacher ( $M = 3.31$ ;  $SD = 1.22$ ) and the principals ( $M = 3.27$ ;  $SD = 1.16$ ) indicated, the participants noted that education organisations have occasionally facilitated leadership trainings for female teachers within the school. However, the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 9.49$ , which is extremely exceeded the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . The analysis indicates that there were statistically significant mean differences among the respondents on how the educational organisation facilitates leadership trainings for female teachers in the schools.

As data analysis shows, the mean scores of the female teachers were less than the mean scores of the male teachers and principals, indicating that the empowerment trainings of the female teachers given in the schools are insufficient. This is supported by the views and reflections of participants on open-ended questions.

They confirmed that women's leadership and empowerment trainings have not been in place in schools. Even at the thinking level, education organisations are not ready to create an enabling environment to offer leadership empowerment trainings for female teachers. Education organisations have made discrimination feasible when leadership assignments are given.

To ensure quantitative data, the FGD and the interview were conducted with female teachers, principals, supervisors, official representatives of the MoE, and other participants. On top of this, the female teachers during the FGD narrated that training has been facilitated for female teachers in the education system (school, woreda, and zone, sub-city level) to bring them to the leadership position. Female teacher training was given for two consecutive years in national universities and assigned as deputy school leaders. Most of them were successful and influential. However, by this time, most of them have been fired from the position. No one has trusted the leadership qualities of women. Thus, no one has tried to facilitate trainings to consider the ability, capacity, and natural endowment of women. Empowered, capable, and accomplished school leaders expelled from their leadership position. Here, we can ensure that qualification, achievement, success story, leadership qualities, and capacities are not recognised during leadership position assignments. Officials have their own implicit criteria for naming and assigning women to leadership positions. The most common criteria are ethnic background, political kinship, and networks (family, business, friends, religion) (FGD, February 2021).

*In the same taken, one of the supervisors during interview confirmed that long-term or short-term trainings are not given to female teachers. However, in 2009 CE, the female leadership development training programme was launched in 17 national universities initiated by USAID, MoE, in collaboration with other international organisations. The purpose of the training was to increase the number of female leaders from 9% to 12% in the 2012 academic year (Interview with the representative of the MoE officials, April 22, 2021). It was given for two consecutive years. Female teachers were assigned to primary and secondary schools. After giving the position, no one has asked where and how they have executed their functions. There are no recognised and well-informed systems and structures to empower, control, and follow up female leaders (Interview, February 6, 2021).*

However, voluminous research work revealed that education organisations are responsible for creating an enabling environment for female teachers to be a beneficiary in the system (Blair, 2012). Additionally, education organisations also facilitate strategies to empower female teachers to move up in the leadership hierarchy of the education system and to maintain their economic, social and educational advantages. Enanu (2013) further adds that education organisations are responsible for protecting

female teachers from any discrimination practices, including discrimination based on gender, qualification, race, ethnicity, caste, religion, group network, and language.

Regarding the provision of equal leadership development opportunities for women and men teachers, the participants rarely spoke with the mean scores of female teachers ( $M = 2.92$ ;  $SD = 1.24$ ), men teachers ( $M = 3.33$ ;  $SD = 1.12$ ) and principals ( $M = 3.35$ ;  $SD = 1.12$ ). Although the mean scores of the three groups found in the same mean category, statistically significant mean differences were observed between the respondents, at  $\alpha = 0.05$ ,  $F(2, 519) = 6.79$ , which is extremely above the critical region,  $F(2, 519) = 2.99$ ,  $P > 0.05$ .

As the analysis indicates, the mean score of female teachers is less than the mean scores of male teachers and principals, which implies that female teachers were not confident that education organisations provide equal training opportunities for male and female teachers. In this regard, much research works indicate that the disparity between females and males in education leadership positions has continued for a long period across the globe (Kabeer, 2001). Furthermore, Schreiber (2011) and Islam and Nasira (2016) identified that women have been marginalised from possessing leadership advancement, even though they are equally qualified and empowered with their male counterparts.

## **5.6 GOVERNMENT POLICY SUPPORT FOR FEMALE TEACHERS**

Government policy is the general directive consisting of long-term comprehensive goals and strategies. Long-term goals and strategies are translated into specific objectives and converted into actions. The development policy declares the main core functions and strategies implemented in different sectors. From the development policy, sectors develop their specific policy based on their context. The education sector is one of the key sectors that has its own policy to guide the education system. The national education policy announces the main goals achieved in the education system.

In this part of the study, education policy frameworks, directives, regulations, and legislatives investigate how these policy documents have supported female teachers to access and use leadership opportunities in education organisations. The three groups

of perceptions of the participants are computed using one-way ANOVA to see the significant level of mean differences. The five-point rating scales, where 1= never, 2= rarely, 3= occasionally, 4 = frequently, and 5 = very frequently, have been used to measure the responses of the participants. Rating scales are converted to mean values as  $5-4= 1$  and  $4/5= 1+0.80$ = never; 1.80-2.60= rarely; 2.60- 3.40= occasionally; 3.40-4.20 = frequently; 4.20-5.00= very frequently.

Since Table 5.9 item 1 indicates, how education organisation policies help female teachers to participate in the leadership position was occasionally rated by a female teacher (M= 2.99; SD = 1.33), male teachers (M = 3.37; SD = 1.09) and principals (M = 3.38; SD = 1.13). Although the mean scores fell into the same mean category, statistically significant mean differences were observed among the respondents on the support of education policy to support female teachers in advancing in leadership positions. The calculated F ratio,  $\alpha= 0.05$ ,  $F(2, 519) = 6.19$ , which exceeded the critical region,  $\alpha= 0.05$   $F(2, 519) = 2.99$  and  $P < 0.05$ . As the data analysis indicates, although the mean scores of the participants found in the same mean category, the mean score of the female teachers was less than that of the male teachers and principals, implying that the female teachers could not recognise the support of education policies in their growth as leaders.

Ethiopia's education and training policy highlighted the main educational system objectives achieved at each level of education. However, education policy (MoE, 1994) did not precisely treat strategies in which women participated in the education leadership position. The edited version (MoE, 2020) also overlooked the women's leadership agendas in the document, and nothing has been said about female leadership development in the educational system.

To triangulate the review of the document, FGD and interviews with female teachers, PSTAs, principals, supervisors, education experts from MoE and women, children, and youth ministry officials were conducted about the support of government policy in the advancement of female teachers in education leadership.

*The interview with the general education supervisor at the sub-city level indicated that there is no tangible and concrete female leadership development policy in the*

*education system (Supervisor interview, 6 February 2021). The interview conducted with the general education supervisor at the city level also assured that there is no policy, directives, and guidelines which support female teachers to move up to the leadership position (Interview with the supervisor, February 6, 2021). One of the principals interviewed indicated that there is no women empowerment policy stated in the education sector (Interview with principal May 27, 2021).*

In addition, the women in the focus group discussion mentioned that we do not have clear information about the existence of a government policy that has been tailored to the women in the classroom. There are no guidelines or directives designed to empower women teachers in the education system (FGD with women teachers, 6 February 6, 2021).

*The high official representatives of MoE ensured the responses of the participants discussed above. During the discussion, the interviewee highlighted that there is an overall policy at the national level which is a national women, children and youth policy. However, there is no specific women policy that has been used to support female teachers to gain the education leadership position. The Ministry of Education does not have such specific policies or directives that help female teachers achieve the leadership position (Interview, 22 April 2021).*

In the same Table item 2, the female teachers ( $M = 3.09$ ) and the principals ( $M = 3.35$ ) point out that the affirmative action policy of the education organisation occasionally motivates the female teachers to participate in the leadership position, while the male teachers ( $M = 4.08$ ) rated the frequency. Similarly, the computed standard deviations, respectively, were 1.34, 1.15 and 12.81 which showed us that there was dispersion among the three groups of respondents. However, the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 0.49$ , which is less than the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . From the data it can be confirmed that there were no statistically significant mean differences among the respondents on the affirmative action policy of the education organisation rooms to motivate female teachers,  $F(2, 519) = 0.49$ ,  $P > 0.05$ . To this end, participants reflect on their experiences and views on open-ended questions about the benefit of affirmative action policy for female teachers. They forwarded that:

*There is the affirmative action policy document in schools, and it has been translated into regulations, rules, and action plans. However, no significant changes have been*

*observed in the advancement of female teachers in the leadership position. If the affirmative action policy has not been properly implemented, it is better to dispense the support of the affirmative action policy. The affirmative action policy, however; affects the independent thinking and beliefs of females. Therefore, it is better to create an enabling organisational environment that promotes a female leadership agenda and encourages female leaders to assume leadership responsibility. Otherwise, the government should ensure the proper implementation of affirmative action in all educational organisations.*

Similarly, the qualitative data obtained from FGD, and the interview confirmed the presence of affirmative action policy and its benefits for female teachers.

*One of the supervisors interviewed stated that there is an affirmative action policy that has been used in schools. This is the only policy noticeably implemented in the education organisation (Supervisor interview, 6 February 2021). The other supervisor noted that only affirmative action as a policy has been implemented in the educational organisation. Due to the affirmative action policy, women earn 3% additional points over men (supervisor, February 2021).*

The responses of the participants discussed so far are confirmed by the MoE representatives during the interview. Consequently, it is pointed out that “*there is an affirmative action policy which has been used in the school in every education echosless. Female teachers have benefited from this policy, which has 3% additional values in every competition (Interview with the representative of the MoE high education official, 22 April 2021)*”. Female teachers also assured the presence of an affirmative action policy in their schools and its benefits to female teachers. Affirmative action protocols have been developed in support of women's advancement in workplaces. However, they do not have significant value in the general career development of women (FGD with female teachers, 6 February 2021).

**Table 5 9. One-way ANOVA results about Organisation policy/ legislative**

No.	Organisation policy/ legislative	Participants	Descriptive analysis			Summary of the ANOVA analysis					
			N	Mean	Stad. dev.	SV	Sum of Sq	Df	Mean Sq	F	Sig.
1.	Education organisation policies help female teachers participate in the leadership position.	Female Teachers	178	2.99	1.33	Between Groups	17.52	2	8.762 1.414	6.19	.00
		Male Teachers	267	3.37	1.09	Within Groups	734.10	519			
		Principals	77	3.38	1.13	Total	751.62	521			
2.	The affirmative action of the education organisation motivates teachers to participate in the leadership position.	Female Teachers	178	3.05	1.34	Between Groups	120.16	2	60.083 85.040	.70	.49
		Male Teachers	267	4.08	12.81	Within Groups	44135.9	519			
		Principals	77	3.35	1.15	Total	44256.1	521			
3.	The education organisation's recruitment guidelines encourage women teachers to apply to the leadership position.	Female Teachers	178	2.89	1.29	Between Groups	19.13	2	9.568 1.437	6.65	.00
		Male Teachers	267	3.32	1.13	Within Groups	745.90	519			
		Principals	77	3.14	1.16	Total	765.04	521			
4.	The educational organisation has clear selection policies to promote female teachers in the leadership position.	Female Teachers	178	2.54	1.35	Between Groups	51.38	2	25.691 1.550	16.57	.00
		Male Teachers	267	3.21	1.20	Within Groups	804.42	519			
		Principals	77	3.18	1.12	Total	855.80	521			
5.	An educational organisation has clear promotion policies to encourage female teachers to be in the leadership position.	Female Teachers	178	2.56	1.34	Between Groups	92.93	2	46.468 1.457	31.89	.00
		Male Teachers	265	3.51	1.13	Within Groups	751.68	516			
		Principals	76	3.57	1.11	Total	844.62	518			

In the same Table item 3, the recruitment guidelines of the educational organisation encourage women teachers to apply for the leadership position rated occasionally by women teachers ( $M = 2.89$ ;  $SD = 1.29$ ), men teachers ( $M = 3.32$ ;  $SD = 1.23$ ) and teachers ( $M = 3.14$ ;  $SD = 1.16$ ). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 6.65$ , which extremely exceeds the critical region at  $\alpha = 0.05$  ( $F(2, 519) = 2.99$ ). Data show that there was a statistically significant mean difference between respondents on support for recruitment guidelines for the advancement of female teacher leadership,  $F(2, 519) = 6.65$ ,  $P < 0.05$ . As data analysis reveals, the mean score for women is less than the mean scores for male teachers and principals. Implied female teachers are not sure that school recruitment guidelines encourage them to apply in leadership positions. The participants in the open-ended questions described the following.

*There is a recruitment guideline in schools; however, it is not properly applied. Education officials have used additional recruitment criteria, such as political kinship and networks (ethnicity, gender, religion, politics and business) during leadership appointments. However, recruitment policy guidelines and directives, political kinship, ethnicity assumptions, and racism principles have used a dominant criterion during leadership positions assignments. This type of leadership assignment has deep roots in an Ethiopian education system for the last 30 years and continues to be.*

Qualitative data obtained from the interviews also support the responses of the participants summarised from open questions. According to the guidelines,

*Similarly, an interview with a supervisor noted that due to predetermined criteria, many experienced female leaders were fired from the leadership position in the 2021 school leadership appointment. The selection criteria were not clear. The Bureau prepared a guideline that highlights that schools that have more than 1,000 students must have a principal who speaks Afan Oromo (interview with a principal, 27 May 2021; interview with supervisor, 6 February 2021). Practically, there is no secondary school that has fewer than 1000 students. This is the point where Addis Ababa's education officials lie. Therefore, using this criterion, the Bureau assigned Afan Orom speaker vice-principals in all secondary schools (interview with a principal, 27 May 2021).*

The data obtained from the MoE official representative support the data obtained from other participants. The interview conducted with the MoE official representative confirmed that:

*During the assignment of the leadership position in August 2021, many problems have been observed. As a MoE high-level education official, I received information from different teachers and leaders about inappropriate leadership assignments. According to the candidates' mortification, I tried to communicate with Addis Ababa Education Bureau officials about the assignment of assignment of assignment of ethnic and language-based school leaders. However, the bureau officials intrigued the issue and reported to my boss. My boss called and asked me why you intervened in the Bureau's work? I tried to highlight the problems faced during leadership selection and allocation; however, he did not even want to hear me. He said do not disturb them; do not obstruct them. Let them do what they planned because the charter allows them to do it independently without the knowledge and consultation of MoE. I fully assure you that the assignment was carried out according to ethnic and language criteria.*

In line with the general policy documents, participants have raised concerns about the effective implementation of educational documents such as guidelines, directives, and action plans.

*The participants described that education guidelines and directives are available in schools. However, the guidelines are prepared at the Woreda or sub-city level with some intentions of political officials. The guidelines are intentionally designed to use individuals who are affiliated with politics, ethnic, or other networks (Interview with city general education supervisor, 6 February 6, 2021). Furthermore, the interview with the sub-city general education supervisor also noted that government officials have prepared and used guidelines for their affiliations. For example, during 2021 leadership appointments, the Bureau prepared a guideline which helps to achieve their deception agendas, that is, ethnic-based leadership assignments (February 4, 2021).*

Similarly, female teachers ( $M = 2.54$ ;  $SD = 1.35$ ) said that the educational organisation had never had clear selection policies to promote female teachers in the leadership position. On the other hand, male teachers and principals said that rarely with mean scores,  $M = 3.21$ ;  $SD = 1.20$ , and  $M = 3.18$ ;  $SD = 1.12$  in that order. The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 5190) = 16.57$ , which extremely exceeded the critical region at  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ . It can be concluded that there were statistically significant mean differences between the respondents in terms of the availability of clear selection criteria to promote female teachers to leadership positions,  $F(2, 519) = 16.65$ ,  $P < 0.05$ . Data indicate that school organisations do not have clear selection policy to promote female teachers to leadership positions.

In this regard, participants in the open-ended questions emphasised that there is no clear selection and position assignment policy, legislatives, and guidelines in the schools. Most of the time, such important policy directives and guidelines have been found in the sub-city or Woreda education offices. Therefore, the government should design a clear policy on the development of women teachers and establish a structure that invites all women teachers who will pass through it. There should be an obligatory policy that all female teachers should exercise leadership practices starting from club coordinator, department head, vice principal, principals, and in the top leadership position in the education system. Truly speaking, the government should set clear directions and strategies that support women teachers to come to the leadership position; otherwise, it is like deceitful propaganda that violates the declarations of national and international women's development policy.

The qualitative data obtained from the interview of the participants supports the numerical data and the responses systematised from open questions. The participants recount their experiences as follows:

*The selection criteria were put into order with the objectives in the minds of the officials. Selection and appointment criteria were not objective and were based on merit (Interview with the supervisor, 6 February 2021). The interview was held with a principal who was sure that the Bureau officials prepared a hand-picked guideline and criteria to assign school leaders. The criteria were ethnic background and language competency. With these criteria, many experienced, energetic and capable female leaders were persecuted from their position. In the 2021 same vein, during the leadership assignment, many female school leaders were removed from their leadership position. For example, at the sub-city level, from 12 school principals, only two principals got the leadership position (Interview with a principal, 27 May 2021).*

*In the same vein, female teachers reported that the educational organisation does not have clear promotion policies to encourage female teachers to be in the leadership position with the mean score,  $M = 2.58$ ;  $SD = 1.34$  whereas male teachers ( $M = 3.51$ ;  $SD = 1.13$ ) and principals ( $M = 3.57$ ;  $SD = 1.11$ ) rated occasional. The mean score of female teachers clearly indicates that they believed that education organisations do not have clear promotion policies to endorse female teachers to leadership positions. To reinforce the data obtained, participants in open questions shared their experiences with*

respect to the availability of promotion policies to improve participation of female leaders.

They described that there is no clear promotion policy designed only for women teachers to empower and promote them to the leadership position. The existing promotion policy has served both male and female teachers, and officials have misused when they allocate leadership positions. Thus, the government should establish clear promotion, empowerment, and support policies that all education levels must use to cultivate female teachers for leadership advancement. Again, the government thoroughly designs and implements empowerment strategies such as continuous training, proven acknowledgements, establishes sustainable leadership training programme, and develops different motivation schemes.

Generally, from the data analysis, it can be inferred that: 1) the accessibility of government policy documents like regulations, directives, and legislatives was very limited. In other words, these documents were not accessible in every school, 2) these documents were not used properly by schools according to policy declarations and 3) the documents lacked clear selection and promotion directions (criteria) to support female teachers in ascendance to leadership positions.

In general terms, beyond the accessibility and proper implementation of the policy documents, it appeared that the women's leadership advancement agendas have been overlooked in government education programmes and development projects. Although Ethiopian national women's policy, as indicated in the project planning of the FDRE gender perspective guideline in Ethiopia (2001), encourages the participation of women in the social, political, and economic sectors, education policy did not consider the development of female leadership. To give more weight to the findings, even the revised form of Ethiopia's education policy (MoE, 2020) of Ethiopia neglects concerns about the development of female leadership. In opportunities and strategies for policy document, female leadership advancement was not mentioned or mentioned anywhere.

To strengthen the points, Smee and Woodroffe (2013) highlight that gender disparity in government policies, plans, programmes, and projects in the education system worsens the movement of women in leadership advancements. In other words, policy obligations

to gender parity, put into practice through mainstreaming, have the likelihood of dispersing or neglecting in the planning, implementation, monitoring, and budgeting processes.

## 5.7 PERSONALITY FACTORS

This part of the study deals with personal-related factors that affect teachers' experiences in ascending leadership opportunities in secondary schools in Addis Ababa, Ethiopia. The five big personality traits (agreeableness, conscientiousness, extraversion, openness-to-experience, and neuroticism) including females' capabilities, experiences, attitudes, and perceptions are meticulously discussed in this section. The measurement scales are five-point rating scale, where 1= disagree, 2 = slightly disagree, 3 = neutral, 4 = slightly agree, and 5 = agree. Rating scale values were converted into mean scores as disagreeing = 1-1.80; slightly disagree = 1.80-2.60; neutral = 2.60- 3.40; slightly agree = 3.40-4.20; agree = 4.20-5.00.

### 5.7.1 Interpersonal Interaction Experiences (Extraversion)

In Table 5.10, it was clearly indicated that the calculated mean score of the respondents was  $M = 3.64$ ;  $SD = 1.37$  and  $M = 3.64$ ;  $SD = 1.36$  respectively, are the female teachers comfortable when they meet different people at school and take initiatives to start talking to people at school meetings. From data analysis, it was found that female teachers slightly agreed that they had better experiences of interpersonal interaction in their schools.

Table 5 10. Descriptive Statistics on Experiences of Interpersonal Interaction between Teachers

No.	Interpersonal interaction experiences (extraversion)	N	Mean	Std. Dev.
1.	I feel comfortable when I meet different people at school.	179	3.64	1.37
2.	I don't want to talk a lot at the school meeting.	179	3.36	1.36
3.	I take initiatives to start talking to people at school meetings.	179	3.64	1.11
4.	I would prefer to be silent at school meetings.	178	3.33	1.38
5.	I don't like to focus on my interest in the school.	179	3.21	1.43

No.	Interpersonal interaction experiences	N	Mean	Std. Dev.
1.	I feel comfortable when I meet different people at school.	179	3.64	1.37
2.	I don't want to talk a lot at the school meeting.	179	3.36	1.36
3.	I take initiatives to start talking to people at school meetings.	179	3.64	1.11
4.	I would prefer to be silent at school meetings.	178	3.33	1.38
Average Mean			3.44	1.33

In the same taken, as indicated in the table, the computed mean scores were 3.36, 3.33 and 3.21 which participants rated neutral that they don't want to talk a lot at the meeting at the school, they do want to prefer to be silent in school meetings and they don't like to focus on their interest in the school in that order. The finding indicates that women teachers have found to be in a good position with respect to personal interactions and communications. These factors are among the quality of leaders displayed in their leadership behaviour.

Regarding extraversion factors, as the mean average score ( $M = 3.44$ ;  $SD = 1.33$ ) indicates, it was found that teachers have certain personal qualities such as self-assurance, energy, initiator, outgoing, and warm. Research findings indicate that extraversion factors are important personality factors for those individuals who inspire leadership advancement. Individuals who have these types of personalities can influence followers through their friendly and serious interactions. Thus, they can get jobs done by other individuals in the organisation and outside of the organisation. Zhao and Seibert (2006) firmly reported that extraversion is a significant personal factor in leadership works and that it can serve as team formation and strengthening organisational spirits. To solid the concepts, individuals who comprise such personal qualities can enjoy with teams, keep followers to be motivated and make the working environment to be secular, pleasant, and conducive. As a narrow aspect, extraversion is the most prophetic and right type of personality variables that has a great impact on leadership outcomes. This personal factor has a direct link with the people's inspiration for leadership advancement and leadership outcomes (Powell & Butterfield, 2012)

### 5.7.2 Human Relationship Experiences (Agreeability)

This section of the study deals with the part of personal attributes that have a great effect on working with people. Leading is possible when the leader can get the hearts and minds of the followers through healthy interactive communication. Therefore, the variables related to agreeability are thoroughly discussed below.

As indicated in Table 5.11, the mean scores were 3.84, 3.92 and 3.80 respectively indicate that female teachers slightly agreed that they feel that the problems of other teachers are their own problems, they do have a soft heart (humane) for all people in the school, and they make people feel free in any complex situation in the school. The computed standard deviations in that order were 1.20, 1.17 and 1.11 which showed us that there was little dispersion among the three variables.

Other variables such as the female teachers who feel little concern for other people in the school, who do not care about other people's success in school, and who prefer to stay alone in any circumstance in the school were rated neutral as the mean scores, 2.78, 3.07 and 3.09 respectively depicted. Regarding the agreeableness factors, as the mean score ( $M = 3.44$ ;  $SD = 1.33$ ) indicates, it was found that female teachers have certain personal qualities such as listening, empathy, kindness, and caring.

**Table 5 11. Personality Factors related to Agreeability: Descriptive Statistics**

No.	Human relationship experiences (agreeability)	N	Mean	Std. Dev.
1.	I have little concern for other people at school.	178	2.78	1.39
2.	I don't worry about the success of other people in school.	178	3.07	2.75
3.	I think the problems of other teachers are also my problems.	178	3.84	1.20
4.	I have a (humane) soft heart for all the people in the school.	178	3.92	1.17
5.	I prefer to stay alone under any circumstances at school.	178	3.09	1.35
6.	I make people feel free in any complex situation at school.	176	3.80	1.11
7.	<b>Average mean score</b>		<b>3.42</b>	<b>1.66</b>

In this regard, empirical evidence indicates that a person who has a high level of agreeability displayed the behaviours of trust, sympathy, kindness, and empathy (Patrick, 2011). These personal factors are very important for dealing with people, working with people, and interacting with people. Therefore, as data analysis reveals,

female teachers have a better ability to interact in a healthy way with other people to build effective relationships in schools. In other words, women can easily understand the feelings and emotions of others during their interactions.

Generally, women teachers have certain qualities of personal agreement that are very important factors for leading education organisations. Many researchers claimed that female leadership by its virtue comprises caring, creativity, intuition, awareness of individual differences, non-competitiveness, tolerance, subjectivity, and informality personal qualities (Law & Glover, 2000; Yukl, 2006 & 2010; George, 2013).

### 5.7.3 Persistence and Goal-Directed Experiences

Like other personality factors, consciousness is a critical factor that affects the experiences of female teachers' leadership inspiration and preferences. Attributes of consciousness are discussed using descriptive statistics.

From Table 5.12, female teachers slightly agreed that they have always planned, pay great attention to the details, need things to be ordered in their natural settings, and meet schedules and deadlines for each school assignment as the computed mean scores of the respondents, 4.21, 4.14, 3.56, and 3.70 respectively depicted. Similarly, the computed standard deviations, respectively, were 1.01, 0.99, 1.20 and 1.19 which indicated that there was little dispersion among the groups of variables.

**Table 5 12. Female Teachers' Consciousness: Descriptive Statistics**

No.	Persistence and Goal-directed experiences (consciousness)	N	Mean	Std. Dev
1.	I am always planned in my school jobs.	176	4.21	1.01
2.	I pay great attention to the details of my jobs.	176	4.14	.99
3.	I make tasks to be disorganised on the table.	177	2.92	1.36
4.	I need things to be ordered in their natural settings.	177	3.56	1.20
5.	I meet the schedules and deadlines for each school assignment.	177	3.70	1.19
<b>Average mean score</b>			<b>3.71</b>	<b>1.15</b>

The average mean score of female teachers ( $M = 3.71$ ;  $SD = 1.15$ ) confirmed that they slightly agreed that they have the best qualities of consciousness, such as decisiveness, interpreter, goal-orientated, organiser, and others. From data analysis, it

can be concluded that female teachers have persistence and goal-directed behaviour, which are very vital components for leading and managing organisations. In this regard, empirical evidence ensures that individuals who have a conscientious personality can display tenacious behaviour in the organisation, including competence, thoroughness, steadiness (Hofmann & Jones, 2005), self-management, decisiveness, considerate, a will to achieve, and trustworthiness (Flanagan & Malgady, 2011). These personal characteristics have a great association with leadership qualities. As shown by much research works (Cho, et al., 2015; Butterfield, 2013; Baptiste, 2018), leaders who lead organisations should have such personal qualities to achieve organisational objectives.

#### 5.7.4 Tendency to Experience Negative Effects (Neuroticism)

In this part of the study, the tendency of female teachers to experience negative effects related to leadership is carefully examined. Descriptive statistics have been used to describe the tendency of female teachers to experience negative effects associated with leadership positions.

**Table 5.13. Female Teacher Tendency to Experience Negative Effects: Descriptive Statistics**

No.	Tendency to experience negative effects (neuroticism)	N	Mean	Std. Dev
1.	I don't feel comfortable thinking about a leadership position.	176	3.15	1.49
2.	I feel stress (worry) when thinking about a leadership position.	177	3.06	1.46
3.	I worry about any leadership assignment given by the school.	177	3.05	1.37
4.	I am reluctant to be delegated school leadership responsibilities.	177	3.11	1.23
5.	I get easily annoyed by silly mistakes when I received a delegation of leadership.	177	2.97	1.31
<b>Average mean score</b>			<b>3.07</b>	<b>1.37</b>

From Table 5.13 it was clearly indicated that the computed mean scores of the respondents were 3.15, 3.06, 3.05, 3.11, and 2.97 respectively, where the female teachers do not feel comfortable when they think of a leadership position, feel stress (worry), reluctant to delegated school leadership responsibilities, and get to irritate easily by silly mistakes when they received a leadership delegation. The standard deviations computed in that order were 1.49, 1.46, 1.37, 1.23, 1.31, and 1.37 which showed that there was little dispersion among the groups of variables. The average

mean score (M= 3.07; SD = 1.37) also assured that the responses of the female teachers were neutral/ indifferent to the tendency to experience negative effects when thinking leadership positions.

From the data analysis, it can be concluded that female teachers have felt negative effects when they assumed leadership positions. To this end, participants in the open-ended questions reflected that:

*Female teachers lack confidence, self-esteem, and courage to take leadership assignments and responsibilities. They assumed that leadership tasks are very difficult, which requires their huge time, energy, and mindset. Moreover, leadership positions are not rewarding; for example, it does not have a house, enough salary, a car, and other fringe benefits) so that women do not need the positions. They would rather prefer to take care of their children. Therefore, they see leadership positions as obstacles and a devastating factor in their general life.*

Qualitative data obtained from principals and supervisors indicated that “*female teachers feel shudder when they think of leadership positions, they consider themselves incapable, incompetent, and ineffective (Supervisor, February 6, 2021). The worst enemy for the development of female leadership is lack of self-confidence and a feeling of low achievement (Interview with principal, 20 May 2021)*”.

A great deal of research findings, for example, Judge and Ilies (2002) and Renn, Allen, and Huning (2011) in their work indicted that a person who is of a great level of neuroticism rarely grows to be a leader because of his/her incapability to amend his/her emotions. This type of person is typically labelled as passive leaders who do not care about the development of followers, could not reinforce them, or do not actively monitor the performance of their followers in achieving their expectations.

#### **5.7.5 Openness to Experience for Leadership Advancement Opportunity**

This part of the research focuses on personal factors related to openness to experience for leadership advancement opportunities. Descriptive statistics are used to compute mean scores and standard deviations.

From Table 5.14, it was found that female teachers rated neutral about their extensive experience at different school leadership levels, clear inspiration (interest) about leadership advancements, poor imagination (mindset) about leadership, and inherent interest in being a leader, as the computed mean scores indicated 3.03, 3.32, 2.89, and 3.28 respectively indicated. As data analysis shows, female teachers are indifferent to basic leadership elements such as leadership experience, leadership aspiration, leadership imagination, and inherent interest. Strengthening the points, the participants in the open-ended questions knew that:

*Most female teachers have a negative attitude toward leadership position; they are perceived as incapable and give lower-level leadership positions for themselves; suffer from an inferiority complex and lack the courage to participate in the leadership positions.*

In this regard, Gagnon (2012) finds that female teachers have shown little inspiration in the leadership position and lack concrete leadership experiences. This, in turn, leads female teachers to develop a sense of uncertainty and develop a negative attitude towards leadership positions. Shittu and Oanite (2015) argued that a female teacher who has a negative attitude toward leadership advancement will never achieve her leadership advancement intentions, and, to the worst, she fails in thinking and inspiring the positions at all.

Table 5 14. Openness to Experiences: Descriptive Statistics

No.	Openness to experience for leadership advancement opportunity (openness to experiences)	N	Mean	Std. dev
1.	I have a lot of experience at different levels of school leadership.	176	3.03	1.26
2.	I have clear inspiration (interest) in leadership advancements.	176	3.32	1.12
3.	I have no good imagination (mindset) about leadership.	176	2.89	1.39
4.	I am inherently interested in being a leader.	176	3.28	1.25
5.	I actively pursue leadership development opportunities.	176	3.43	1.93
6.	I think strategically about my leadership development.	176	3.43	1.10
7.	I have a plan that makes my leadership inspiration true.	176	3.54	1.24
8.	I believe that I will take the initiative in my leadership development.	176	3.49	1.26

No.	Openness to experience for leadership advancement opportunity (openness to experiences)	N	Mean	Std. dev
1.	I have a lot of experience at different levels of school leadership.	176	3.03	1.26
2.	I have clear inspiration (interest) in leadership advancements.	176	3.32	1.12
3.	I have no good imagination (mindset) about leadership.	176	2.89	1.39
4.	I am inherently interested in being a leader.	176	3.28	1.25
5.	I actively pursue leadership development opportunities.	176	3.43	1.93
6.	I think strategically about my leadership development.	176	3.43	1.10
7.	I have a plan that makes my leadership inspiration true.	176	3.54	1.24
<b>Average mean score</b>			<b>3.30</b>	<b>1.31</b>

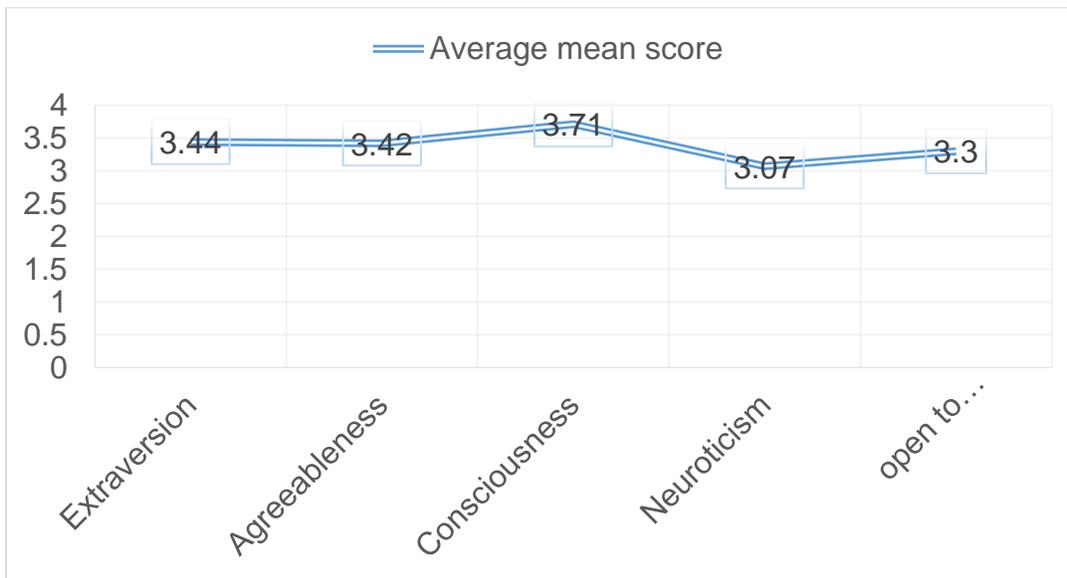
On the other hand, the computed mean scores, 3.43, 3.43, 3.54 and 3.49 respectively indicated that female teachers actively pursue leadership advancement opportunities, think strategically to get leadership advancement, plan to realise their leadership dream, and confidently take the initiative on their leadership advancement. Furthermore, the mean score (M = 3.30; SD = 1.31) showed that the female teachers were neutral about the open personalities to new experiences. In other words, female teachers have average personal qualities of openness to new experiences, such as experiencing innovative ideas, new strategies, and new ways of thinking to obtain leadership opportunities.

As data analysis assures, female teachers have limited personal qualities related to openness to new experiences. It was also found that although women teachers have inherent personal qualities to be leaders, they simply have wishes and dreams rather than making sufficient efforts and commitments to obtain leadership opportunities. However, empirical evidence confirmed that people who encompass the characteristics of openness-to-experience can be broadly described as openness to novel ideas, a choice of feelings, thoughtfulness to internal feelings, and rational curiosity (Grehan, et al., 2011).

### 5.7.6 Summary of the Five Big Personality Factors

The average mean score of the five main personality factors was extraversion (M = 3.44), agreeability (M = 3.42), awareness (M = 3.71), neuroticism (M = 3.07) and open

to experiences (M = 3.30). As the finding indicates, female teachers have shown better personality factors (characteristics) in extraversion, agreeability, and conscientiousness. They also have some personality characteristics of openness to experiences and personality factors on neuroticism. From the data analysis, it can be concluded that teachers in general have many personal qualities to be leaders; however, they were inactive in persuading and using leadership opportunities. Furthermore, although women have such personal qualities, they have not connected and integrated the qualities together and have not used intermingle.



**Figure 5 7. Big Five Personality Factors**

As much empirical evidence show (Judge, et al., 2002; Hofmann & Jones, 2005; Baptiste, 2018), it can be inferred that agreeableness, extraversion, conscientiousness, and openness-to-experience have strong relationships with leadership variables. On the other hand, it can be concluded that the personality factors of female teachers can affect their leadership experiences and opportunities. Furthermore, postmodernism feminist theory also deeply underlines that the value of an individual's personality, attitudes, knowledge, and behaviour can largely determine female leadership experiences and developments in the organisation system (IWE-WELDD, 2015).

## 5.8 EXPERIENCES AND EFFORTS OF FEMALE TEACHERS TO OBTAIN LEADERSHIP ADVANCEMENT

This part of the study deals with the experiences of female teachers in looking for and using leadership opportunities in Addis Ababa secondary schools. The experiences of female teachers are investigated through the efforts they made to advance their leadership. The variables are measured by five-point rating scales, where 1= not at all, 2 = very little, 3 = little, 4 = quite a lot and 5 = very great. The values of the rating scale were converted into mean scores, as not at all = 1-1.80; very little = 1.80-2.60; a little = 2.60- 3.40; quite a lot = 3.40-4.20; a very much = 4.20-5.00.

As the mean score of female teachers ( $M = 2.80$ ;  $SD = 1.41$ ) shows, they had made little effort to apply for leadership positions whenever they had vacancies. Similarly, they had made little effort to secure leadership positions with the mean score,  $M = 2.72$ ;  $SD = 1.37$ . In the same vein, it was clearly indicated that the computed mean scores of the respondents were 2.96, 2.90, 2.93, 2.92, 3.08, 2.88, and 2.91 respectively were female teachers used little effort to use all options to get the leadership position, to deal with issues and concerns promptly about leadership advancement, to challenge others to secure leadership positions, to use the right strategies and techniques at the right time to get the leadership position, to display their leadership skills for others at different school assignments, and to influence educational officials through networks to get the leadership position. The computed standard deviation in that order were 1.41, 1.34, 1.36, 1.30, 1.34, 1.32 and 1.37 which showed us that there was a little dispersion among the three groups of respondents.

According to the quantitative data, the qualitative data extracted from the open questions confirm the reality of the efforts of female teachers to advance to the leadership position. To this end, participants, in open-ended questions, reflected their view of why female teachers fewer experience in have possessing leadership positions.

*They underlined that women teachers have been inactive in struggle to seek and use leadership opportunities on the one hand, and their psychological readiness and consideration on the other hand affect their leadership experiences. They have considered themselves weak and poor in leadership performance. The*

*complex of inferiority, little effort, low commitment, low self-confidence, and lack of courage to use leadership opportunities are critical factors for the low leadership experiences of female teachers in Addis Ababa secondary schools. They have reserved themselves to breach the existing challenges faced in the leadership hierarchy in the education system. Finally, female teachers do not have a positive attitude toward leadership positions. Thus, these negative attitudes break their hearts and minds, making them never demand and think about leadership positions.*

As the numerical data indicate, the efforts of the female teachers to attain the leadership position were very little. This finding is supported by the qualitative data received from principals, supervisors, female teachers, PSTAs, and MoE officials through interviews and FGD. To this end, one of the supervisors stated that:

*Regarding my experiences, women teachers do not have an interest in the leadership position. They are very reluctant and careless about leadership. They do not want to take any initiatives or responsibilities. They think and assume that leadership position is an additional burden. They should be free from any administrative assignment. Even they do not want to be department head, club head, and coordinator for administrative affairs. Most female teachers avoid leadership positions because they overstrain responsibilities at home and outside, have rigid organisational structures, have poor benefit packages, have unfavourable working environment, and are male dominant networks. Thus, female teachers do not have relevant leadership experience and good records (Interview, February 2021).*

**Table 5 15. Experiences of Female Teachers to obtain Leadership Advancement**

<b>No</b>	<b>Experiences of female teachers to obtain leadership advancement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
1.	I applied for leadership positions whenever I got job vacancies in leadership positions.	177	2.80	1.41
2.	I used my entire effort to gain the leadership position.	176	2.72	1.37
3.	I used all options to participate in the leadership position.	175	2.96	1.41
4.	I quickly dealt with issues and concerns about leadership advancement.	175	2.90	1.34
5.	I challenged others to secure leadership positions.	175	2.93	1.36
6.	I challenged education officials to get a leadership position.	175	2.92	1.30
7.	I used the right strategies and techniques at the right time to get the leadership position.	171	3.08	1.34
8.	I showed my leadership skills to others on different school assignments.	172	2.88	1.32

No	Experiences of female teachers to obtain leadership advancement	N	Mean	Std. Dev
1.	I applied for leadership positions whenever I got job vacancies in leadership positions.	177	2.80	1.41
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4.	I quickly dealt with issues and concerns about leadership advancement.	175	2.90	1.34
5.	I challenged others to secure leadership positions.	175	2.93	1.36
6.	I challenged education officials to get a leadership position.	175	2.92	1.30
7.	I used the right strategies and techniques at the right time to get the leadership position.	171	3.08	1.34
8.	I showed my leadership skills to others on different school assignments.	172	2.88	1.32
9.	I tried to influence educational officials through networks to get the leadership position.	171	2.91	1.37

Moreover, women teachers during FGD narrated their experiences as women teachers naturally have leadership qualities. However, the social environment, in general, dictates the motivation and interests of women. Although women have the same leadership quality as their male counterparts, the society does not recognise female leadership achievements. This perception has severely affected the interest and efforts of women. Males in general do not have confidence in the quality, capacity, and ability of females in leading organisations. On the other hand, women could not break the existing tradition and culture that hamper their motivation for leadership (FGD with female teachers, 21 May 21, 2021).

Similarly, the FGD conducted with members of the Parent-Teacher-Students Association (PTSA) expressed their experiences about the interest and efforts of female teachers to advance the leadership position. Females have interest and experience leading their family at home. Their leadership quality and styles have been tested practically at different social events. However, there must be a fertile ground to cultivate their natural leadership qualities. In the same vein, there should be an enabling environment that invites women to show their personal leadership skills and qualities.

On the contrary, women have gaps in terms of education qualification, modern leadership styles, and emerging global events. They should narrow their leadership gaps through self-reading and learning. For various reasons, female teachers do not accept responsibilities, including department heads and club coordinators. This is a simple but important step toward their advancement as leaders. As soon as female teachers finished their work at school, they are immediately left the school. Even, most husbands are obstacles to their wives' personal development and progress in education, leadership position, and economic freedom (FGD with PTSA, 28 April 2021). To strengthen the experiences presented above, one of the principals interviewed highlighted that

*Females have many natural qualities to be leaders. However, it is believed that females have inborn leadership qualities, however; the practices on the ground contradict reality. Since their childhood development, women have not assumed leadership positions. This is due to cultural factors in general and family factors in particular. These and other multiple factors, in turn, restrict the interest, courage, and motivation of female teachers to become a school leader (Interview, May 20, 2021).*

Furthermore, teachers during FGD designated that teachers need a leadership position and that they have the natural qualities to be leaders. Leadership is not a new phenomenon for women. They have performed numerous daily functions that require their determination and decision. Multiple responsibilities and triple functions at home, community, and workplace make women strong and competitive. Although women have natural leadership qualities and traits, the environment is not favourable and nurtures their natural qualities. Education organisations are complex and unbending for female teachers. For example, in other organisations, many female leaders are found in every leadership position because organisations have different benefit packages. In the education system, there are no benefit packages, no reward systems, and no encouraging environment. For these diverse reasons, female teachers are not interested and never inspired to the leadership position (Interview, February 6, 2021).

*Similarly, the principal who participated in the discussion ratified that there are many female teachers who can be a good school leader. However, women have multiple problems at home and outside. In case of this, almost most female*

*teachers have zero demand to be a leader. They perceived themselves as responsible for many social activities. This in turn leads them to be inconsiderate and struggle to get the position. They fail at the beginning without any attempt to get the leadership position and simply fail to realise their dreams. They do not fight the fights, in turn developing a sense of submissiveness to the leadership position (Interview, May 2021).*

However, during the focus group discussion, participants tried to address important points such as female leadership readiness, education qualification, and technology application. The participants narrated their experiences as follows: The number of educated and qualified women is very limited when we compare them with their population. Educated women are very few, especially when one can move from a lower education qualification to a higher education qualification, the number of women decreases. The same is true in leadership positions. For example, when we took female leadership training at Kotebe Education University two years ago, we were very few. This is equivocally true in schools and other education offices.

Female teachers have a proven deficiency in the use of technology. They lack basic technology skills, including fundamental computer skills. Some teachers have had difficulty using their handphone. Females do not have an interest in learning and practising technologies. They are very far from accessing, applying, and utilising technologies. Technology, therefore, is one of the barriers for the interest and advancement of female teachers' leadership.

From the data analysis, it can be concluded that the female teachers had made little effort to explore and use the leadership opportunities. In other words, teachers had little experience in looking for and applying leadership opportunities in secondary schools in Addis Ababa. Although female teachers have been successful in their leadership practices and have a better experience leading schools, fundamentally they have little experience in searching, struggling and using leadership opportunities.

Regarding the influences of attitude, Shittu and Oanite (2015) notice that female teachers' attitude toward themselves is a critical motivating factor in their confidence, self-esteem, dignity, self-development, and leadership experiences. Attitude can influence teacher performance and leadership development positively or negatively. In

the same way, attitude can further affect the dreams and plans of female teachers about how to advance their leadership.

Strengthening the points, *Domingo et al. (2015)* add that the females devastatingly have still limited access to get leadership positions and the same is true for their leadership experiences. The leadership experiences of female teachers are different throughout the world. For example, as many literatures show, the experiences of most female teachers in developing countries, for instance, Kenya, Pakistan (Rarieya, 2007) and Ethiopia (Maeregu, et al., 2016) have limited leadership development experiences. However, female teachers in developed countries, for example, Israel (Oplatka, 2006), Canada, Netherlands, United Kingdom and America (Lyhaba, 2007; Lad, 2000) have better female school leadership experiences, especially in primary schools.

In general, as the finding also assured, the leadership experiences of female teachers in Ethiopia were inadequate, although the first requirement to be a school principal is a minimum of three years of teaching experience, and being a female has the additional opportunity in the selection criteria. In addition to teaching experience, the other criterion for applying the leadership position is having a second degree in school leadership or any field of study. However, as the data presented under the background of the participants indicated, most of the women (115, 82.87%) were first-degree holders. This can be a barrier to achieving the position. In any case, women had not taken advantage of the available leadership opportunities.

## **5.9 GENERAL FACTORS CONTRIBUTING FOR FEMALE TEACHERS ON THE ASCENDANCE TO LEADERSHIP POSITIONS**

To triangulate the findings obtained from the respondents about the effects of societal perceptions and culture, organisational perspectives (female perceptions, structure, culture, networking), on the experiences of female teachers on the ascendance to the leadership opportunities, 10 rank-order item questions were given for respondents. Statistical values are calculated using frequency, mean, rank mean, average mean, and average rank mean. The responses of the three participants are computed using mean

values and ranked their responses. The table below presents the general factors that contribute to the ascendance of female teachers to the leadership position.

Among the ten factors presented in the table below, the society's negative attitude towards the advancement of female leadership was the first ranking of the three respondents as the mean values of the principals 75 ( $M = 3.65$ ), male teachers 265 ( $M = 4.57$ ) and the female teachers 174 ( $M = 4.42$ ) depicted. In the same vein, the three groups of respondents rated the variable as the first factor that prevents female leadership advancement in Addis Ababa secondary schools as the mean value ( $M = 4.38$ ) and the rank score (1<sup>st</sup>) indicated.

The three groups of respondents who are reluctant to accept leadership responsibilities ranked female teacher's second as the mean average value,  $M = 5.37$  and the mean average rank,  $r = 2$  clearly shown. However, school leaders and female teachers ranked this variable fourth with the mean average value  $M = 5.63$  and  $M = 5.54$  respectively. The result shows the perception difference between the male teachers and the other groups of respondents. With the mean value of school principals ( $M = 4.49$ ) and female teachers ( $M = 4.43$ ) and the mean value of the three groups ( $M = 5.44$ ) indicated that female teachers were reluctant to accept leadership responsibilities to have the leadership position ranked second. It can be framed as the experiences of women teachers, their history of growth, and social structure that make them careless and reluctant to advance in leadership.

The other variable that affects the ascendance of female teachers to the leadership position was the lack of good role models in the school. As the average mean value of the three groups,  $M = 5.41$  and the mean value and rank of the principals ( $M = 5.68$ ;  $r = 5$ ), male teachers ( $M = 5.50$ ;  $r = 4$ ) and the female teachers ( $M = 5.11$ ;  $r = 3$ ) indicated that the lack of a good role model in the schools was the third factor that affects the interest and effort of the female teachers to ascend to the leadership position.

In this regard, many scholars argue that the absence of female figurative is perceived as the biggest obstacle to female career development in the organisation (Sealy and Singh, 2010). Other scholars stressed that the shortage of the right symbolic person is

seen as significant obstacles for women to achieve senior positions in the educational system (Shah, 2015; Levitt, 2010; Rarieya, 2007). Similarly, Schneider (1991) points out that the lack of noticeable and accessible female exemplary person is usually mentioned as a rationale why females have not moved into leadership positions in greater numbers than their numbers in the teaching staff.

The fourth factor that affects the ascendance of female teachers to the leadership position was the negative attitude of female teachers toward the leadership position. The mean values of the principals (M = 4.43), male teachers (M = 4.49) and female teachers (M = 5.60) and the mean rank of the three groups, r = second, fifth, second, respectively, indicated that the negative attitude towards the leadership position was the fourth factor that affects the inspiration of the female teachers on the ascendance to the leadership position. The variable was ranked 2<sup>nd</sup> by the principals and the female teachers, whereas the male teachers were ranked 5<sup>th</sup> as the mean rank indicated.

Regarding the effects of negative attitudes toward female leadership advancement, mountains of research findings revealed that the sources of negative attitudes are repeatedly thinking negative thoughts until they become part of one's subconscious, which is part of the personality. In support of this argument, the finding under personality factors indicates that the tendency of female teachers to experience negative effects (neuroticism) such as anxiety, insecurity, and psychological distrust was slightly moderate (Average mean score 3.07). Although the identified result was found on a moderate rating scale, for a woman who wishes, inspires, and pursues the leadership position, the result is significantly high.

In this regard, Judge and Ilies (2002) and Renn, Allen and Huning (2011) argued that individuals who have low personal qualities in neuroticism are generally confident, quiet, even tempered, and relaxed, whereas individuals who possess high personal factors / traits in neuroticism display variables such as nervousness, antagonism, hopelessness, self-consciousness, irresponsibility, and defencelessness. Furthermore, Patrick (2011) expounds, for instance, that a female teacher who has a negative attitude towards leadership advancement will never achieve her leadership advancement intentions, and to the worst, she fails in thinking and inspiring the positions at all. In the same way, attitude can further affect the dreams and plans of female teachers on how to move up

to leadership advancement. This indicates that attitude is the general source of energy and driving force for female teachers who wish to advance leadership positions.

The male dominant network in the school that affects the advancement of female leadership was ranked 5<sup>th</sup> with the mean value,  $M = 5.51$  and the rank,  $r = 5$ . With respect to this variable, the perceptions of the three groups are different. The mean values of the principals, the male teachers, and the female teachers,  $M = 5.71$ ;  $M = 5.37$ , and  $M = 5.66$  in that order indicated that the participants rated the variable differently at different rank levels,  $r =$  seventh, third, fifth, respectively. Male teachers confirmed that the male dominant network has a great impact on the movement of female teachers to leadership positions.

The absence of professional networking of women in the school affects the advancement of women's leadership as the sixth factor by the three groups. Regarding this variable, the principals classified it as the third factor with the mean value,  $M = 5.37$ . Indicating, the principals highly recognised the effects of the absence of female professional networks in the education system. The male teachers and the female teachers classified the variable as the ninth and seventh factor with the calculated mean value,  $M = 5.78$  and  $M = 5.69$  in that order.

Practically, networking has an essential effect on personal development. Scholars, like Lahti (2013), noted that networking has been proven to be an efficient career development, as it can help to acquire all significant benefits, including information, experience, and job opportunities. It is very crucial to develop, widen one's influence, power, and achievability in the organisation and outside the organisation. Personal achievements and successes are not only achieved through hard work and enthusiastic efforts, but complete development is also possible through well-designed social networks.

**Table 5 16. Average means rank values of participants on the factors contributing to women teachers on the**

No.	Statements	Participants	N	Mean Value	Mean rank	Average mean value	Average mean rank
1.	Negative attitude of female teachers toward leadership position.	Principals	75	4.49	2	5.44	4
		Male Teachers	265	5.60	5		
		Female Teachers	174	4.43	2		
2.	Female teachers are reluctant to accept leadership responsibilities.	Principals	75	5.63	4	5.37	2
		Male Teachers	265	5.21	2		
		Female Teachers	174	5.54	4		
3.	Female teachers are not committed to their advancement in leadership.	Principals	75	6.26	10	5.89	10
		Male Teachers	265	5.75	8		
		Female Teachers	174	5.94	10		
4.	Female teachers are not confident in their inherent leadership abilities.	Principals	75	5.77	8	5.69	7
		Male Teachers	265	5.67	6		
		Female Teachers	174	5.67	6		
5.	Male-dominant networking in the school affects female leadership advancement.	Principals	75	5.71	7	5.51	5
		Male Teachers	265	5.37	3		
		Female Teachers	174	5.66	5		
6.	Male negative attitude towards the advancement of female leadership.	Principals	75	5.97	9	5.76	8
		Male Teachers	265	5.70	7		
		Female Teachers	174	5.74	8		
7.	The lack of good role models in the school affects the advancement of female leadership.	Principals	75	5.68	5	5.41	3
		Male Teachers	265	5.50	4		
		Female Teachers	174	5.11	3		
8.	The lack of professional networking at school affects the advancement of female leadership.	Principals	75	5.37	3	5.68	6
		Male Teachers	265	5.78	9		
		Female Teachers	174	5.69	7		
9.	The rigid organisational structure affects the advancement of female leadership.	Principals	75	5.68	5	5.85	9
		Male Teachers	265	5.95	10		
		Female Teachers	174	5.78	9		
10.	The society's negative attitude toward the advancement of female leadership.	Principals	75	3.65	1	4.38	1
		Male Teachers	265	4.57	1		
		Female teacher	174	4.42	1		

***ascendance to leadership position***

Female teachers do not feel confident in their inherent leadership capacities, was the 7<sup>th</sup> factor ranked by the participants. Principals, male and female teachers independently classified the variable as the eighth, sixth and sixth factor for the inspiration of female leadership with a mean value,  $M = 5.69$ . Male and female teachers recognised that female teachers lack self-confidence in their leadership position.

The male negative attitude towards the advancement of female leadership was ranked as the eighth factor that discourages the stimulation and determination of female teachers to attain the leadership position. The mean rank of the three groups of participants,  $M = 5.67$  indicated that the male negative attitude toward the female leadership ability, style, and strategy was classified as the eighth factor.

The ninth factor that affects the ascendance of female teachers' leadership advancement in secondary schools in Addis Ababa was rigid education organisation structure. The last factor in the given variables is that teachers are less committed to accessing the leadership position. The figure below presents a summary of the general factors that affect the experiences and efforts of female teachers on the ascendance to leadership advancement in Addis Ababa secondary schools.

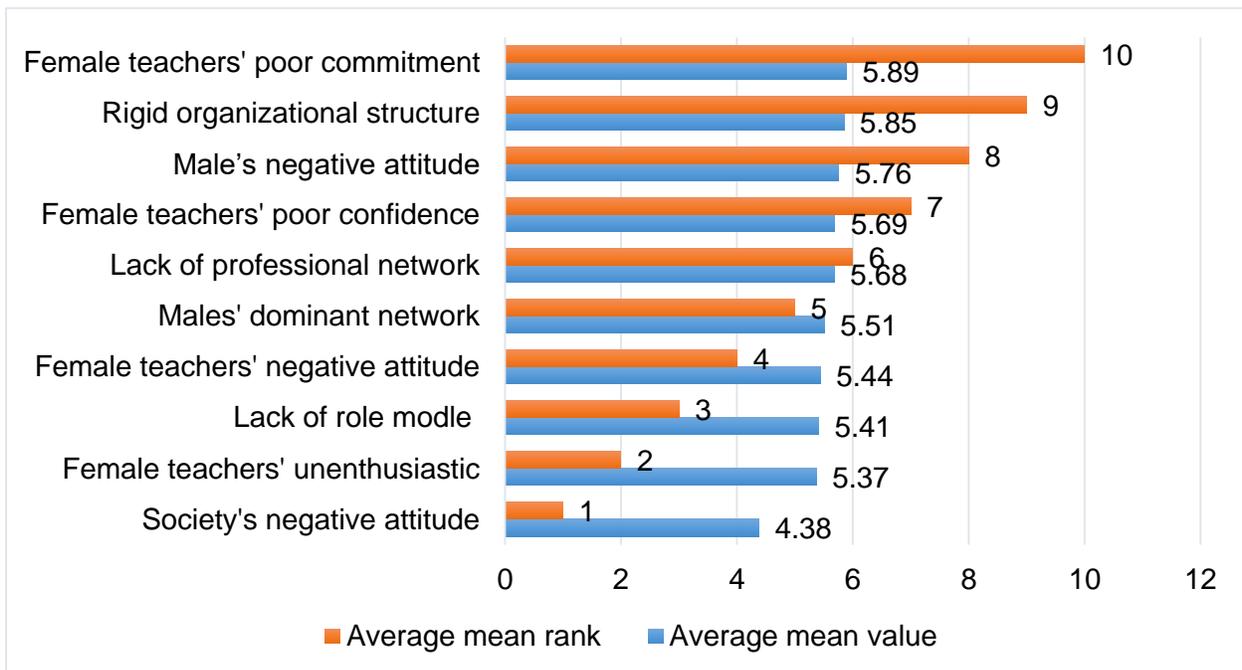


Figure 5 8. Rank order scores

As Figure 5.8 indicates, the mean values of the averages have increased from the first rank to the last rank value (10<sup>th</sup> rank). The lowest average mean was 4.38 and the highest average mean is 5.89. The lowest average mean value indicates the highest contributing factors to deterring female teachers from advancement in leadership. Indicating in the figure, the negative attitude of society, the unenthusiastic attitude of female teachers towards the leadership position, the lack of role models in the school, and the negative attitude of female teachers toward the leadership position were the four critical factors that dissuade female teachers from ascending to the leadership position in secondary schools in Addis Ababa.

On the other hand, the higher the average mean value, the lower the effects of the variable on the experiences and efforts of female teachers on the ascendance to the leadership position. However, the mean difference between the two adjacent mean values is below 1 (for example,  $5.37 - 4.38 = 0.99$ ;  $5.41 - 5.37 = 0.04$ ) which is insignificant. This means that variables have a slightly similar effect on the preference of female teachers of leadership, experiences, and inspiration.

## **5.10 GOVERNMENT EFFORTS IN SUPPORTING FEMALE TEACHERS**

In developing countries such as Ethiopia, the education system has been supported and owned by the government. The economic capacity of the nation in general and the purchasing power of individuals in particular make the education system government dependent. The government has subsidised the education sector, and the whole system is responsible to the government bodies in the hierarchy. Therefore, the government is the primary organ that trains and empowers teachers and school leaders at all levels. In this case, the government facilitates all trainings, including long-term and short-term trainings for teachers, educational experts, and educational leaders.

Female leadership trainings have also been offered by the government in amalgamation with other trainings. In this case, the interviews and FGD were conducted with female teachers, principals, supervisors, MoE officials, and PSTAs.

The government has not yet provided specific and special training for women. The government effort has been zero in this regard. Simply, propaganda has taken a large

share of the benefits of women in terms of education, economy, and leadership (FGD with female teachers February 6, 2021). Similarly, the interview with one of the sub-city supervisors (February 4, 2021) pointed out that the government has used female agendas for propaganda and political consumption. Otherwise, the government has not offered fundamental policy and structural support to female teachers to advance their leadership. There have not been different packages ready to empower women teachers to become leaders. Therefore, the government's efforts have been very reluctant to train, empower, and equip female teachers for educational leaders.

Furthermore, the interview conducted with a principal indicated that special empowerment leadership training has not been provided to female teachers and leaders. Even at the school level, empowerment trainings have not been provided for women. The government has used the women's empowerment and development agenda only for propaganda. Otherwise, significant change-orientated trainings and real leadership development have not been offered practically in the education sector. However, the government does not offer value-laden trainings for females today, the number of female leaders has declined (Interview with Principals April 27, 2021). In the same vein, one of the supervisors indicated that it is difficult to ensure that the government has put significant effort and investment to empower female teachers (February 6, 2021).

The trainees were female teachers selected from primary and secondary schools. However, there were problems during selection. Training lacks system cooperation and coordination. The regions did not give due recognition to the trainings. After completing the training, the trained women teachers were not assigned properly and there were no follow-up, monitoring, and control mechanisms.

The official representative of the MoE during the interview (MoE, April 22, 2021) approved that the government has not given special, visible, and concrete support to female teachers. However, in 2017/18, the female leadership development training programme was launched at the national level in 17 public universities initiated by USAID, MoE, in collaboration with other international organisations. The purpose of the training was to increase the number of female leaders from 9% to 12% in the 2018

academic year. In this case, the MoE annual abstract indicated that to penetrate the gender gap in the participation of educational leadership, as their representation is currently increasing in the executive branch of the Government (MoE, annual abstract, 2018/19; 2019/20).

In relation to the above narration, the MoE annual report for 2019/20 identified that 5,571 principals and vice principals were found in secondary schools across the country. Of which the female share is only 7.5%. In Addis Ababa, the participation of women in the leadership position of the secondary school was 100 (5.98%) of 598 and 59 (6.7%) of 395 in 2019 and 2020 respectively (MoE Annual Abstract, 2019 & 2020).

As indicated by the MoE data, the number of women in school positions has decreased over time. Currently, on the one hand, the male dominant network in the education system and, on the other hand, the ethnic based leadership assignment caters females from leadership positions. The male networks make the systems reject females from any position. Let me share my real-life experiences. During the assignment of the leadership position in August 2021, in the sub-city where I have worked, there were 29 vacant leadership positions. Of these post-pupil applicants, only one female teacher was applied to the position. Although she was not suitable for the position, due to her ethnic background and language ability (Afan Oromo) ability, she confidently contested for the position. As a witness, the criteria were only ethnic background and language ability. In case of this, many experienced, able and visionary female teachers and leaders were withdrawn from the leadership position.

## **5.11 CONCLUSION**

In conclusion, Chapter 5 has thoroughly outlined the research methodology and design, detailing the approach, methods, and procedures used to conduct this study. The chapter justified the selection of specific research methods, ensuring their alignment with the study's objectives and research questions. By addressing the research design, sampling techniques, data collection methods, and analysis strategies, the chapter has established a robust framework for gathering and interpreting data. Ethical considerations and potential limitations were also acknowledged, reinforcing the study's credibility. This chapter provides a

comprehensive guide for the research process, ensuring that the study is methodologically sound and well-positioned to yield meaningful insights.

## **6.1 INTRODUCTION**

This chapter of the study comprises the summary of the main findings, conclusions, and recommendations of the study. The main objective, the research questions, the research methodology, design, approaches, methods, population, sample size, sample techniques, data gathering instruments, data collection procedures, data analysis methods, and data storage mechanisms are highlighted in the summary section. The main findings of the study are also presented together with basic research questions.

## **6.2 SUMMARY OF MAJOR FINDINGS**

The purpose of the study is to explore through women's teachers experiences opportunities to ascend to leadership opportunities in secondary schools in Addis Ababa, Ethiopia. To achieve the purpose of the study, two broad basic questions and five specific questions are designed. The basic research questions are as follows.

1. What are the experiences of women teachers who have gained leadership opportunities in secondary schools in Addis Ababa?
2. How can women teachers use these articulated experiences in their ascendance to leadership positions in secondary schools in Addis Ababa to improve practice?

### **6.2.1 Sub-Questions**

- a) How do cultural perspectives become barriers to opportunities for female teachers to advance in leadership in secondary schools in Addis Ababa?
- b) How are organisational perspectives obstacles that curtail opportunities for female teachers to ascend to leadership advancement in secondary schools in Addis Ababa?
- c) What policies or legislative instruments are in place to advance opportunities for female teachers on ascendance to leadership advancement in secondary schools in Addis Ababa?

- d) How would female teachers use leadership opportunities in the ascendance to leadership to improve quality practice in Addis Ababa secondary schools?
- e) What has the government done to create opportunities for the advancement of female teachers to leadership in secondary schools in Addis Ababa?

To answer these basic questions, a pragmatic view of the research methodology was used. The Pragmatist view is a research philosophy or a principle that guides the whole research work from data collection to data interpretation. Based on philosophy and the pragmatist view, a mixed-method research design was used, specifically an explanatory sequential design. Quantitative and qualitative data were collected sequentially from principals, male and female teachers, supervisors, members of the Parent Student Teachers Association, MoE officials, and different documents.

The sample size of the study was determined using the census and Yamane formula strategies. To determine the sample size, mixed sampling methods such as probability (stratified, simple random sampling methods) and non-probability (purposive, snowball sampling methods) methods were used. Using mixed method sampling techniques, 181 female teachers, 77 principals, and 271 male teachers were involved in the study. Other participants, such as 15 PSTA members and 12 different office experts, participated.

Regarding data collection instruments, questionnaire, interview, FGD and document review were used. A total of 95 items were prepared that are personality, organisational, cultural, female teacher effort, government policy, and other general factor questionnaires. The instruments were tested, and the Cronbach Alpha value of the total items was 0.864. A total of 529 questionnaires were completed and sent to the SPSS software version 26. 15 unstructured interview questions were prepared and 9 interviews and 5 FGDs were conducted. To collect the data, permissions were requested from participants and their organisations and consent was reached. The collected data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (independent one-sample t test and one Way ANOVA) statistics.

The research has tried to answer five specific basic questions. To answer basic questions, qualitative and quantitative data was collected, organised, analysed, interpreted, and discussed. Qualitative data support quantitative data and are mixed in the interpretation and discussion phases. The main findings of the study are summarised under each basic question.

### **6.2.2 Cultural Perspectives as Obstacles to Opportunities for Female Teachers on ascendance to Leadership Advancement**

- Regarding the traditional beliefs of the society that affect the leadership preferences of women, the computed t-test,  $t (-1.66; 526)$ ;  $p= 0.096$ ;  $\alpha= 0.05$  assured that no statistically significant differences were observed between the perceptions of the two independent groups (females,  $M = 3.39$ ;  $SD = 1.43$ ; men,  $M = 3.59$ ;  $SD = 1.30$ ). Male and female teachers agreed that the assumption of society in general and the traditional practices of the family at home directly influence the perceptions and preferences of the female teachers' leadership.

*The general system of the society, cultural perspectives, religious perspectives, and education system, in general, overwhelm the desires and advancements of females in a leadership position. Furthermore, cultural constructs of the society impasse the inspiration and development of leadership of females in secondary schools in Addis Ababa.*

*FGD pointed out that women have played multiple responsibilities in society, including responsibilities for social mobilisation. However, society has neglected their leadership roles and did not recognise their achievements in the organisation. The society perceived that girls should be married and responsible for managing home-related tasks.*

- The independent t-test calculated, t-test calculated,  $t (-0.57, 526)$ ;  $p= 0.564$ ;  $\alpha = 0.05$  shows that no statistically significant perception difference was observed between the two independent mean scores about society at large, as men assume more competence in decision making in leadership positions than the females (females,  $M = 3.56$ ;  $SD = 1.41$ ; men,  $M = 3.73$ ;  $SD = 1.28$ ). In this aspect, the qualitative data assured that:

Society has used proverbs that indicate the powerlessness of women to make decisions, however knowledgeable they may be. For example, the society said, "ሴት ቢያዉቅ በወንድ ያልቅ"(women are known to conclude by men). These thoughts and assumptions directly affect the experiences, preferences and advancements of female teachers in secondary schools in Addis Ababa.

- The result of the independent t test,  $t (-0.121; 525)$ ;  $p = 0.224$ ;  $\alpha = .05$  indicates that no perception difference was investigated between the two groups of participants in culture, which systematically discourages female inspiration for leadership advancement. The participants qualitatively argued that the society at large believes that women cannot lead organisations. Society perceives them as lacking intelligence, wisdom, artistic qualities, and critical thinking. In other words, people in the society distrust the capacities of women in leading organisations. Society strengthens its beliefs through a proverb, saying "ሴት ያመነ ጉም የዘገነ (Trusting a female is trying to catch a mist). "ሴትን ማመን አይጥን በአቁማዳ መከተት ነዉ" (Trusting a female is like keeping a mouse in Akumada \_ a bag made from the animal crust).
- In terms of society's negative attitudes towards the advancement of female leaders, no statistically significant differences have been observed between perceptions of the two groups,  $t (-1.36; 526)$ ;  $p = 0.173$ ;  $\alpha = 0.05$  with mean scores of  $M = 3.23$ ;  $SD = 1.29$  and  $M = 3.45$ ;  $SD = 1.99$ . Qualitative data indicated that societies do not have a good attitude toward female leadership. As a good indicator of the negative attitude of society towards female leadership, it has been believed that women are poor at making decisions in a leadership position.

*Society assumes that if women possess leadership positions, they cannot get married and may not take on social responsibilities. Therefore, at an early stage, families do not create an enabling environment that treats female children as equal in leadership capacity to male children. This assumption and norms discourage women at a later age from taking leadership responsibilities. In the worst case, women have been restricted from leadership positions.*

- Regarding the twofold leadership responsibilities (home and out of home) leadership responsibilities of women, a significant difference was observed between women ( $M = 3.53$ ,  $SD = 1.14$ ) and men ( $M = 3.29$ ,  $SD = 1.18$ ),  $t (525) = 2.24$   $p < .05$ . The female participants agreed that society does not recognise the dual

purpose of females, whereas the male participants were neutral about the issues of society denying the twofold responsibilities. On the other hand, no statistical differences were observed between the perceptions of the two groups in  $t(1.71, 525); p(0.089) > .05$ , about society, discreetly demotivates female inspiration for leadership advancement using local proverbs like " ' " (A mother's plan for the day; a father's plan for the year). "የሴት ዳሌዋ እንጅ አእምረዋ አይሰፋም" (Female's hips can get bigger, but not their minds/ brains). "ብልህ ሴትና ቀንዳም አህያ አይገኙም" (There is no wise woman and donkey with horns).

Generally, as the findings indicate, the culture of societies has a great impact on the economic, social, and psychological development of women and has a great impact on the entire system of life of women. Therefore, the inspiration and advancement of female leaders in the organisation can be affected by the culture of the society as a whole and the culture of the group in the workplace. Many scholars argued that culture has implicit and explicit influences on the interest, demands, and experiences of women in a leadership position.

### **6.2.3 Organisational Perspectives Curtail Opportunities for Female Teachers on Ascendance to Leadership Advancement.**

From an organisational perspective, the main findings on organisational structure, organisational networking, organisational role modelling, and organisational development are summarised.

#### **6.2.3.1 Organisational Structure**

- Statistically, no significant mean differences were observed among the three groups of respondents regarding the structure of the education organisation, which is designed as favoured by women,  $F(2,526) = 0.83, P > 0.05$ , one-tailed. Regarding the structure of the educational organisation, the qualitative data revealed that

*Education organisation structures are not convenient for leadership practices, especially for women. There is no special structure available that can support women teachers to advance to the leadership position. It is too rigid, which is not considered a burden for women. Everything is going according to the book*

*and the rules are tightly tied. On the other hand, women, by virtue of their virtue, like flexible and loose structure. However, the existing structure of education organisations that includes rules, guidelines, and directives treats women equally as their male counterparts (4 February 2020).*

- Regarding the structure of the education organisation that has some flexibility in work for female teachers, the mean values of the participants indicate neutral; females (M = 2.71; SD = 1.37), male teachers (M = 3.20; SD = 1.23) and principals (M = 3.23; SD = 1.16). However, the calculated F ratio,  $\alpha = 0.05$ ,  $F(2, 526) = 8.94$ , which is much greater than the critical region at  $\alpha = 0.05$ ,  $F(2, 526) = 2.99$  which means that there was a statistically significant difference between the three groups of respondents about the flexibility of the organisation structure for female teachers,  $F(2, 526) = 8.94$ ,  $P < 0.05$ . The difference may be due to their experience in the leadership position. However, qualitative data confirmed that:

Females need a flexible structure and a contextual work environment. However, education organisations, especially primary and secondary education structures, are too tied. The structures of the education organisation are rigid and complex for female teachers. For example, in other organisations, many female leaders are found in every leadership position because organisations have different benefits packages, and the structure creates various opportunities for women. However, in the education system, however; there have not been benefit packages, rewarding systems, and an encouraging environment. Thus, female teachers are not interested and never inspired by the leadership position (FGD with female teachers, February 6, 2021).

- The mean scores of the participants, female teachers (M = 3.06; SD = 1.37), male teachers (M = 3.23; SD = 1.23) and principals (M = 3.20; SD = 1.23) were neutral about the structure of the educational organisation, which creates a competitive environment for female teachers to move to the leadership position. Statistically, no significant differences were observed between respondents in the three groups, with the F ratio at  $\alpha = 0.05$ ,  $F(2, 527) = 0.94$ , which is much lower than the critical region,  $\alpha = 0.05$ ,  $F(2, 527) = 2.99$ .

Qualitative data, on the other hand, revealed the following.

*Poor organisational facilities, rigid rules, and male-dominant networks are the manifestation of most education organisations in general and secondary school structures in particular in Addis Ababa. Furthermore, there has been no fertile ground and competitive environment for the development of female teachers in all education hierarchy. There has not been an environment that treats women equally in leadership positions. Ethnic-based leadership assignment is one of the critical bottleneck factors for female leadership advancement in secondary schools in Addis Ababa.*

### **6.2.3.2 Networking**

- Regarding the relationship of female teachers with others in the school, no statistically significant differences were observed between the three independent mean scores, female teachers ( $M = 3.92$ ;  $SD = 1.07$ ), male teachers ( $M = 3.58$ ;  $SD = 1.15$ ) and principals ( $M = 3.66$ ;  $SD = 1.26$ ),  $F(2, 523) = 4.62$ ,  $P < 0.05$ . Indicating that the participants agreed that women have a good relationship with others in the workplace. To strengthen this fact, qualitative data indicated that

*Theoretically, women have better social skills to communicate with others. They have a good relationship with people at home and at work. However, they have not established a network using their human capital. Practically, their social capital and good relationship with others cannot help them access the leadership position and capitalise on other benefits. Female teachers are not active in influencing others and challenging complex situations through their human capital (FGD with female teachers, 6 February 6, 2021).*

- The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 523) = 1.34$ , which is less than the critical region at  $\alpha = 0.05$ ,  $F(2, 523) = 2.99$  indicates that there was no statistically significant mean difference between the respondents in the interest of female teachers in participating social networks in the school,  $F(2, 523) = 1.34$ ,  $P > 0.05$ , with mean scores of females ( $M = 3.72$ ;  $SD = 1.09$ ), male teachers ( $M = 3.53$ ;  $SD = 1.24$ ) and principals ( $M = 3.61$ ;  $SD = 1.17$ ). Data analysis implies that female teachers are good at engaging informal social networks and responsibilities such as social events (Idir, Iqub, rites and rituals).
- Concerning the interest of female teachers to join male teachers' networks, as the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 522) = 0.187$ , which is much less than the

critical region,  $F(2, 522) = 2.99$ .  $F(2, 522) = 0.187$ ,  $P > 0.05$  indicates that statistically significant mean differences were not observed between the respondents with the mean score of women ( $M = 2.72$ ;  $SD = 1.33$ ), male teachers ( $M = 2.65$ ;  $SD = 1.25$ ) and principals ( $M = 2.70$ ;  $SD = 1.28$ ). However, the response of the participants was neutral, however; the discussion with female teachers noted that initially the education system has bounded by male networks, which are hard for female teachers. Furthermore, the rigid organisational structure and male's negative attitude toward female leadership discourage female teachers from joining networks (FGD with female teachers, 6 February 2021). Education organisation networks are complex and wide-ranging. Male dominating networks such as politics, religion, ethnicity, business, and others are commonly practised in the education system. These networks can serve as the gatekeeper for maintaining the interest of males, whereas they prohibited the movement of female teachers in the organisation networks (FGD with female teachers, 21 May 2012).

- Consistent with the above discussion points, one of the teachers during the focus group discussion strongly claimed that the male dominant network (politics, business, relatives, ethnicity, religion, and language) suppresses and engulfs the efforts, struggles, demands, and performances of female teachers. In addition, he said:

*For example, during the August 2021 leadership position job vacancy, I was one of the few female applicants. I meet all the requirements and criteria set for the position by the Education Bureau. No written exam was given. There was only an interview with Bureau Officials. The main point raised during the interview was my background and my language ability. One of the interviewers asked me to speak about "Afan Oromo". However, I said that that I heard, but couldn't speak. Following this question, they asked me to tell them my full name, including my grandfather. The purpose of these questions is to identify and refine my ethnic group. Although I firmly need the leadership position, they make me fail.*

- The interview with one of the MoE experts 'agreed that traditionally, it is common to say that female teachers have social skills; however, they have not established networks (social, business, professional and political networks). Therefore, they do not have any system to assist them in their career advancement.'

### **6.2.3.3 Organisational Role Modelling**

- All groups of participants agreed that female leaders can be a good role model for female teachers to move up to a leadership position with the mean score of female teachers (M = 3.41; SD = 1.29), male teachers (M = 3.62; SD = 1.22) and principals (M = 3.96; SD = 1.48). Statistically, no significant mean differences were observed among the three groups in female leaders who can be good role models for female teachers to move up to a leadership position,  $F(2, 519) = 2.60$ ,  $P > 0.05$ . In the same way as the mean score of female teachers (M = 3.50; SD = 1.29), male teachers (M = 3.63; SD = 1.17) and principals (M = 3.74; SD = 1.20) show that they slightly agreed that female leaders as role models can contribute a lot for female teachers to realise their leadership dreams.
- Perception differences appeared among the participants as their mean scores, female teachers (M = 3.17), principals (M = 3.38), and male teachers (M = 3.62). Statistically, a significant mean difference was observed between the three groups of respondents, with respect to the support of female leaders as role models to reduce the anxieties and fears of female teachers about leadership,  $F(2, 519) = 3.52$ ,  $P < 0.05$ .

*Qualitative data verify that a female leader can be a good role model for other female teachers. They can be sources of good dignity, achievement, and hope (interview, 27, 2021). In the same vein, there have been strong, vibrant, and enthusiastic female leaders who could be positive energy for female teachers. They can be a good role model in setting personal development goals, crafting a vision and a clear road map, and setting personal priorities. However, the political philosophy and assumptions based on ethnic, and language have affected the practices and development of female leaders in the nation and particularly in Addis Ababa. For the last 30 years, these political views and philosophies have been practised predominantly in the education system. Even after the overthrow of the EPDRF ruling party, such practices and ethnic-based political thinking have widely been continued in the new government (Interview, February 6, 2021).*

### **6.2.3.4 Organisational Empowerment/Development**

- The three groups of respondents occasionally rated the female teachers assigned in the lower-level leadership positions in the education hierarchy as the mean score

of the female teachers ( $M = 2.72$ ;  $SD = 1.31$ ), male teachers ( $M = 2.75$ ;  $SD = 1.20$ ) and the principals ( $M = 2.53$ ;  $SD = 1.35$ ) indicated. Qualitative data reveal that the appointment of female teachers as leaders is determined by politicians and Bureau officials in the education hierarchy. Very few fortunate female teachers who may have a network in the system can be a principal if not the probability of getting the position based on merit-based competition are a nightmare. The review of the document shows that of 187 secondary school principals, only 14 (7.49 %) principals were females and of 208 vice-principals, only 45 (21.63%) were females.

- As the mean scores of female teachers ( $M = 3.02$ ;  $SD = 1.20$ ) male teachers ( $M = 3.24$ ;  $SD = 1.06$ ) and principals ( $M = 3.03$ ;  $SD = 1.06$ ) indicated that the high-level officials of the educational organisation occasionally put their efforts to help female teachers move up to the leadership position. In this regard, no statistically significant mean differences were observed between the three groups of respondents with the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 2.35$ , which is less than the critical region of  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ .
- Regarding the provision of leadership training opportunities for female teachers (outside the school), all participants argued that education organisations occasionally provide training outside the schools with mean scores F ( $M = 3.05$ ;  $SD = 1.27$ ), male teachers ( $M = 3.10$ ;  $SD = 1.25$ ) and principals ( $M = 2.85$ ;  $SD = 1.31$ ). The calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 1.14$ , which is less than the critical region of  $\alpha = 0.05$ ,  $F(2, 519) = 2.99$ .
- Quantitative data obtained from the FGD, and the interview assured that there have not been pieces of training targeted at female teachers in the education system (school, woreda, and zone, sub-city level) to bring them to leadership position. Female teachers' training was given for two consecutive years in the national universities and allocated as deputy school leaders. Most of them were successful and influential. However, currently, most of them are fired from the position. No one has trusted the leadership qualities of women. Therefore, no one has tried to facilitate pieces of training considering the ability, capacity, and natural endowment of women. Empowered, able, and capable school leaders are expelled from their leadership position. Here, we can ensure that qualification, achievement, success

story, leadership qualities, and capabilities are not recognised during leadership position assignments. Officials have their implicit criteria to nominate and allocate women to leadership positions. The most common criteria are ethnic background, political kinship, and networks (family, business, friends, religion) (FGD, February 2021).

*On the same token, one of the supervisors during an interview confirmed that long- or short-term training is not given to female teachers. However, in 2009 E.C, a female leadership development training programme was launched in 17 national Universities initiated by USAID, and MoE in collaboration with other international organisations. The purpose of the training was to increase the number of female leaders from 9% to 12% in the 2021 academic year (Interview with the representative of MoE officials, April 22, 2021). It was given for two consecutive years. Trained women were assigned to primary and secondary schools. After giving the position, no one has asked where and how they have executed their functions. There are no recognised and well-informed systems and structures to empower, control, and follow up with female leaders (Interview, February 6, 2021).*

#### **6.2.4 Experience of Female Teachers in Using Leadership Opportunities**

The experiences of female teachers in pursuing leadership opportunities reveal a complex landscape shaped by both challenges and triumphs. Despite their significant contributions to education, many female teachers face systemic barriers and gender biases that hinder their advancement into leadership roles. This topic explores how these educators navigate their professional journeys, the strategies they employ to overcome obstacles, and the support systems that facilitate their success. By examining these experiences, we can gain insights into the broader issues of gender equity in education and develop policies to create more inclusive leadership pathways. Understanding these dynamics is crucial for fostering a diverse and effective educational leadership.

##### **6.2.4.1 Personality Factors**

- The average mean score of the five main personality factors was extraversion (M = 3.44), agreeability (M = 3.42), awareness (M = 3.71), neuroticism (M = 3.07) and open to experiences (M = 3.30). As the finding indicates, female teachers have

shown better personality factors (characteristics) in extraversion, agreeability, and consciousness. They also have some personality characteristics of openness to experiences and personality factors on neuroticism. From the data analysis, it can be concluded that teachers in general have many personal qualities to be leaders; however, they were inactive in persuading and using leadership opportunities. Furthermore, though women have such personal qualities, they have failed to connect and integrate the qualities and have failed to use intermingle.

- Teachers had put some effort in applying for leadership positions whenever they received job vacancies ( $M = 2.80$ ;  $SD = 1.41$ ) and in getting leadership positions ( $M = 2.72$ ;  $SD = 1.37$ ). As the mean scores of 2.96, 2.90, 2.93, 2.92, 3.08, 2.88, and 2.91 respectively indicated, female teachers used little effort to use all options to get the leadership position, to deal with issues and concerns promptly about leadership advancement, to challenge others to secure leadership positions, to use the right strategies and techniques at the right time to get the leadership position, to display their leadership skills for others at different school assignments, and to influence educational officials through networks to get the leadership position. Qualitative data ensured that
- *Female teachers have been inactive in their struggle to seek and use leadership opportunities, on the one hand, and their psychological readiness and consideration, on the other, affect their leadership experiences. They have considered themselves weak and poor in leadership performance. The complex of inferiority, little effort, low commitment, low self-confidence, and lack of courage to use leadership opportunities are critical factors for the low leadership experiences of female teachers in Addis Ababa secondary schools. They have reserved themselves to breach the existing challenges faced in the leadership hierarchy in the education system.*
- Female teachers do not have an interest in a leadership position. They are very reluctant and careless about leadership. They do not want to take any initiatives and responsibilities. They think that assuming a leadership position is an additional burden. They should be free from any administrative assignment. Even they do not want to be department head, club head, or coordinator for administrative affairs.

Most women teachers avoid leadership positions due to over-strained responsibilities at home and outside, rigid organisational structure, poor benefit packages, unfavourable working environment, and male-dominant networks. Thus, female teachers do not have relevant leadership experience and good records (Interview, February 2021).

- Additionally, women teachers need a leadership position, and they have the natural qualities to be leaders. Leadership is not a new phenomenon for women. They have performed numerous daily functions that require their determination and decision. Multiple responsibilities and triple functions at home, in the community, and at work make women strong and competitive. Although women have natural leadership qualities and traits, the environment is not favourable and nurtures their natural qualities. Education organisations are complex and unbending for female teachers. For example, in other organisations, many female leaders are found in every leadership position because the organisations have different benefits packages. In the education system, there are no benefit packages, no reward systems, and no encouraging environment. For these diverse reasons, female teachers are not interested and never inspired to the leadership position (Interview, February 6, 2021).
- In general, as the finding also ensured, the leadership experiences of female teachers in Ethiopia were inadequate, although the first requirement to be a school principal is a minimum of three years of teaching experience, and being a female has the additional opportunity in the selection criteria. Along with teaching experiences, the other criterion to apply for the leadership position is having a second degree in school leadership or any field of study. However, as the data presented under the participants' background indicated, most females (115, 82.87%) were first-degree holders. This can be a barrier to achieving the position. In any case, women had not taken advantage of the available leadership opportunities.

#### **6.2.4.2 Other Factors Contributed to the Situation**

- Among the ten general factors which affect the experiences of female teachers on the ascendance to leadership opportunities, 10 rank order item questions were given

to respondents. Consequently, society's negative attitude towards advancement in female leadership was ranked first with the mean score of  $M = 4.38$ . Teachers who are reluctant to accept leadership responsibilities were ranked second as the average mean value,  $M = 5.37$ . It can be framed as the experiences of women teachers, their history of growth, and social structure that make them careless and reluctant toward leadership advancement.

- As the average mean value of the respondents,  $M = 5.41$  depicts, the lack of good role models in schools was the third factor that affects the interest and effort of female teachers to ascend to the leadership position. The negative attitude of female teachers toward leadership positions was the 4<sup>th</sup> (Average mean score = 5.37) factor that affects the inspiration of female teachers in ascendance to leadership position. Regarding the effects of negative attitude towards female leadership advancement, mountains of research findings revealed that a female teacher who has a negative attitude toward leadership advancement will never achieve her leadership advancement intent, and to the worst of the worst, she fails in thinking and inspiring the positions at all. In the same way, attitude can further affect the dreams and plans of female teachers about how to advance their leadership.
- Male-dominant networking in the school affects the advancement of female leadership and was ranked 5<sup>th</sup> with the mean mean value,  $M = 5.51$ , and the rank,  $r = 5$ . Male teachers confirmed that male dominating network has a great impact on the movement of female teachers onwards to the leadership position. The absence of professional networking for women in the school affects female leadership advancement and was ranked as the sixth factor by the three groups.
- Teachers who do not feel confident in their inherent leadership capacity were the 7<sup>th</sup> factor ranked by participants with the mean value of the mean,  $M = 5.69$ . The male negative attitude toward female leadership advancement was ranked as the eighth factor that deters female teachers from stimulating and determining to take the leadership position. The ninth factor that affects the ascendance of female teachers' leadership advancement in secondary schools in Addis Ababa was the rigid educational organisation structure.

### 6.2.5 Designs for Government Policy Instruments Designs are in Place to Advance Opportunities for Female Teachers on Ascendance to Leadership Advancement.

- Regarding how education organisation policies assist female teachers to participate in the leadership position, a female teacher (M= 2.99; SD = 1.33), male teachers (M = 3.37; SD = 1.09) and principals (M = 3.38; SD = 1.13) occasionally rated female teachers (M = 2.98; SD = 1.13). To this end, a statistically significant difference was observed between the means of the three participants in the ratio,  $\alpha = 0.05$ ,  $F(2, 519) = 6.19$ , which extremely exceeded the critical region,  $\alpha = 0.05$   $F(2, 519) = 2.99$  and  $P < 0.05$ .

In this aspect, the qualitative data ensured that

*There is an overall policy at the national level that is a national policy for women, children, and youth. However, there is no specific women's policy that has been used to support female teachers to get the education leadership position. The Ministry of Education does not have such specific policies or directives that help female teachers attain the leadership position (MoE high official representatives, Interview, April 22, 2021). There is no tangible and concrete female leadership development policy in the education system (Supervisor interview, February 6, 2021). There are no policies, directives, or guidelines that support women teachers to move up to the leadership position (Interview with supervisor, February 6, 2021).*

- As indicated by the mean scores, the female teachers (M = 3.09) and the principals (M = 3.35) note that the affirmative action policy of the education organisation occasionally motivates the female teachers to participate in the leadership position, while the male teachers (M = 4.08) rated the frequency. Qualitative data noted that

*There is an affirmative action policy document in schools and has been translated into regulations, rules, and action plans. However, no significant changes have been observed in the advancement of female teachers in leadership positions. If the affirmative action policy has not been properly executed, it is better to dispense the support of affirmative action policy. However, affirmative action policy, however; affects the independent thinking and beliefs of women. Therefore, it is better to create an enabling organisational environment that promotes a female leadership agenda and encourages women to take leadership responsibility.*

*There is an affirmative action policy that has been used in the school in every education echelons. Female teachers have benefited from this policy, which has 3% additional values in every competition (Interview with the representative of the MoE high education official, 22 April 2021)”.*

- The Ethiopian education and training policy highlighted the main objectives of the education system achieved at each level of education. However, education policy (MoE, 1994) did not precisely set out strategies that encourage women to participate in the education leadership position. The edited version (MoE, 2020) also overlooked women's leadership agendas in the document, and nothing has been said about female leadership development in the education system.
- As the calculated F ratio at  $\alpha = 0.05$ ,  $F(2, 519) = 6.65$ , which extremely exceeds the critical region at  $\alpha = 0.05$  ( $F(2, 519) = 2.99$ ) indicates that there was a statistically significant mean difference between the respondents in support of recruitment guidelines for the advancement of female teachers' leadership,  $F(2, 519) = 6.65$ ,  $P < 0.05$  with the mean scores of female teachers ( $M = 2.89$ ;  $SD = 1.29$ ), male teachers ( $M = 3.32$ ;  $SD = 1.23$ ) and principals ( $M = 3.14$ ;  $SD = 1.16$ ).
- Qualitative data obtained from the FGD identified that education officials have used additional recruitment criteria, such as political kinship and networks (ethnicity, gender, religion, politics and business) during leadership appointments. However, recruitment policy guidelines and directives, political kinship, ethnicity assumptions, and racism principles have been used dominantly as criteria during leadership position assignments. This type of leadership assignment has been deeply rooted in the Ethiopian education system for the last 30 years and continues.

*Due to predetermined criteria, many experienced female leaders were fired from the leadership position in the 2021 school leadership appointment. The selection criteria were not clear. The Bureau prepared a guideline that highlights schools that have more than 1000 students and must have a principal who speaks Afan Oromo (interview with a principal, 27 May 2021; interview with supervisor, 6 February 2021). Practically, there is no secondary school that has fewer than 1000 students. This is the point where Addis Ababa's education officials lie. Therefore, using this criterion, the Bureau*

*assigned Afan Orom speaker vice-principals in all secondary schools (interview with a principal, 27 May 2021).*

*During the August 2021 leadership position assignment, many problems have been observed. As a MoE high-level education official, I received information from different teachers and leaders about inappropriate leadership assignments. According to the candidates' mortification, I tried to communicate with Addis Ababa Education Bureau officials about the ethnic and language-based school leaders' assignment. However, the Bureau officials were intrigued by the issue and reported it to my boss. My boss called and asked me why you intervened in the Bureau's work. I tried to highlight the problems faced during leadership selection and allocation; however, he did not even want to hear me. He said don't disturb them; don't obstruct them. Let them do what they planned because the charter allows them to do it independently without the knowledge and consultation of MoE. I fully assure you that the assignment was carried out according to ethnic and language criteria.*

- Regarding the availability of the selection policy, teachers (M = 2.54; SD = 1.35) said they rarely used it, while teachers, M = 3.21; SD = 1.20, and teachers, M = 3.18; SD = 1.12 occasionally used selection policies to promote teachers in leadership positions. Statistically, significant mean differences were observed between the three groups of respondents regarding the availability of clear selection criteria to promote female teachers to leadership positions,  $F(2, 519) = 16.65$ ,  $P < 0.05$ .

- Qualitative data revealed that

The selection criteria were put into order with the objectives in the minds of the officials. Selection and appointment criteria were not objective and merit-based (Interview with supervisor, 6 February 2021). Bureau officials prepared a hand-made selection guideline and criteria to assign school leaders. The criteria were ethnic background and language competency. With these criteria, many experienced, energetic, and capable female leaders were persecuted from their position. In the same vein, during the 2021 leadership assignment, many female school leaders were removed from their leadership position. For example, at the sub city level, of 12 school principals, only two principals got the leadership position (Interview with a principal, 27 May 2021). Additionally, there is no clear promotion policy designed only for female teachers to empower them and promote them to leadership positions. The existing promotion policy has served both male and female teachers and officials have misused it when appointing leadership positions.

Generally, from the data analysis, it can be inferred that: 1) the accessibility of government policy documents such as regulations, directives, and legislative documents was very limited. 2) These documents were not properly used by schools according to policy declarations and 3) the documents lacked clear selection and promotion directions (criteria) to support female teachers in ascendancy to leadership positions. To give more weight to the findings, even the revised form of Ethiopia's education policy (MoE, 2020) of Ethiopia neglects concerns about the development of female leadership. In opportunities and strategies for policy document, female leadership advancement was not mentioned or mentioned anywhere.

#### **6.2.6 Government efforts to create opportunities for the ascendance of female teachers to leadership advancement**

In Ethiopia, the government has possessed the education system and all training, including long-term and short-term training for teachers, educational experts, and educational leaders. Female leadership training has also been offered by the government amalgamated with other pieces of training.

- The government has not yet provided specific and special training for women. The government effort has been zero in this regard. Simply, propaganda has taken a large share of the benefits of women in terms of education, economy, and leadership (FGD with female teachers February 6, 2021). The government has used women's agendas for propaganda and political consumption (Supervisor, February 2021).
- Otherwise, the government has not offered fundamental policy and structural support to female teachers to advance leadership. There have not been different packages ready to empower women teachers to become leaders. Therefore, the government's efforts have been much less to train, empower, and equip female teachers as educational leaders.
- However, the government has not offered value-laden training to women; nowadays, the number of women leaders has declined (Interview with principals 27 April 2021). It is difficult to be sure that the government has put significant effort and investment into empowered female teachers (6 February 2020).

- The government has not provided special, visible, and concrete supports to female teachers (MoE representative, 22 April 2021). In 2017/18, a national women's leadership development training programme was launched in 17 public universities initiated by USAID and MOE in collaboration with other international organisations and administered for two consecutive years. However, the programme was discontinued for unknown reasons.
- Regarding the above narration, the 2019/20 MoE annual report identified that 5,571 principals and vice principals were found in secondary schools across the country. Of which the female share is only 7.5%. In Addis Ababa, the participation of women in the leadership positions of secondary schools was 100 (5.98%) from 598 and 59 (6.7%) from 395 in 2019 and 2020 respectively (MoE Annual Abstract, 2019 & 2020).
- As indicated by the MoE data, the number of women in school positions has decreased over time. Currently, on the one hand, the male dominant network in the education system and, on the other hand, the ethnic-based leadership assignment creates female leaders from leadership positions. The male networks make the systems reject females from any position. Let me share my real-life experiences. During the August 2021 leadership position assignment, in the sub-city where I worked, there were 29 vacant leadership positions. Of these post-admission applicants, only one female teacher applied for the post. Although she was not suitable for the position, due to her ethnic background and ability to speak the language (Afan Oromo) ability, she confidently contested the position. As a witness, the criteria were only ethnic background and language ability. In case of this, many experienced, able, and visionary female teachers and leaders were withdrawn from the leadership position.

### **6.3 CONCLUSIONS**

The conclusion of the investigation implies the implication and consequences of the findings in the study area. In other words, it is the researcher's decision on the main findings. The study's conclusions suggest that addressing women's leadership requires multiple perspectives, rather than relying solely on a single theory, whether it be trait,

modern, or feminist theory. In the following sections, the major conclusions are drawn based on the intended basic questions.

### **6.3.1 Cultural Perspectives**

Society and culture are two sides of the same coin. Culture considers various aspects of society, such as language, principles, assumptions, philosophy, attitudes, technology, lifestyle, norms, expectations, and practices, whereas society involves people who share a common culture. It is through the culture that people understand themselves and relate to societal norms. A society cannot exist without culture, since culture is an accumulation of norms, behaviours, and practices that determine how society functions in daily life. The study identifies the impact of society culture on the experiences of the experiences of female teachers and the opportunities to advance to leadership opportunities in secondary schools in Addis Ababa, Ethiopia. Female teachers' inspiration, motivation, courage, and opportunities for ascendance to the leadership position were affected by the society's culture\_ attitude, beliefs, assumptions, expectations, and practices. Society uses traditional proverbs to discourage women's participation in a management positions. The society believes that women are not decision makers in the field of leadership, and from childhood, at the family, community, and society levels, in a traditional way, as well as metaphorically, women are not encouraged to choose leadership. In addition, the stereotype is that if a woman is a leader, she will not get married, have children, or start a family; women will not dare to come to leadership positions. And this issue is that, over time, women consider themselves unfit to be leaders.

In connection with this, society does not recognise the responsibility of women. When you are suddenly faced with a problem as a leader, your multifaceted responsibilities inside and outside the home will not be considered. In general, it can be concluded that society's negative views, experiences, and attitudes are obstacles to female teachers' leadership experiences. If this influence continues like this, more than half of society will be prevented from coming to leadership positions, and it will also deny females' natural leadership skills and wisdom. Next, preventing women from entering educational leadership positions will multiply their contributions to national development, social

change, and democracy by zero. It prevents women who have natural leadership skills from becoming educational leaders.

### **6.3.2 Organisational Perspectives**

The research finding shows that the structure of educational institutions is complex and rigid and that there is no special place for female teachers to be in a leadership position. It does not encourage female teachers and does not give them a chance to compete for the management position. The structure does not consider the multifunction of female teachers; instead, it treats male and female teachers equally. The structure is male-dominated and provides services based on race-based assumptions, political kinship, and other networks such as business, religion, and family. If the structure continues as is, it will not only prevent female teachers from becoming leaders but will simply push the handful of female leaders out of the leadership position. This not only kills the desire of female teachers to become leaders, but also prevents them from passing on their natural leadership skills to the next generation. In other words, if it is continued, it leads to structural gender-based exclusion and discrimination in educational institutions in Addis Ababa secondary schools.

The finding also indicates that female leaders can be good role models for female teachers, especially in setting big goals, building character, and building capacity. However, the influence of society, race, and language-orientated politics prevented strong and capable female teachers from becoming leaders. As this is a work that has been ongoing for the past 30 years, it is not possible to find good role model female leaders in secondary schools in Addis Ababa. If this continues, it will be difficult to find female leaders who will be role models in the future. Not only does it prevent female teachers from having leadership skills, it also discourages their desire to be leaders.

Furthermore, women are brought to leadership positions determined mainly by politicians in the education office and their ambitions. Often, female teachers are required to be leaders for political gain if they bring an advantage to the government. Ability, specific leadership skills, experience, and influence do not have a place in the leadership appointment. Furthermore, no leadership capacity building training is given to female teachers to bring them into leadership positions. If this situation continues, it

will be difficult to find female teachers who want to be leaders. Above all, your chances of using the available leadership opportunity become null.

### **6.3.3 Experience of Female Teachers in Using Leadership Opportunities**

The opportunity for female teachers to improve their leadership skills by taking advantage of available leadership opportunities is limited by many factors. The study showed that teachers have average personal characteristics in all five main personality factors. However, the openness to experience as a very important personality factor was found to be low. Additionally, the tendency to experience negative effects was found to be high. These factors (traits) are known to be a natural spice that can greatly contribute to leadership practices. This factor influences women teachers to learn bad things that prevent them from inspiring a leadership position and becoming leaders. It can be concluded that if these factors do not improve at their respective levels, the natural sense of leadership of female teachers will fade and diminish. In addition to other problems over time, female teachers develop the habit of seeing females as not made for leadership. They will never choose leadership.

The study confirmed that female teachers are less likely to use the available leadership opportunities. Although they have natural leadership skills, their efforts to hold leadership positions are very limited and they have no experience in using leadership strategies at the right place and time. Most of the female teachers considered themselves weak and poor in leadership performance. Generally, it can be concluded that inferiority complex, little effort, low commitment, low self-confidence, and low courage to use leadership opportunities are critical factors for the low leadership experiences of female teachers in Addis Ababa secondary schools. If the problem continues as this, it will be difficult to find a female school leader in Addis Ababa secondary schools. This situation, in turn, creates a hurdle for the next generation and casts a bad shadow on the development of female teacher leadership.

Another factor that weakens the ability of female teachers to seek leadership positions is the dominance of the male network. Not only this, but also women teachers do not have their own professional network to challenge male dominance, political influence,

and existing structural barriers. The ability to integrate and use these various capacities and qualities is very limited. If this problem is not solved in time, the rise of women to leadership positions will remain a dream. Furthermore, the experience of women teachers in solving and fighting their problems together cannot be realised. The problem will remain timeless and will survive for generations. This, in turn, may create a time when we have difficulty thinking about the equality of female teachers in management positions in secondary schools in Addis Ababa.

#### **6.3.4 Design of Government Policy Instruments**

There is an overall policy at the national level that is a national policy for women, children, and youth. There is also a general education policy. General directives, guidelines, and principals are implemented in secondary schools in Addis Ababa. Although these policy documents are available in schools, they are not properly executed. Recruitment, selection and promotion criteria are not clearly defined and implemented. Education officials have used additional selection and recruitment criteria, such as political kinship and networks (ethnicity, gender, religion, politics, and business) during leadership appointments. Generally, the study identified that there is no tangible and concrete female leadership development policy in the education system. Furthermore, there are no specific policies, directives, or guidelines that support women teachers in moving up to the leadership position. Therefore, as the finding reveals, if the problem continues, educational institutions will suffer from equality and equity problems. Yet again, if female teachers are not supported by existing education policy and application tools, their chance to become a leader will remain a dream, and those in leadership will lose hope. In the same way, it means that secondary schools in Addis Ababa (educational institutions) will continue to be a breeding ground for individuals and a political tool.

#### **6.3.5 Government Efforts to Create Opportunities for Female Teachers**

The study showed that the government's efforts to bring female teachers to school leadership positions by empowering and building their capacity are very low. In other words, the government's leadership encouragement and capacity building work for

female teachers has not been done in all educational structures. Even when education leadership training is provided, it is not given to female teachers who are interested in leadership, except for those who hold the position. Unfortunately, despite giving three months of female leadership training for two consecutive years, government efforts have been suspended. No work has been done according to the needs of female teachers. Even at the agenda level, the government that raises women's leadership issues when it gains political advantage and uses it as a propaganda tool. If this issue is not addressed in time, it will not only demotivate the inspiration and desire of female teachers to become leaders but will also reduce their efforts to bring quality education. If the government does not try to bring women teachers (the educated class) to the top, it will cast a shadow on the social, economic and political contributions of women teachers to the nation.

#### **6.4 RECOMMENDATIONS**

Based on the conclusions made, specific and concrete recommendations are made to the target groups. The recommendations consist of the strategies (how to implement), the time (when the recommendations implement), the activities (what to be recommended) and the implementer (who implements the recommendation). The recommendations are crafted according to the basic research questions.

##### **6.4.1 Recommendations on Cultural Perspectives**

According to the conclusions of the study, attitudes, assumptions, beliefs, experiences, desires, and expectations of society have banned female teachers from becoming leaders. As a result, even the probability that women teachers would use leadership opportunities in Addis Ababa secondary school was found to be extremely low. To permanently solve problems, the impact of traditional beliefs and the networks of men that prevent females from coming to leadership positions in society as a whole: -

- The government in conjunction with the Ministry of Education and higher education institutions should formulate a research-based community-based programme and provide education on the effects of culture and society customs on inspiration, development and advancement of women's teachers' leadership.

This must be carried out consistently by all government, non-governmental and religious institutions through social media (radio, television, telegram, Twitter, and others).

- The government, in collaboration with MoE, religious organisations and civic society institutions, should provide various short-term alert training in religious houses, hostels, health centres, and other institutions to correct society's attitudes related to culture, beliefs, assumptions, and experience.
- The Ministry of Education, Addis Ababa Education Bureau, in collaboration with the Addis Ababa city government, should prepare a community alert programme to be applied at all levels of education regarding female teachers' leadership skills and competence. Additionally, female teachers' leadership skills, decision-making abilities, and contributions to general nation building should be included in the curriculum and offered starting from the lower level of education.
- Most of the time, society undermines the experience of leadership and decision-making power of women using metaphors at home, at work, in wedding places, and in places of faith. To reduce the impact of this type of implicit culture-based tool, the Addis Ababa city government and the Addis Ababa Education Bureau should formulate a community-wide programme, and cultural awareness training should be provided in places of faith, homes, community facilities, weddings, and places of mourning using community leaders, elders, religious leaders, and model individuals. This should be facilitated by the common efforts of government hierarchies, religious organisations, civic organisations, universities, schools, MoE, and the Addis Ababa Education Bureau.
- MoE, Addis Ababa Education Bureau, Sub-city Education Bureau, and secondary schools should provide a series of awareness training that shows female teachers' leadership ability, skills, and decision-making capacities using role-model individuals, religious leaders, religious fathers, local community leaders, and elders.

#### **6.4.2 Specific Recommendations on Organisational Perspectives**

Examining the organizational barriers that hinder women's ascent to positions of power reveals critical insights into persistent gender inequalities. Despite progress in gender equality, women often encounter structural and cultural obstacles within organizations that impede their advancement. These challenges include entrenched gender biases, lack of mentorship opportunities, and exclusion from influential networks. Addressing these issues requires targeted recommendations to transform organizational practices and policies. Understanding and acting upon these organizational perspectives is essential for fostering a more inclusive and equitable environment for women's leadership.

#### **6.4.2.1 Organisational Structure**

The study confirmed that one of the problems that prevent teachers from becoming leaders and not taking advantage of the available leadership opportunities is the structure of educational institutions. The entire structure of the institutions is complex, rigid, and out of date with times. In addition, it has been confirmed that the structure does not encourage female teachers, does not provide opportunities for free competition, does not consider the many responsibilities of women, and is abused by men's networks. To solve these problems permanently:

- Ethiopia's Ministry of Education, the Addis Ababa Education Bureau and the secondary schools in Addis Ababa should review the structure of the school organisation considering the basic needs of female teachers to expand the opportunities for them to become leaders by keeping up with the times.
- Considering existing situations and times, the MoE, Addis Ababa Education Bureau, and schools should make the structure practical and inclusive by exploring the needs of female teachers and creating an opportunity for them to participate in leadership positions.
- School leaders should make the working structure flexible and competitive where female teachers can compete with their ability and desire and free them from the influence of men and other networks (politics, business, religion, family, ethnicity, language). Thus, this can create an enabling environment that encourages women teachers to take advantage of the leadership opportunities they get.

#### **6.4.2.2 Role Models**

The study confirmed that strong and diligent female leaders are good role models for female teachers. In particular, the study shows that female leaders can be good role models in managing complex situations in time, shaping character, and teaching stable leadership skills. However, due to caste-based politics that has existed for the past 30 years and continues today, impactful female teachers have been prevented from becoming leaders. Thus, to reduce, if possible, eliminate these challenges:

- The government and Ministry of Education in general, the city administration of Addis Ababa and the Addis Ababa Education Bureau should stop the race and politics-based leadership assignments of educational institutions (secondary schools in Addis Ababa). Participatory and reliable guidelines and rules for this should be prepared and made known to all, and the implementation should be monitored frequently.
- The Ministry of Education, the Addis Ababa Education Bureau and the Addis Ababa city government should establish a system where educational institutions work free of any influence and allow female teachers to become leaders. By allowing transparency and accountability in this system, by allowing the leadership competition field for women as well, and by bringing better and stronger female leaders to the leadership position, it is possible to create good role models for other teachers and students.

#### **6.4.3 Experience of Female Teachers in using Leadership Opportunities**

##### **6.4.3.1 Personality Factors**

According to the research finding, it can be concluded that the personality factors of female teachers can affect their leadership experiences and opportunities in secondary schools in Addis Ababa. The findings ensure that female teachers have slightly average personality factors related to leadership inspiration and development. Of these personality factors, some have a positive and others a negative influence on the desire and experience of leadership. Therefore, those who have a positive impact on

leadership needs and experience should be encouraged, and those who have a negative impact should be condensed. Thus,

- Female teachers should participate in leadership positions and become leaders by increasing their personality factors. Personal factors such as extraversion, openness to experience, and agreeability can contribute significantly to leadership inspiration, advancement, and experiences. In this aspect, for example, extraversion is one of the five big personality factors, which is the most prophetic and right type of personality variable, which has a great impact on leadership outcomes. This personal factor has a direct link with people's inspiration for leadership advancement and leadership outcomes.
- On the other hand, female teachers should lessen the personal factor (neuroticism) that reduces the need for leadership, reduces the desire to accept new things, and show leadership as an additional burden. In general, they should read leadership books, learn from the experiences of other female leaders, and watch leadership videos to increase their desire for leadership and enrich their leadership habits.

#### **6.4.3.2 Efforts and Experiences**

The study indicated that the efforts and experiences of female teachers to advance their leadership are extremely low. They have very little experience to take advantage of the leadership opportunities they have. Their self-confidence, technology usage, self-commitment, and articulated vision to move up to the leadership position were found to be very low. Therefore,

- Female teachers should use all the ways and options that lead to leadership positions and properly use their natural leadership skills and endowments to serve their people.
- To develop their leadership experiences and skills, they should start with the department head, unit leader, and work as club coordinators. These can provide a good opportunity to exercise your managerial skills and test your commitment to leadership. In addition to using the leadership opportunity

obtained, it is necessary to seek, find leadership opportunities, and face the challenges and barriers to move up to the position.

According to the research finding, female teachers are not self-reliant and economically weak, making them dependent on men. It is indicated that more than 65% of female teachers do not have additional sources of income, other than their salary. Their salaries could not cover their monthly expenses. Most of them manage a family of 3-6 members. Moreover, women teachers do not have professional, business or other networks. In this context, it is difficult to assume and inspire leadership positions, and it is very difficult to discuss, work, and solve common problems together. Therefore:

- Female teachers should establish a professional association to allow them to elucidate their bottlenecks with a united arm, capacity and energy. With this platform, they can prepare a forum for consultation; discussion with research-supported articles related to female teachers' leadership skills and reveals the presence of females in nation-building.
- To strengthen their relationship and make them benefit economically, they need to create an economic framework (establish business shares, micro- and small business cooperative). Furthermore, they should also find a strategy to help them economically by forming a strong trade union. It is necessary to make them self-sufficient in both decision-making and economics.

The study indicated that even if few female teachers were brought into leadership positions, it was only with the consent of the political elite. Not only that, when it comes to leadership assignment, knowledge, skills, experience, and maturity are not also considered. In this way, women who occupy leadership positions will lack self-confidence, leadership skills, and wisdom. This makes them dependent on the political elite. To permanently alleviate the problems:

- The political wing of the government, the city government of Addis Ababa, and the Addis Ababa Education Bureau should make the leadership appointment based on educational qualifications, experiences, leadership knowledge, skills, and wisdom. In connection with this, inclusive selection criteria for the leadership

competition must be prepared, and the competition must consider the abilities and existing conditions of female teachers.

- The Ministry of Education, the Addis Ababa Education Bureau and the Addis Ababa city government in its hierarchy should avoid political appointees to evaluate leadership candidates without their position and education experience.

The study indicated that no leadership capacity building programme has been established to build the capacity of female teachers at the school and sub-city levels or in any educational hierarchy to enable them to become leaders. Training or experience does not motivate women teachers to become leaders, either at the national level or in Addis Ababa high schools. Therefore, we must permanently solve this problem.

- The Ministry of Education and Addis Ababa Education Bureau should take the experience of other countries like Canada, the United Kingdom, Brazil and Israel and design a female leadership curriculum for female teachers to be trained independently.
- The Ministry of Education, the Addis Ababa City Government and the Addis Ababa Education Bureau should establish an independent female leadership training centre to provide a series of short-term leadership training to female teachers in all schools.

#### **6.4.4 Government Policy Instruments**

As a country, it has a policy for women, children and youth, as well as a comprehensive education policy. Furthermore, there are guidelines, directives, and regulations to which the policy applies. However, these policy documents were not properly implemented in the educational system. Recruitment, selection and promotion criteria are not clearly highlighted in the documents. Given that there is no specific policy regarding female leadership in educational institutions, nor is anything clearly stated about female leadership in the education policy. These problems are fundamental in that they require different forms and solutions. Therefore;

- The Ministry of Education should prepare an independent female educational leadership training policy which could serve educational institutions. Or, if this is

not the case, the general education policy should be reviewed and highlighted the empowerment and development strategies for female leadership. In other words, recruitment, selection, training, and other requirements must be clearly highlighted and documented. Regarding the recruitment and selection of female teachers for the leadership position, the general interest of female teachers in leadership, educational preparation, and experience in various administrative positions should be considered and underlined in the implementation document.

- The MoE, Addis Ababa Education Bureau and Sub-Cities Education Offices should review the existing policy directives, guidelines, and principles and ensure the proper implementation of these documents and be strictly monitored. In other words, the implementation of these documents should include transparent and participatory requirements and accurately show the implementation process.

#### **6.4.5 The Efforts of the Government**

According to the study, it was confirmed that the government's efforts to bring female teachers to leadership positions were extremely low. There is no work done at the government level to support women teachers to actively participate in a leadership position and display their natural leadership skills. In 2018 and 2019, there was an experience of providing three months of leadership training to female teachers at 17 national universities. However, it was discontinued due to a lack of attention from the government. According to the document prepared by the Ministry of Education, the objective of the training was to increase the number of female leaders to 50%. However, today research indicates that the number of female leaders in the country is less than 7.5%. Surprisingly, the number of female leaders in secondary schools in Addis Ababa is almost 6.7%. solve this problem from the root;

- Instead of using the participation of women for political gain and propaganda, the government should believe in universal participation of women and work hard to bring them to leadership positions. This means that all government structures must prepare and implement a women's leadership policy with the help of guidelines, and a task force must be established to monitor its implementation.

- The government should focus on building a female leadership training institute and creating a system in which female teachers can be trained independently. If this is not the case, the government should evaluate the weaknesses and strengths of the female leadership training programme started in 2018 and 2019 and resume it. This should be done by consulting with the stakeholders involved in the training programme, such as universities, regions, zones, USAID, and other supporting bodies.
- The government should ensure a fair allocation of educational leadership positions and consider the role of women in good governance and democracy. The government should maintain the leadership quota for women and through merit-based competition; women teachers come to the position. Make this implementation a reality in all secondary schools.
- Since women do not come to leadership positions due to layers of responsibility in the home and outside the home, the government should design different incentive packages (provide them with a better position allowance, a house based on their performance, an opportunity for higher education and short-term training, facilitating experience sharing opportunities of other countries) and making it applicable as needed.
- The government should work to remove the barriers that prevent female teachers from becoming leaders. These are the rigid educational structure, the dominance of male networks, leadership allocation based on race and language, political influence, and looking down on female leadership. This will happen when it is possible to abandon the use of educational institutions as political tools. In the same way, by making merit-based leadership appointments that include mature educational leaders who are free from racism and emotion, who are qualified and experienced in educational leadership and management at all levels of education. Additionally, by evaluating educational leaders by their work results, we break political, benefit, and family networks.

## **6.5 CONCLUSION**

In conclusion, Chapter 6 effectively summarizes the key findings and insights derived from the study, drawing together the research outcomes and their implications. The chapter presents well-founded conclusions based on the data and analysis, providing a clear interpretation of the results. Additionally, it offers practical recommendations aimed at addressing the issues identified and suggesting avenues for future research. By encapsulating the essence of the study and outlining actionable steps, this chapter ensures that the research contributes to both theoretical understanding and practical applications, offering valuable guidance for stakeholders and future investigations.

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## APPENDICES

### APPENDIX A

**University of South Africa**

**Permission request letter for Addis Ababa Education Bureau**

**Request for permission to conduct research at Addis Ababa secondary school**

**Title: Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia.**

Date \_\_\_\_\_

Name of the Organization: Addis Ababa Education Bureau Head

Name of Bureau head: \_\_\_\_\_

Bureau Head's Address; Tel: \_\_\_\_\_ e-mail:

Dear Mr, \_\_\_\_\_, Head of Addis Ababa Education Bureau, my name is Maeregu Biyabeyen (Asst. Prof.) and I am doing research under the supervision of J Nyoni, a professor in the Department of Educational Leadership and Administration at the University of South Africa. We have been funding from the Ministry of Education (Ethiopia) for pursuing my Ph.D. in Education Management. We are inviting you to participate in a study entitled "Achieving Gender Parity in Leadership Transformation: Exploring Voices of Addis Ababa Female Secondary School Teachers".

The study aims to examine the curtail obstacles of achieving gender parity in leadership transformation by exploring the voices of Addis Ababa Female Secondary School Teachers. Your school has been selected because it is the right school to provide the information related to the research topic.

The study will entail male and female teachers and principals. They will participate in completing questionnaires and involve in interview. The questionnaire needs careful reading and understanding of the issues, and it will be returned within a week.

The findings of the study may benefit education planners, decision and policymakers by providing information about the curtail obstacles of female teachers towards the school leadership position in secondary schools of Addis Ababa. In turn, planners and policymakers may design appropriate strategies that motivate female teachers to inspire

to the school leadership position. Moreover, the finding may bring strategies, techniques, and tactics that help female teachers how to move to the leadership advancement in the school structure. In the study, participants will not be faced with any risk associated with the study during or after the completion of the work. Moreover, as it is Ph.D. requirement research, there will be no reimbursement or any incentives for participation in the research. Any clarity regards to the study will be given by the researcher using face to face and through cell phone.

Yours sincerely

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Maeregu Biyabeyen (Asst. Prof.)

Researcher, KUE

## Appendix B

### University of South Africa

#### Permission request letter for secondary school principal

Request for permission to conduct research at \_\_\_\_\_ secondary school

**Title: Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia**

Date \_\_\_\_\_

Name of the principal's: \_\_\_\_\_

Principal's Address: \_\_\_\_\_

Tel: \_\_\_\_\_

e-mail: \_\_\_\_\_

Dear Mr, \_\_\_\_\_ principals of \_\_\_\_\_ School, my name is Maeregu Biyabeyen (Asst. Prof.) and I am doing research under the supervision of J Nyoni, a professor in the Department of Educational Leadership and Administration at the University of South Africa. We have been funding from the Ministry of Education (Ethiopia) for pursuing my Ph.D. in Education Management. We are inviting you to participate in a study entitled "**Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia**".

The study aims to examine the curtail obstacles of achieving gender parity in leadership transformation by exploring the voices of Addis Ababa Female Secondary School Teachers. Your school has been selected because it is the right school to provide the information related to the research topic.

The study will entail male and female teachers and principals. They will participate in completing questionnaires and involve in interview. The questionnaire needs careful reading and understanding of the issues, and it will be returned within a week.

The findings of the study may benefit education planners, decision and policymakers by providing information about the curtail obstacles of female teachers towards the school

leadership position in secondary schools of Addis Ababa. In turn, planners and policymakers may design appropriate strategies that motivate female teachers to inspire to the school leadership position. Moreover, the finding may bring strategies, techniques, and tactics that help female teachers how to move to the leadership advancement in the school structure. In the study, participants will not be faced with any risk associated with the study during or after the completion of the work. Moreover, as it is Ph.D. requirement research, there will be no reimbursement or any incentives for participation in the research. Any clarity regards to the study will be given by the researcher using face to face and through cell phone.

Yours sincerely

---

Maeregu Biyabeyen (Asst. Prof.)

Researcher, Kotebe Metropolitan University

## Appendix C

### University of South Africa

#### Consent to participate (teachers, and principals) (return slip)

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that though my participation is voluntary, I stay with the research until its completion.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to complete the questionnaire

I have received a signed copy of the informed consent agreement.

Participant Name & Surname: \_\_\_\_\_

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

Researcher's Name & Surname: Maeregu Biyabeyen Asfaw

\_\_\_\_\_  
Researcher's signature

\_\_\_\_\_  
Date

## **APPENDIX D**

**University of South Africa**

### **Interview/ Focus group consent and confidentiality agreement**

**Research title: Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia.**

I \_\_\_\_\_ grant consent that the information I share during the focus group/interview may be used by Mr. Maeregu Biyabeyen Asfaw (Asst. Prof.) for research purposes. I am aware that the discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group to maintain confidentiality.

Participant's Name: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Researcher's Name: Maeregu Biyabeyen Asfaw

Researcher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX E

University of South Africa

### FGD Guiding questions (for female secondary schools teachers)

Dear participants:

Good morning/afternoon/evening everyone. My name is Maeregu Biyabeyen and I want to thank you very much for taking the time to come here to share your thoughts on **“Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia”**. I am here today that is tasked to collect data on the research questions designed.

I would like to consult you about your experiences and opinions on the curtail obstacle that deter female teachers to move to leadership positions in secondary schools. We hope after our discussions to have a better understanding of how you feel the fillings, opinion, and inspirations of female teachers in advancing leadership positions.

The discussion will take approximately 1 hour to 2:00 hours and I will be recording the discussion while taking notes as well. Both the notes I take and the recordings will only be used to help us remember the points that you make and your identity will not be shared. All information collected about you, including your name and any clues which could identify you will not be included in the report.

I would like to mention that there will be no right or wrong answer in our discussion and everyone’s opinion is valued. So, your maximum participation is much needed.

Thank you for your cooperation to participate in the discussion (oral)

#### Part I: General background

S. No	Name	Age	Work experience in years
1			
2			
3			

4			
5			
6			

## Part II: Guiding questions

### 1. Personality obstacles

- 1.1 How personality obstacles/factors affect you in achieving leadership advancement in your school?
- 1.2 Would you give some personality factors that affect your efforts?
- 1.3 What solutions and strategies do you suggest for the personality obstacles you mentioned earlier?

### 2. Organizational obstacles

- 2.1 What are the major organizational obstacles/factors that affect the voices/efforts of female teachers in their leadership advancement?
- 2.2 How organizational obstacles curtail your efforts from leadership advancement?
- 2.3 What solutions and strategies do you suggest for the obstacles you mentioned?

### 3. Societies' cultural practices

- 3.1 What are the major social factors that limit the experiences of female teachers in their leadership advancement?
- 3.2 How cultural practices affect the experiences of female teachers in their leadership advancement? Would you justify your answers with some examples?
- 3.3 What solutions and strategies would you suggest for the factors/obstacles you mentioned?

### 4. Efforts of female teachers

- 4.1 Have you posed efforts to obtain leadership opportunities in your school?
- 4.2 To what degree female teachers have been put efforts to create and use opportunities for their leadership growth in secondary schools of Addis Ababa?

## **5. Policy frameworks, and efforts**

5.1 Do you think that the policies and proclamations of women/ females have properly implemented in education organizations?

5.2 How affirmative action has practiced in secondary schools?

5.3 What have been the strategies the government has designed and used to help to improve opportunities for female teachers' leadership growth in secondary schools of Addis Ababa?

5.4 What solutions and strategies would you suggest for the factors/obstacles you mentioned?

## APPENDIX F

### University of South Africa

#### FGD Guiding question (for PTSA members)

Dear participants:

**Good** morning/afternoon/evening everyone. My name is Maeregu Biyabeyen and I want to thank you very much for taking the time to come here to share your thoughts on **“Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia”**. I am here today that is tasked to collect data on the research questions designed.

I would like to consult you about your experiences and opinions on the curtail obstacle that deter female teachers to move to leadership positions in secondary schools. We hope after our discussions to have a better understanding of how you feel the fillings, opinion, and inspirations of female teachers in advancing leadership positions.

The discussion will take approximately 1 hour to 2:00 hours and I will be recording the discussion while taking notes as well. Both the notes I take, and the recordings will only be used to help us remember the points that you make, and your identity will not be shared. All information collected about you, including your name and any clues which could identify you will not be included in the report.

I would like to mention that there will be no right or wrong answer in our discussion and everyone’s opinion is valued. So, your maximum participation is much needed.

Thank you for your cooperation to participate in the discussion (oral)

#### **Part I: General background**

<b>S. No</b>	<b>Name</b>	<b>Age</b>	<b>Work experience in years</b>
1			
2			
3			
4			
5			
6			

## **Part II: Guiding questions**

### **1. Societies' cultural practices**

- 1.1 How the society perceives female leaders in the school?
- 1.2 What are the major cultural practices that limit the voice of female teachers in their leadership advancement?
- 1.3 How social factors/obstacles affect the practices of female teachers in their leadership advancement? Would you justify your answers with some examples?
- 1.4 What solutions and strategies would you suggest for the factors/obstacles you mentioned?

### **2. Organizational obstacles**

- 2.4 What are the major organizational obstacles/factors that affect the voices/efforts of female teachers in their leadership advancement?
- 2.5 How organizational obstacles curtail your efforts from leadership advancement?
- 2.6 What solutions and strategies do you suggest for the obstacles you mentioned?

### **3. Efforts of female teachers**

- 4.3 How do you see the efforts of female teachers in creating and obtaining the leadership opportunities?
- 4.4 How do you see the leadership capacity of female teachers?
- 4.5 What strategies would you suggest for female teachers to improve and access the leadership positions in the school?

### **4. Personality obstacles**

- 4.1 What do you think about female teachers' inspirations and efforts in possessing the school leadership positions?
- 4.2 Do you believe that their personality can be obstacles/factors in achieving leadership advancement in secondary schools? Would you give some personality factors that affect your efforts?
- 4.3 What solutions and strategies do you suggest for the personality obstacles you mentioned earlier?

## **5. Government Policy frameworks and efforts**

5.1 Do you think that the policies and proclamations of women/ females have properly implemented in education organizations?

5.2 How affirmative action has practiced in secondary schools?

5.3 What have been the strategies the government has designed and used to help to improve opportunities for female teachers' leadership growth in secondary schools of Addis Ababa?

5.4 What solutions and strategies would you suggest for the factors/obstacles you mentioned?

## APPENDIX G

### University of South Africa

#### Interview guide questions (for experts and Bureau officials)

##### Dear participants:

Good morning/afternoon/evening everyone. My name is Maeregu Biyabeyen and I want to thank you very much for taking the time to come here to share your thoughts on **“Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia”**. I am here today that is tasked to collect data on the research questions designed.

I would like to consult you about your experiences and opinions on the curtail obstacle that deter female teachers to move to leadership positions in secondary schools. We hope after our discussions to have a better understanding of how you feel the fillings, opinion, and inspirations of female teachers in advancing leadership positions.

The discussion will take approximately 1 hour, and I will be recording the discussion while taking notes as well. Both the notes I take, and the recordings will only be used to help us remember the points that you make and your identity will not be shared. All information collected about you, including your name and any clues which could identify you will not be included in the report.

Thank you for your cooperation to participate in the discussion (oral)

##### Part I: General background information

No	Required information	Description
1.1	Organization's name	
1.2	Location	
1.3	Interviewer's name	
1.4	Interviewee's name	
1.5	Interviewee's sex	
1.6	Years of work experience	

1.7	Interviewee's qualification/ educational status	
1.8	Interviewee's position	
1.9	Interview Date	
1.10	Interview place	

## Part II: Guiding questions

1. How culture affects the experiences of female teachers in their leadership advancement? Would you justify your answers with some examples? What solutions and strategies would you suggest for the factors/obstacles you mentioned?
2. Do you think organizational obstacles affect female teachers' leadership inspiration? How organizational obstacles/factors affect the voices/ efforts of female teachers in their leadership advancement? What solutions and strategies do you suggest for the obstacles you mentioned?
3. How do you explain the inspirations of female teachers towards leadership advancement in secondary schools of Addis Ababa?
4. Do you think that the policies and proclamations of women/ females have properly implemented in education organizations?
5. How affirmative action has practiced in secondary schools?
6. What have been the strategies that the government has designed and used to help to improve opportunities for female teachers' leadership advancement? Would you explain how the strategies have been implemented?
7. Do you think that personality obstacles/factors affect female teachers in achieving leadership advancement in secondary schools of Addis Ababa? What solutions and strategies do you suggest for the obstacles you mentioned earlier?
8. Do you think organizational obstacles affect female teachers' leadership inspiration? How organizational obstacles/factors affect the voices/ efforts of female teachers in their leadership advancement? What solutions and strategies do you suggest for the obstacles you mentioned?

## APPENDIX H

### University of South Africa

#### Questionnaires completed by female secondary school teachers

##### Cover letter:

##### Title of questionnaire: Cultural, organizational and personality questions

##### Dear respondent

This questionnaire forms part of my Ph.D. research entitled: **Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia**” for the degree DEd at the University of South Africa. You have been selected by a random *sampling* strategy from a population of 419 female secondary school teachers. Hence, I invite you to take part in this survey.

This study aims to investigate the curtail obstacles in achieving Gender Parity in Leadership Transformation through Exploring Voices of Addis Ababa Female Secondary School Teachers. The findings of the study may benefit education planners, decision and policymakers by providing information about the curtail obstacles of female teachers towards the school leadership position in secondary schools of Addis Ababa. In turn, planners and policymakers may design appropriate strategies that motivate female teachers to inspire to the school leadership position. Moreover, the finding may bring strategies, techniques, and tactics that help female teachers how to move to the leadership advancement in the school structure.

You are kindly requested to complete this survey questionnaire, comprising 6 (95 items) sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 2 days to complete.

You are not required to indicate your name or school, and your anonymity will be ensured; however, an indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your

participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Addis Ababa Education Bureau and the Ethics Committee of the College of Education, UNISA. If you have any research-related inquiries, they can be addressed directly to me or my supervisor. My contact details are: +251-911-167-152 e-mail: [bmaeregu@yahoo.com](mailto:bmaeregu@yahoo.com) and my supervisor can be reached at \_\_\_\_\_ (insert telephone number) Department of Educational leadership and administration, College of Education, UNISA, e-mail: [nyonij@unisa.ac.za](mailto:nyonij@unisa.ac.za).

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to the researcher (Mr. Maeregu) before the deadline given to complete the questionnaire.

**Directions:**

- i. As you respond to questions which have options, please put a tick mark “√” in the boxes that correspond to your choices
- ii. For questions that require you to write your responses, please kindly write your responses legibly on the space provided for each question.
- iii. No need to write your name

**Part I: Personal Information**

For questions that request information, please write on the space provided below and for multiple chose items please putt a thick mark (✓) in the box set aside.

- 1. Age: \_\_\_\_\_
- 2. Education qualification: BA/BSC/BE  MA/MEd/M  C  r
- 3. Specialization(stream): Natural sci  e so  science  Lang  e  
Business  
Other
- 4. Year of service as a teacher (in years): \_\_\_\_\_
- 5. Year of service as coordinator (department head, club head) (in years): \_\_\_\_\_

6. Marital status: Married  Divorce  Sing  Widowe
7. Family size: 1-3  4-6  7-10  Other (specify) \_\_\_\_\_
8. Gross salary in birr : < 3500  3500-4500  4500-6000  > 6000
9. Other sources of income: Part-time teaching  Home-to home teaching   
Other \_\_\_\_\_
10. If your answer is 'other', please write the sources on the space provided below.

\_\_\_\_\_

\_\_\_\_\_

11. Total monthly income: \_\_\_\_\_

**Part II: Societies' cultural practices**

Please evaluate and rate your opinion and agreement with the statement stated in the table below and put a tick (√) mark in the box to the left of it. The format used is a 5-point Likert scale, where 1= disagree, 2= slightly disagree, 3= neutral, 4= slightly agree and 5= agree.

No	Society perceptions towards female leadership position	1	2	3	4	5
1.	The traditional beliefs of the society affect females' leadership preferences.					
2.	The society thinks that females are incompetent of making decisions in leadership positions.					
3.	Society assumes that males are more competent in leadership positions than females.					
4.	The society has a negative attitude towards females' leadership advancement.					
5.	The society does not viscosity (encourage) females for leadership responsibilities.					
6.	The society believes that females are responsible for home leadership (childbearing and caring).					
7.	The society denies the twofold (home and out of home) leadership responsibilities of females.					
8.	The society implicitly (using local proverbs) de-motivates females'					

	inspiration for leadership advancement.					
9.	The society's culture systematically discourages females' inspiration for leadership advancement.					

10. What other social factors/obstacles you have recognized that affect females' leadership inspiration (interest)? Explain briefly your opinions on the space provided below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. What solutions and strategies would you suggest for the factors/obstacles you mentioned under question number 10? Please write your answers on the space provided herewith.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Part III: Organizational Perspective Questionnaires

**Instruction:** organizational perspective is one of the curtail obstacles that affect female teachers' leadership advancement in secondary schools of Addis Ababa. Please evaluate and rate your opinion and agreement with the statement stated under each category and put a tick (√) mark in the box to the left of it. The format used is a 5-point Likert scale, where 1= disagree, 2= slightly disagree, 3= neutral, 4= slightly agree and 5= agree.

No	Organizational structure/climate	1	2	3	4	5
1.	My school's structure inspires female teachers to be leaders.					
2.	My school's structure is not designed as a female favoured.					
3.	My school's structure was designed by considering the multiple roles of female teachers.					
4.	My school's structure has some work flexibility for female teachers.					
5.	My school's structure creates a competitive environment for female teachers to move to the leadership position.					

6.	My school's rules and regulations motivate female teachers to participate in the leadership position.					
7.	My school's recruitment guidelines for leadership positions encourage female teachers to apply.					
8.	My school does not have clear selection and promotion policies to promote female teachers in the leadership position.					
9.	My school policies assist female teachers to participate in the leadership position.					
<b>Organizational Networking</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10.	I have strong relationships with others in the school.					
11.	I have a strong interest in participating in social networks in the school.					
12.	I do not dare to join professional networks.					
13.	I do not like to join male teachers' networks.					
14.	I am systematically excluded from male teachers' networks.					
<b>Organizational Role modelling</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15.	Female teachers lack mentor leaders in a school leadership position.					
16.	Female leaders can be a good role model for female teachers to move up to a leadership position.					
17.	Female leaders as a role model can contribute a lot to female teachers to realize their leadership dreams.					
18.	Female leaders as a role model can reduce female teachers' leadership fears and frustrations.					
19.	Female leaders as a role model can influence positively the interests of female teachers towards leadership positions.					
20.	Female leaders as a role model can influence negatively the interests of female teachers towards leadership positions.					
21.	Female leader role model's success is perceived as unattainable by female teachers in the leadership position.					
<b>Organizational development: ( use the scale, where 1= never, 2= rarely, 3= occasionally, 4 = frequently and 5 = very</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	frequently =5)					
22.	My school allocates female teachers at lower-level leadership positions.					
23.	My school officials put efforts to assist female teachers to move them to the leadership position.					
24.	My school implements affirmative action to promote female teachers in the leadership position.					
25.	My school provides leadership training opportunities for female teachers (outside the school).					
26.	My school facilitates leadership training for female teachers (within the school).					
27.	My school provides equal leadership development opportunities for females and male teachers.					

28. What other organizational obstacles/factors that you have experienced that affect the voices/ efforts of female teachers in their leadership advancement? Please write your opinions on the space provided here.

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29. What solutions and strategies do you suggest for the obstacles you mentioned under question number 32? Please write your answers on the space provided below.

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**Part IV: Personality Factor Questionnaire (PFQ)**

**Instructions:** This part of the questionnaire consists of questions related to personality factors of female teachers in the sample schools of Addis Ababa. Please evaluate and rate your opinion and agreement with the statement stated in the table below and put a tick (√) mark in the box to the left of it. The format used is a 5-point Likert scale, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree.

No	Interpersonal interaction	Rating scales				
		1	2	3	4	5

1.	I feel comfortable when I meet with different people in the school.					
2.	I don't want to talk a lot at the meeting at the school.					
3.	I take initiatives to start talking with people in the school meetings.					
4.	I do want to prefer to be silent in school meetings.					
5.	I don't like to focus on my interest in the school.					
<b>Human relationships</b>		1	2	3	4	5
6.	I feel little concern for other people in the school.					
7.	I don't worry about other peoples' success in school.					
8.	I feel that the problems of other teachers are my problems too					
9.	I do have a soft heart (humane) for all peoples in the school.					
10.	I prefer to stay alone in any circumstance in the school					
11.	I make people feel free in any complex situation in the school.					
<b>Persistence, organization, and goal-directed behavior</b>		1	2	3	4	5
12.	I am always planned in my jobs in the school.					
13.	I give great attention to the details of my jobs.					
14.	I make tasks to be disorganized on the table.					
15.	I need things to be ordered in their natural settings.					
16.	I meet schedules and deadlines for each school assignment.					
<b>Tendency to experience negative effects.</b>		1	2	3	4	5
17.	I don't feel comfortable when I think of a leadership position.					
18.	I feel stress (worry) when I think of a leadership position.					
19.	I worry about any leadership assignment given by the					

	school.					
20.	I am reluctant to delegated school leadership responsibilities.					
21.	I am getting to irritate easily by silly mistakes when I received a leadership delegation.					
<b>Openness to experience for leadership advancement opportunity</b>		1	2	3	4	5
22.	I have ample experiences at different school leadership levels.					
23.	I have clear inspiration (interest) about leadership advancements					
24.	I do not have a good imagination (mindset) about leadership					
25.	I am inherently interested to be a leader.					
26.	I actively pursue leadership advancement opportunities.					
27.	I think strategically about my leadership advancement.					
28.	I have a plan that makes my leadership inspiration to be true.					
29.	I confidently take the initiative on my leadership advancement					
30.	I am aware of the choices and trade-off I make to get leadership positions.					

31. What other personality obstacles/factors that you have experienced that affect the voices/efforts of female teachers in their leadership advancement? Please write your opinions on the space provided here.

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32. What solutions and strategies do you suggest for the obstacles you mentioned under question number 31? Please write your answers on the space provided below.

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### **Part V: Efforts of Female teachers to obtain leadership advancement**

The following questions are designed to examine the efforts made by female teachers to secure leadership positions in the schools. Please evaluate and rate your opinion and position with the statement stated in the table and put a tick (√) mark in the box to the left of it. The format used is a 5-point Likert scale, where 1=not at all, 2=very little, 3=a little, 4=quite a lot, 5=a very great deal.

No	Efforts made by female teachers to secure their voice	1	2	3	4	5
1.	I have applied to leadership positions whenever I got job vacancies on leadership positions.					
2.	I have used my complete efforts to get the leadership position.					
3.	I have used all options to involve in the leadership position.					
4.	I have dealt with issues and concerns promptly about leadership advancement.					
5.	I have challenged others to secure leadership positions.					
6.	I have challenged education officials to get a leadership position.					
7.	I have used the right strategies and techniques at the right time to get the leadership position.					
8.	I have displayed my leadership skills for others at different school assignments.					
9.	I have tried to influence educational officials through networks to get the leadership position.					

10. What other efforts/voices have been made by female teachers to help to improve opportunities for leadership growth in secondary schools of Addis Ababa? Please write your opinions on the space provided below.

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11. What have been the strategies the government has designed and used to help to improve opportunities for female teachers' leadership growth in secondary schools of Addis Ababa? Please write your views on the space provided below.

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**Part VI: Rank Order Questionnaire (ROQ)**

Please read the statements carefully and give rank order from severe contributing factor/obstacle to less contributing factor/obstacle on the space provided in the box to

the left of it (under rank order). (For example, 1<sup>st</sup> factor, 2<sup>nd</sup> factor, 3<sup>rd</sup> factor, 4<sup>th</sup> factor, 5<sup>th</sup> factor, 6<sup>th</sup> factor, 7<sup>th</sup> factor, 8<sup>th</sup> factor, 9<sup>th</sup> factor, 10<sup>th</sup> factor)

No	Statements	Rank order
1.	Female teachers' negative attitude towards leadership positions.	
2.	Female teachers are reluctant to accept leadership responsibilities.	
3.	Female teachers are not committed to their leadership advancement.	
4.	Female teachers do not feel confident in their inherent leadership capacities.	
5.	Male dominant networking in the school affects female's leadership advancement.	
6.	Male's negative attitude toward females' leadership advancement.	
7.	Lack of good role models in the school affects female leadership advancement.	
8.	Lack of professional networking in school affects females' leadership advancement.	
9.	The rigid organizational structure affects females' leadership advancement.	
10.	Society's negative attitudes toward female leadership advancement.	

## **APPENDIX J**

### **University of South Africa**

#### **Questionnaires completed by principals and male secondary school teachers**

##### **Cover letter:**

##### **Title of questionnaire: Cultural, organizational and personality questions**

##### **Dear respondent**

This questionnaire forms part of my Ph.D. research entitled: **Experiences of Female Teachers on Ascendance to Leadership Opportunities in Secondary Schools in Addis Ababa, Ethiopia** for the degree DEd at the University of South Africa. You have been selected by a random *sampling* strategy from the population of 1178 male secondary school teachers. Hence, I invite you to take part in this survey.

This study aims to investigate the curtail obstacles in achieving Gender Parity in Leadership Transformation through exploring Voices of Addis Ababa Female Secondary School Teachers. The findings of the study may benefit education planners, decision and policymakers by providing information about the curtail obstacles of female teachers towards the school leadership position in secondary schools of Addis Ababa. In turn, planners and policymakers may design appropriate strategies that motivate female teachers to inspire to the school leadership position. Moreover, the finding may bring strategies, techniques, and tactics that help female teachers how to move to the leadership advancement in the school structure.

You are kindly requested to complete this survey questionnaire, comprising 4 (46 items) sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 2 days to complete.

You are not required to indicate your name or school, and your anonymity will be ensured; however, an indication of your age, gender, and occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so

desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Addis Ababa Education Bureau and the Ethics Committee of the College of Education, UNISA. If you have any research-related inquiries, they can be addressed directly to me or my supervisor. My contact details are: +251-911-167-152 e-mail: [bmaeregu@yahoo.com](mailto:bmaeregu@yahoo.com) and my supervisor can be reached at, \_\_\_\_\_ (cell phone) Department of Educational leadership and administration, College of Education, UNISA, e-mail: [nyonij@unisa.ac.za](mailto:nyonij@unisa.ac.za).

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to the researcher (Mr. Maeregu) before the deadline given to complete the questionnaire.

**Directions:**

- I. As you respond to questions which have options, please put a tick mark “√” in the boxes that correspond to your choices
- II. For questions that require you to write your responses, please kindly write your responses legibly on the space provided for each question.
- III. No need to write your name

**Part I: Personal Information**

For questions that request your opinion, please write in the space provided below.

- 1. Age: \_\_\_\_\_
- 2. Education qualification: 1<sup>st</sup> Deg       2<sup>nd</sup> Deg       3<sup>rd</sup> De  e
- 3. Specialization (stream): Natural scienc       Social scie       Lan  g  e  
Business       Other
- 4. Year of service as a teacher (in years): \_\_\_\_\_
- 5. Year of service as coordinator (principal, heads) (in years): \_\_\_\_\_

**Part II: Societies’ cultural practices Questionnaires**

The questions are focusing on the extent to which the society views females in general and as leaders in the leadership positions in particular. Please evaluate and rate your opinion and agreement with the statement stated in the table below and put a tick (√) mark in the box to the left of it. The format used is a 5 point Likert scale, where 1= disagree, 2= slightly disagree, 3= neutral, 4= slightly agree and 5= agree.

No	Society perceptions towards females leadership position	1	2	3	4	5
1.	The traditional beliefs of the society affect females' leadership preferences.					
2.	The society thinks that females are incompetent of making decisions in leadership positions.					
3.	Society assumes that males are more competent in leadership positions than females.					
4.	The society has a negative attitude towards females' leadership advancement.					
5.	The society does not viscosity (encourage) females for leadership responsibilities.					
6.	The society believes that females are responsible for home leadership (childbearing and caring).					
7.	The society denies the twofold (home and out of home) leadership responsibilities of females.					
8.	The society implicitly (using local proverbs) de-motivates females' inspiration for leadership advancement.					
9.	The society's culture systematically discourages females' inspiration for leadership advancement.					

10. What other social factors/obstacles you have recognized that affect females' leadership inspiration (interest)? Please list factors on the space provided below.

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11. What solutions and strategies would you suggest for the factors/obstacles you mentioned under question number 11? Please write your answers on the space provided herewith.

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## 12. Part III: Organizational Perspective Questionnaires

**Instruction:** organizational perspective is one of the curtail obstacles that affect female teachers' leadership advancement in secondary schools of Addis Ababa. Please evaluate and rate your opinion and agreement with the statement stated under each category and put a tick (√) mark in the box to the left of it. The format used is a 5 point Likert scale, where 1= disagree, 2= slightly disagree, 3= neutral, 4= slightly agree and 5= agree.

No	Organizational structure/climate	1	2	3	4	5
1.	My school's structure inspires female teachers to be leaders.					
2.	My school's structure is not designed as a female favored.					
3.	My school's structure was designed by considering the multiple roles of female teachers.					
4.	My school's structure has some work flexibility for female teachers.					
5.	My school's structure creates a competitive environment for female teachers to move to the leadership position.					
6.	My school's rules and regulations motivate female teachers to participate in the leadership position.					
7.	My school's recruitment guidelines for leadership positions encourage female teachers to apply.					
8.	My school does not have clear selection and promotion policies to promote female teachers in the leadership position.					
9.	My school policies assist female teachers to participate in the leadership position.					
<b>Organizational Networking</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10.	Female teachers have strong relationships with others in the school.					
11.	Female teachers have great interest in participating in social networks in the school.					
12.	Female teachers do not have an interest to join with professional networks.					
13.	Female teachers do not like to join with male teachers' networks.					
14.	I am systematically excluded from male teachers' networks.					

<b>Organizational Role modeling</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15.	Female teachers lack mentor leaders in a school leadership position.					
16.	Female leaders can be a good role model for female teachers to move up to a leadership position.					
17.	Female leaders as a role model can contribute a lot for female teachers to realize their leadership dreams.					
18.	Female leaders as a role model can reduce female teachers' leadership fears and frustrations.					
19.	Female leaders as a role model can influence positively the interests of female teachers towards leadership positions.					
20.	Female leaders as a role model can influence negatively the interests of female teachers towards leadership positions.					
21.	Female leader role model's success is perceived as unattainable by female teachers in the leadership position.					
	<b>Organizational development: ( use the scale, where 1= never, 2= rarely, 3= occasionally, 4 = frequently and 5 = very frequently =5)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22.	My school assigns female teachers at lower-level leadership positions.					
23.	My school officials put efforts to assist female teachers to move them to the leadership position.					
24.	My school implements affirmative action to promote female teachers in the leadership position.					
25.	My school provides leadership training opportunities for female teachers (outside the school).					
26.	My school facilitates leadership training for female teachers (within the school).					
27.	My school provides equal leadership development opportunities for females and male teachers.					

28. What other organizational obstacles/factors have you experienced that affect the efforts of female teachers in their leadership advancement? Please write your opinions on the space provided below.

29. \_\_\_\_\_  
 \_\_\_\_\_

30. What solutions and strategies do you suggest for the obstacles you mentioned under question number 28? Please write your answers on the space provided below.

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**Part IV: Rank Order Questionnaire (ROQ)**

The following questions are curtailing factors/obstacles for females' leadership advancement in secondary schools of Addis Ababa. Please read the statements carefully and give rank order from severe contributing factor/obstacle to less contributing factor/obstacle on the space provided in the box to the left of it (under rank order). Example (1<sup>st</sup> factor, 2<sup>nd</sup> factor, 3<sup>rd</sup> factor, 4<sup>th</sup>, factor, 5<sup>th</sup> factor, 6<sup>th</sup> factor, 7<sup>th</sup> factor, 8<sup>th</sup>, factor, 9<sup>th</sup> factor, and 10<sup>th</sup> factor)

No	Statements	Rank order
1.	Female teachers' negative attitude towards leadership positions.	
2.	Female teachers are reluctant to accept leadership responsibilities.	
3.	Female teachers are not committed to their leadership advancement.	
4.	Female teachers do not feel confident in their inherent leadership capacities.	
5.	Male dominant networking in the school affects female's leadership advancement.	
6.	Male's negative attitude toward females' leadership advancement.	
7.	Lack of good role models in the school affects female leadership advancement.	

8.	Lack of professional networking in school affects females' leadership advancement.	
9.	Rigid organizational structure affects females' leadership advancement.	
10.	Society's negative attitudes toward female leadership advancement.	

11. What have been the efforts/experiences made by female teachers to help to improve opportunities for leadership growth in secondary schools of Addis Ababa? Please write your opinions on the space provided below.

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12. What have been the strategies the government has designed and used to help to improve opportunities for female teachers' leadership growth in secondary schools of Addis Ababa? Please write your views on the space provided below.

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