

Research Article

The Status of Women in Educational Leadership at Primary Schools

Asrat Dagne Kelkay

Professor, Department of Teacher Education and Curriculum Studies
College of Education and Behavioral Science, Bahir Dar University, Post
Box No: 79, Bahir Dar, Ethiopia.

Corresponding Author: Asrat Dagne Kelkay, Professor,
Department of Teacher Education and Curriculum Studies
College of Education and Behavioral Science, Bahir Dar
University, Post Box No: 79, Bahir Dar, Ethiopia.

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Abstract

The purpose of this study was to investigate the status of women's participation in educational leadership. The participants were 106 teachers, 24 school leaders. The respondents were selected using stratified random sampling, purposive sampling and comprehensive sampling methods. The findings from the study revealed that, the perception of school leaders and teachers were high towards women leaders' ability, skill and physical education competence. Despite their ability and competence women are still largely underrepresented in the leadership of primary schools. At the self-image level such challenges as women still acknowledge the world as masculine, fear of balancing professional work and family responsibility, fear of success in achievement, lack of mentor and role models, reluctant of women to hold position of power, lack of awareness of organizational culture were found to be deterring women from taking leadership position. In addition, cultural challenges such as cultural and religious sentiment with regard women inferior to men, male prejudice reflect stereotype women have less acceptant than men in the society, misconception of the society about women roles, girls and boys are socialized different roles and expectation in the society were seen as major hindrance of women' participation in educational leadership in the study area.

Keywords: Educational Leadership, Participation, Primary School, Problems, Women.

1. Introduction

Education is a pillar for the development of a nation and other changes to bring about better understanding and communication as well as interaction among people. Different research findings support the above idea. Emebet pointed that education is the basic indicator showing the status of a society, the rate of enrolment and success to determine the income level, status, influence rate of mobility and confidence [1]. In addition to the personal gains, education is considered to be the driving force behind economic, social and cultural development of a country.

Education emphasized both in Dakar and Beijing platform for action as key to women's empowerment. It expands women's opportunities, enhances their capacity to develop their full potential, contributes to more equal gender relations and ultimately enables women to benefit from development intervention. The education of women improves their living standard, reduction of population growth, and decrease child mortality. Furthermore, it enables it to use their "voice" more effectively in decision making in the house holds, community work place and public arena, and to get

employed and conduct transactions informal institutions. The more educated a person is, it would be legible for acquiring leadership positions. As women are educated, they would be capable of making decision, influencing other created ideas and managing situations, while this lies true traditionally management has been dominated by men [2].

In educational institutions, women are given the same opportunity as men to promote but females do not become leaders due to the barriers resulting from societal structure, wrong perceptions from family and women's point of view towards leadership, the problem of working hours, and career obstacles resulting from educational organization and environment [3].

In the case of Ethiopia right from the outset, the system of education had never been encouraging for women. Policies of education were highly affected by the religious, cultural and other values which considers the education of girls low priority which destined women to marriage and household management. The type of lesson given to males and females were different limiting women's education reading only not

writing [4].

There is a deeply rooted belief that women are not competent to lead, that is because there is believe in people's minds between the qualities that we associate with muscularity decisiveness, aggressiveness and competence. There is much overlap between leadership qualities and those we associate with being feminine an inclination toward consensus building, to be commands expressive and nurturing [5]. Much of language of leadership strongly linked with the current dominating image of masculinity tough competitive confidence, logical rational and decisive, with the emphasis on control rather than negotiation and collaboration.

The Ethiopian women are subject to gender discrimination in every aspect of their lives like other women in any part of the world in economic, social, cultural and legal aspects. Gender discrimination affects not only women but also the overall growth of the country. They do have less access to leadership and employment. This significantly hampers any effort of women in pursuing their life [6]. According to Mesfin, B. in many parts of the world, women are either excluded or marginalized from higher level political, social, economic and cultural arrangements indeed the proportion of men elected and appointed as leader and decision makers compared to women in the same positions is highly skewed with men over whelming dominating the political field across the board [7]. Prior researcher suggests that the situation in Ethiopia is different. Educational management is an area which has been given much attention. However, there are gaps between educational policy and its implementation as far as women's participation in educational leadership is concerned.

Historically, leadership positions have been conceived as a sole province of masculine concept. Until very recently women were not given opportunities to become leaders because of the nature of the work place and organizational atmospheres that reflect traditionally masculine values of competition aggression and achievement [8]. As the result, men and women values traits and activities of leadership traditionally were associated with masculine [9]. In this regard, women's possibility of assuming leadership and managerial positions seemed to be confounded by sex role stereotypes.

Women have been victims of traditional culture for many centuries. In addition sex biases have prevented them from full participation in the field of leadership and decision making. There is no exception to the rule when it comes to their participation in educational leadership [10].

The under representation of women in positions of senior management levels with in educational institutions continues to be a matter of some concern, particularly as the teaching force is largely dominated nationally and internationally. Women's studies in gender and leadership have revealed a number of barriers to women seeking educational leadership and management position [11].

Research was conducted in problems of the under representation of Ethiopian women in educational administration [12]. The study shows effects of stereotypes on women, men's aspiration for leadership positions, which indicates that women had low level of aspiration to these positions.

Biggs, J.B. in his discussion on promotion of the status of women in Ethiopia indicated that the traditional domain of women is home management, child bearing and rearing function are still the predominant roles of many women in Ethiopia and women in the country are underrepresented in most of the social and economic programs of the country [13]. Similarly, Ogato, C.S. in the analysis on gender gap with respect to leadership and decision making found that, women's status in Ethiopia in the political and public sectors are low [14]. Accordingly, the report recognized that women are still largely underrepresented in decision making positions at all levels with no major progress in attaining political power in legislative bodies.

Therefore, this study investigates the challenges that contributed to low participation of women in leadership in government primary schools of sekela district.

1.1. Basic Research questions

- What is the perception of school leaders and teachers to women's ability as school principals?
- To what extent organizational challenges affect the participation of women in educational leadership?
- To what extent the influence of women's self-imaging affect them in their participation in educational leadership?
- To what extent cultural challenges affect women's participation in educational leadership?

1.2. Objectives of the Study

The overall objective of this study was to explore the existing status with regard to the challenges of women's participation in educational leadership in some selected government primary schools of sekela district and come up with remedial solutions in order to improve their involvement and participation of women. Accordingly, the specific objectives of this study are:

- To study the perception of teachers and school leaders towards women's ability as school principals.
- To identify how organizational challenges affect women's participation in educational leadership.
- To identify how women's self-image influence in their participation of in educational leadership.
- To identify how cultural challenges affect women's participation in educational leadership.

2. Materials and Methods

2.1. Design of the Study

The researchers have employed a quantitative descriptive survey method for the study. The quantitative method focuses on gathering, organizing, analyzing and interpreting the numerical data with specific survey method. With respect to this, Creswell stated that survey research is useful to generalize from a sample of population, so that inferences

can be made about some characteristics attitude or behavior of this population. The survey design is the preferred type of data collection procedure for the study as it is advantageous in terms of the economy of the design and the rapid turnaround in data collection. It is also the preferred type of data collection procedure because it uses formal instrument to study trends, attitudes or practices of a sample. It describes with emphasis what actual exist such as current

condition, practice, situation, or any phenomena. Since the current study is aimed at examining women's participation in educational leadership and challenges, the survey method is appropriate to use for the study. So, the researchers found the descriptive survey method to be convenient to the study for reasons mentioned above.

2.2. Population, Sample Size and Sampling Techniques

Table 1: Background Information of Respondents

Back ground of Respondents		Respondents					
		Male		Female		Total	
		No	%	No	%	No	%
Responsibility	Teachers	58	87.9%	48	88.9%	106	88.3%
	Vice principals	11	91.7%	1	8.3%	12	100%
	Principals	9	75%	3	25%	12	100%
Service year in teaching	1-5	8	10.25%	5	9.62%	13	10%
	6-10	15	19.23%	17	32.69%	32	24.62%
	11-15	37	47.44%	19	36.52%	56	43.30%
	16-20	14	17.94%	11	21.15%	25	19.23%
	21 and above	4	5.12%	-	-	4	3.07%
Educational qualification	Certificate	26	44.83%	31	59.62%	57	41.30%
	Diploma	45	57.69%	21	40.38%	66	52.89%
	Degree	7	8.97%	-	-	7	5.38%

The study was conducted in sekela district Administration. The researchers selected the place for its accessibility to take the necessary sample size for conducting the present research. The determination of the population and sample schools were based on the 2018 annual statistical report of the district education office. According to this report there were 12 primary schools (all are government schools). In 12 primary schools there are 12 principals, 12 vice principals (total 24 school leaders) and 106 teachers. Among The 12 government primary schools, 3 of these schools have female principals and the rest 9 have male principals. In order to make the sample size more manageable, 12 sample primary schools were selected by using purposive sampling techniques because purposive sampling is convenient to get data from female principals. From these sampling schools 58 male and 48 female total, 106 teachers were selected. Besides 9 male and 3 female principals, 11 male and 1 female vice principals (total 24 school leaders), were participated.

2.3. Data Gathering Instruments

The tool that was used to gather data was questionnaire which consists of closed and open ended items of questionnaires.

Questionnaire: In order to collect relevant data the questionnaire containing both closed ended and open ended items were set for school leaders and teachers with the intention to secure pertinent information with less consumption of time. The questionnaire consists of items deals with personal data of all respondents whereas, the rest

have been used to identify the major challenges encountered in participation of women's in educational leadership. One set of questionnaire which comprise 32 closed and 4 open ended items, were prepared for teachers and school leaders in order to explore their opinions and perceptions of the current challenges affecting women's participation in educational leadership.

2.4. Data Analysis Techniques

As has been already mentioned earlier, data which were gathered through questionnaire had two parts. The first part was questionnaire related to factual information which was related to the background of the information. These data were presented and analyzed based on different variables. The second part of the questionnaire was related to the basic question of the research. These data were tabulated and expressed in simple descriptive statistical tools. Mean score was used to describe what portion of subjects agree or disagree on the given item. Independent t-test was used to detect whether there was statistically a significance mean difference between the views of the two independent groups of the respondents on the same given item. One sample t-test was also used to check which inhibiting challenge is significantly affecting women's participation in educational leadership in the study area. Open ended questions that were answered by the respondents were discussed qualitatively.

3. Analysis and Discussion

Table 2: Perception of Teachers and School Leaders towards Women's Principals.

N	Items	Respondents				t-value	df	Sig(2-tailed)
		Teachers N=106		School leaders N=24				
		Mean	Std	Mean	Std			
1	Women's by nature possess skills to managing and leading their subordinates	3.85	.935	3.56	.712	-1.425	66	.156
2	Women have capacity to plan and coordinate desired activities	3.95	.959	3.71	.851	-1.239	57	.217
3	Women can implement rules and regulations	3.99	.961	3.90	.856	.446	57	.657
4	Women have promote optimum use of resources	3.76	1.056	3.87	.975	.529	55	.597
5	Women have ability to delegate duties and responsibilities	3.79	1.039	3.84	.723	.529	73	.754
6	Women have ability to create better working atmosphere	3.89	1.022	3.78	.941	-.567	55	.571
7	Women view things from different perspective in advance of decision	3.71	1.119	3.40	1.073	-1.389	53	.167
8	Women can make decision that are not affected by nepotism	3.95	.959	3.90	.777	-.251	62	.802

NB. The significance level at $p < 0.05$ has been used to whole discussion in this thesis writing process.

School leaders= school principals and vice principals from table 2 to table 4.

STD=standard deviation from table 2 to table 5.

DF=degree of freedom from table 2 to table 5.

As shown in the table2, on item 1, that requested the respondents that the degree of their agreement on the women by nature possess skills to leading and managing their subordinates, the mean scores of teachers and school leaders were 3.85 and 3.56 respectively, which indicated that the respondents agreed women by nature possess skills to leading and managing their subordinates. Independent t-test was computed and there was statistically mean difference among the two groups of respondents. Porat states that female leaders have attributes of nurturing; being sensitive, empathetic, and cooperative and accommodation are increasingly associated with effective administration [15]. While these characteristics are innate and valuable, women possessing the qualities of good leader still face higher attrition and slower career mobility, and Sakhi also strongly argues that, women have strong leadership ability based on the nature of woman as a mother [16].

As illustrated in table 2, item 2, regarding women principal abilities, women have capacity to plan and coordinate the desired activities, it was rated high in their agreement as indicated by the mean scores of teachers and school leaders which were 3.95 and 3.71 consecutively .As revealed on the result of the study, the respondents agreed that women have capacity to plan and coordinate the desired activities. Independent t-test was computed and there was significance mean difference among the two groups. According to the open-ended questions held with educational heads, they

said that women were very much competent with the respect to adhering strictly to the desired activities of the schools and maintain define standards of performance in order to accomplish the organizational goals.

Item 3, of table 2, indicates that the grand mean score of the respondents in all groups fall between 3.5 and 4.49 which marked high agreement of respondents in their response on women can implement rule and regulation of the schools. To see the significance difference among the two groups of respondents' independent t- test was computed and there was no mean significance difference among the two groups.

On the same table in item 4, the mean scores of teachers and principals were 3.76 and 3.90 respectively, which indicated agreement of respondents in women can promote optimum use of school resources. To see the existence of the significance difference among the respondent groups independent-test was computed and no statistically mean difference was observed among the respondents. In the finding result, it is shown that, women administrative abilities uses for coordinating various utilization of allotted resources and getting things done by subordinates.

As indicated in item 5, of table 2, which states that women have ability to delegate duties and responsibilities, the mean score values of teachers and school leaders were 3.78and 3,84 , that showed agreement of the respondents on the issue raised. Independent t-test was computed to see the existence of the significance mean difference among the two groups of respondents and there was no significance mean difference was observed. Morrison, A.M., White,R.P.,& Van Velsor, E. states that woman in leaderships or those seeking leadership positions must acquire skills to survive in the work place [17]. The first skill is demonstrating a commitment to work in order to stay ahead of the competition and to learn

to delegate effectively. A good delegator is able to analyze the job, decide what needs to be delegate, plan the delegate, select the person or persons to delegate and follow up the delegated activity.

As to the responses to table 2, of item 6, the mean scores of teachers and school leaders were 3.89 and 3.78, which indicated agreed as women principals in their respective primary schools have ability to create better working atmosphere. Independent t-test was computed and no significance difference observed. Conner N.L. & Sharp, W.L. stated that women in educational leadership administrators focus on instructional leadership in supervisory practice and are concerned with students' individual differences, knowledge of curriculum teaching methods and objectives of teaching in the area [18]. From the above discussion we can conclude that, creating leader- teacher relationship quality of educational leadership that principals can implement to motivate teacher to improve the effectiveness of their teaching practice.

Item 7, of table 2, which states women view things from different perspective in advance of decision, teachers and school leaders agreed on the issue raised as shown by the mean score that fall between 3.5 and 4.49 .Independent t-test was computed to see the existence of the significance

mean difference among two groups and significance mean difference was observed.

As depicted in item 8, of table 2, respondents were requested women can make decisions that are not affected by nepotism. Accordingly, the mean scores of teachers and school leaders were 3.95 and 3.90, which indicated agreed in making decision that, are not affected by nepotism in their respective primary schools. Independent t-test was computed to see the existence of the mean difference between the two groups and there was no significance mean difference was observed. This view is supported by related literature in Nedopil,C.,Steger,U.,& Amann,W. state that women evaluate their decision more often their male counterpart in on the top of exercise a more participative and inclusive strategies in decision making and also conflict resolver than men in the educational administration [19].

In the open-ended questions the respondents were reported that chances have to give for female teachers to participate in educational leadership, female teachers were more effective than men in the leadership activities in clubs and department heads in practice. These respondents also underlined that female students were responsive than male students of the same position.

Table 3: Organizational Challenges that Hinder Women to Come to Educational Leadership Positions.

No	Items	Respondents						Sig (2- tailed)
		Teachers N=106		School leaders N=24		t- value	Df	
		Mean	Std	Mean	Std			
3.1	The rules, regulations and norms of the organizations do not encourage women to come to leadership positions.	3.66	1.249	3.28	1.373	1.470	48	.144
3.2	Organizational have occupational segregation in the work place.	3.37	1.369	3.09	1.173	1.151	58	.255
3.3	Lack of role model women in the area.	3.50	1.311	3.28	1.275	.868	52	.387
3.4	Insufficiency of support and motivation from stakeholders and colleagues in their organizations.	3.57	1.265	3.96	.694	-2.318	80	.023
3.5	Negative attitude of male towards affirmative action programs for females.	3.66	1.943	3.12	1.070	2.274	56	.025
3.6	Disrespecting of male in their respective organizations.	3.58	1.178	3.68	1.060	-.441	56	.660
3.7	As educational organizations are complex by their very nature they cannot be lead by women.	3.48	1.181	3.02	1.092	1.921	55	.057
3.8	Women do not manifest quality leadership skill as men.	3.57	1.286	3.43	1.162	.543	56	.588

As it can be seen from table 3, item1, the mean score of teachers and school leaders were 3.66 and 3.28 respectively, which indicated agreement and partial agreement of respondents in the rules, regulations and norms of the organizations did not encourage women to come to leadership positions. To see the existence of the significance mean difference among the groups, independent t-test was computed and there

was significance mean difference was observed among the respondents. This view is supported by review literature in Whitaker and Lane argued persuasively that organizations rely on male standards and experience from earlier deace, these masculine norms inhibit experience and contributions of women [20].

As shown in the table 3, item 2, concerning organizational have occupational segregation in the work place, the mean scores of teachers and principal were 3.37 and 3.09, which indicated partial agreement on the issue raised. The independent t-test was applied to test the existent of significance mean difference among the two groups of respondents on item raised and significance mean difference was observed. To Mabokela, R. & Miambo, Y. institutional challenges affecting women negatively includes, discriminatory appointment and promotion practice male resistance to women in management positions, absence of policies and legislations to ensure participation of women and limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place were pointed out as the most important disable challenges for women participation in leadership [21].

As to the responses to table 3, of item 3, the mean scores of teachers and principals were 3.50 and 3.28, which indicated agreed and partial agreed as lack of role model women on the area affects women participation in the study area. Independent t- test was computed and significance mean difference was observed.

From this we can conclude that, the absence of role model women from the educational leadership organization, has negative effect on women' participation in primary education leadership. As shown in the table 3, item 4, regarding insufficiency of support and motivation from stakeholders and colleagues in their institution, the mean scores of teachers and principals were 3.57 and 3.96, which indicted agreement of the respondents on the issue raised. To see the existence of the significance mean difference among the respondents independent t- test was computed and significance mean difference was observed. From this finding it is possible to conclude that the surrounding stakeholders and colleagues did not play significant role in supporting and motivating female teachers in the participation of in educational leadership in the study area. This implies that stakeholders and colleagues did lack of adequate information in the empowerment of women in the educational leadership.

With regard to item 5, of table 3, which states that negative attitude of male towards affirmative action programs for females, the mean scores of teachers and principals were 3.66 and 3.12, which shows teachers agreed and school leaders partial agreed. Independent t- test was computed

to see the existence of the significance mean difference among the two groups of respondents and significance mean difference was observed. From the above discussion it is possible to understand that teachers and school leaders were not actively participating in the implementation of women participation program in the educational leadership. This issue need due attention from both school leaders and teachers since women educational program needs collaboration of all concerned bodies. Thus, empowering women in every aspect of life is not only their own human right but also essential for development of a nation as far as women are supposed to be half of the work force.

As shown in item 6, of table 3, the respondents were asked to disrespecting of male in their respective primary schools. Accordingly, the mean scores of teachers and school leaders were 3.58 and 3.68 respectively, which marked agreement in this regard. Independent t- test was computed and no significance mean difference was observed among the two groups of respondents. From this discussion it is possible to conclude that the male primary school teachers were display negative attitudes through uncooperative and non-supportive with the head official activities.

Item 7, of table 3, indicate that, the mean score of respondents in all groups fall between 2.5 and 3.49 which marked partial agreement of respondents in their response on the educational organizations are complex by their very nature they cannot be led by women. To see the significance mean difference among the different groups of respondents' independent t- test was computed and significance mean difference was found. The open-ended questions suggested by the district education head office and other leaders also indicate that, one of the challenges, that prevent women participation in the educational leadership is the complexity of the schools, such as the distribution (location of) the schools, the distance from the town to the schools are so far, there is no infrastructure these are other challenges to hinder women participation in the primary schools.

Concerning item 8, of table 3, indicates that, the mean score of the respondents fall between 3.5 and 4.5, which revealed agreement of the responding to women do not manifest quality leadership skill as men. To see the existence of significance mean difference among the respondent groups, independent t test was computed and no significance mean difference was observed.

Table 4: Women Poor Self-Image Challenges that Hinder Women to Come to Educational Leadership Position

No	Items	Teachers n=106		School leaders N=24		t- value	df	Sig (2-tailed)
		Mean	Std	Mean	Std			
3.1	Women's still acknowledge/ recognize/the world as 'masculine'.	3.64	1.243	3.96	.739	-1.838	87	.069
3.2	Women' perceive themselves as less skill full in leadership.	3.36	1.354	3.75	1.077	-1.650	63	.104
3.3	Women are having less aspiration to become school principals.	3.61	1.151	3.78	.974	-.748	59	.456
3.4	Women's lack of awareness and knowledge of the organizational cultural and politics.	3.45	1.139	4.03	.782	-3.266	74	.002
3.5	Women's fear of success in achievement will lead to negative attitudes from colleagues.	3.92	1.084	4.00	.622	-.496	91	.64
3.6	Lack mentors and role models discourage women's seeking the position.	3.66	1.161	3.65	.865	.865	68	.983
3.7	Women themselves are reluctant to hold position power.	3.61	1.167	3.59	.979	.094	60	.925
3.8	Women's fear of balancing professional work and family responsibility.	3.89	1.032	3.87	.751	.128	69	.891

As illustrated in table 4, item 1, regarding women's still acknowledge/recognize/ the world as masculine it was rated high in their agreement as indicated by the mean scores teachers and school leaders were 3.64 and 3.96, as revealed on the result of the study, the respondents agreed that women's still acknowledge the world as masculine had major challenge in participation of women in educational leadership positions at school level. To see the significance mean difference across the two groups of respondents, independent t- test was computed and significance mean difference was observed. This view is supported by literature in Sarah women acknowledge the world as masculine and perceive themselves as compliant, passive, submissive, and less skillful than their male counter parts [10].

Item 2, of table 4, which state that ,women perceive themselves as less skillful in leadership, the mean scores of teachers and school leaders were 3.36 and 3.75 respectively ,which indicated teachers partial agreement and school leaders agreement of on the issue raised. Independent t- test was computed and there was significance mean difference among the two groups of respondents on the issue raised. This suggestion supported in the review literature by Nzomo concludes that women and men have equal potential for individual development the only differences in the realization of that potential, there for must results from externally imposed constraints and from influence of social institutions and values [22].

As to responses given by teachers and school leaders in item 3, of table 4, their mean scores were 3.61 and 3.71, which indicated agreement of respondents, women are having less aspiration to become school principals in their primary schools. Independent t- test was computed to see

the existence of significance mean difference among the two independent groups and significance mean difference was found. In line with this finding, Bigs,J.B. in his discussion on promotion of the status of women in Ethiopia, he generalized that women showed less aspiration to position in educational leadership [13].

As can be seen in item 4, of table 4, regarding women's lack of awareness and knowledge organizational culture and politics, the mean scores of teachers and school leaders were 3.45 and 4.03 , which showed teachers partial agreed and school leaders agreed which indicated that the respondents believed that the given inhibiting challenge affects women's participation in the study area. Independent t- test was computed and significance mean difference was observed. Smith states that in male dominated society, men head most institutions and the work forces are designed by them in order to fit men their needs, women leaders, to survive on the face of the realities of the working world of them, have to learn the organizations culture that is how it is set up and how it functioning [23]. This does not mean that women must assume the behaviors defined that culture, but they must be aware of the organizational environment in order to work in or around it and maximize their effectiveness.

As can be observed from the result in the table 4, item5, regarding women's fear success in achievement will led to negative attitude from colleagues inhibiting challenges from women in the participation of educational leadership were rated on the scale of agreement as indicated by the mean score values teachers and school leaders were 3.92 and 4.00 consecutively. Independent t- test was computed and there was significance mean difference was observed among the independent two groups of respondents. As revealed

on the result of the study the respondents agreed that the given inhibiting challenges had negative impact to women in the participation of in educational leadership in the study area. Shakesft point out that, female's fear that success in competitive achievement situation will lead to negative consequences such as loss of femininity and unpopularity [3]. This failure or success dilemma is the self-image women have regarding this lack of acceptance by male or and female peers, superiors and subordinates.

Item 6, of table 4, which states that lack of mentors and role models, discourage women seeking the position as indicted by the mean scores of teachers and school leaders 3.66 and 3.65, which indicted agreed the challenge that affects women participation in educational leadership at school levels. Independent t- test was computed and no significance mean difference was observed among the responses of the two groups. This view is supported in Whitaker and Lane indicated that lack of highly prominent women visible as role models in the position of authority and responsibility influenced female teachers' unsuitability for positions of power and responsibility [20]. The scholars also concluded that one answer to the barriers and obstacles women administrators deal with on a daily basis is mentoring.

From this we can understand that, mentoring is an important activity which should be done by the school leader in order to develop female teachers' self-confidence, administrative skills and knowledge and it was found that there was a practices of mentoring female teachers on their performance in the target area primary schools to keep female teachers on the right track, provide positive reinforcement for, good leadership behavior and quick feedback unacceptable or increasing their participations though it was not as expected.

As indicated in table 4, of itmes7, the respondents were asked to point out their views regarding women's themselves are

Table 5: Comparison of Challenge which is Significantly Affecting Women's Participation in Educational Leadership in the Study Area

Challenges	Respondents No	Mean	Stdev	t-value	Df	Sig(2-tailed)
Organizational	130	3.4330	.70293	-1.120	129	-.06703
Cultural	130	3.6313	.74746	2.064	129	.13134
Women self-image	130	3.5951	.74597	1.498	129	.09511

One sample t-test was used to detect which inhibiting challenge is significantly affecting women's participation in educational leadership in the study area ($t=3$)

1=strongly agree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, $p<0.05$

Table 5 above reports the mean, standard deviation, t-value and two tailed significance test of each challenges in the study. The mean values of all challenges were found to be greater than the expected mean or the scale mean ($M=3.00$), which used to measure the extent of challenges significance affecting women's participation.

reluctant to hold position or power. Accordingly, mean score values of teachers and school leader were 3.61 and 3.59 respectively, rated by the respondents that indicated agreed the challenge affect women's participation in the study area. Independent t- test was computed to see the existence of the significance statistically mean difference among the two groups and no significance mean difference was observed. This idea is supported by related literature in Ndongko stressed women themselves exhibit forms of behavior that prevents them from attaining leadership positions or getting appointed to management positions in the educational system [24]. From this we can understand that, female teachers caused problems for themselves by virtue of their personalities. They are lack of self-motivation in educational leadership positions.

As has been on item 8, of table 4, respondents were requested whether there were women's fear of balancing professional work and family responsibility in their primary schools .Accordingly, the mean scores of teachers and school leaders were 3.79 and 3.87, which indicated agreed the challenge affect women's participation in the primary schools .independent t- test was computed and no significance mean difference was found.

From this discussion we can understand that, domestic issues are challenges that are originated from home. Women manifest themselves from within the family (home) situation. Apart from school managers, women are part of a family. They play a central role in their family development. Both men and women contribute in the family, but women play a key role in the running of the family. The double role played by women as managers and as home works, places an enormous stress on them. These had roles conflict, by trying to maintain a balance between family responsibility and administrative duties.

Moreover, table 5 above reports that, the mean of each challenges obtained from respondents confirmed that the cultural challenge is the most dominant factors which hinder women from being educational leader of schools in the study area. Lodiaga and Mbevi in their study revealed that there were cultural causes for under-representation of women in positions of authority and responsibility. These were deep rooted traditional/cultural/ concepts that influence women's participation in educational leadership [25]. These socio cultural beliefs and stereotypical views promoted the notion of women's unsuitability for positions of power and responsibility. As the result of these attitudes was significant gender based difference and conflict both family

and workplace. Nzomo also contends that the socio cultural beliefs and myths about the role of women in the society are major determinants of women's failure to advance top management in public sector [22].

From this it is possible understand that ,even where women are well qualified and experienced, the predominance of males in management has resulted in culture in which male behavior patterns are perceived to be the norm and women often find it difficult to be accepted as equals by their communities.

3.1. Major Findings of the Study

With regard to women's ability as school principals, the finding of the study revealed that; women can implement rule and regulation, women can make decision that are not affected by nepotism, women have capacity to plan and coordinate the desired activities, women by nature possess skills to managing and leading their subordinates, women view things from different perspective in advance of decision, women's have ability to create better atmosphere and delegate duties and responsibilities were rated agreed by the majority of the respondents.

Concerning organizational challenges that includes the rules, regulations and norms of the organization do not encourage women to leadership positions, insufficient support and motivation from stakeholders and colleagues in their organizations, negative attitude of male towards affirmative action programs for females, women do not manifest quality leadership skill as men and lack of role model women in the area were rated agreed.

Women's self-image influences the finding of the study revealed that majority of the respondents agreed the following women self-image influences found to be serious problems. These includes women still acknowledge/ recognize/ the world as " masculine", women perceive themselves as less skillful in leadership, women are having less aspiration to become school principals, women's lack of awareness and knowledge of the organizational culture and politics, women fear of success in achievement will led to negative attitudes from colleagues.

Respondents have agreed that the cultural beliefs and myths about the role of women in the society are the major determinants of women's failure to participation of in educational leadership.

4. Conclusion

From the finding of the study it was possible to conclude that, the perception of school leaders and teachers were high towards women's ability, skill and leadership competence recognizing and accepting their ability. Women possess the necessary ability, skill and competence to accomplish the respective responsibilities in the primary schools. Despite their ability and competence women are still largely underrepresented in primary school leadership in the study area. The finding revealed that female leaders in primary schools face unique obstacles in their substantive position

school administration, organizational, women poor self-image and cultural challenges were major factors affecting women participation in the educational leadership positions.

Recommendations

Based on the findings and the conclusions drawn, the following recommendations are forwarded.

Female teachers possess the necessary ability, skill and competency to accomplish the respective responsibilities in the primary schools.

They should be competent and committed for every duty and responsibility in the schools to break through the traditional belief of the society that considered the leading role fit only males.

Women who are serving as principals should develop an effective networking system designed to encourage and support other women principals.

In every activity that may help disseminate information to the public, the organization should be integrate egalitarian sex -role stereotypes that emphasize equal participation of male and female in those tasks traditionally consider appropriate for either sex.

The school governing body should be engaged to assist women leaders in disciplining education.

Women should involve themselves in managerial work to gain experience from networks with other women in similar positions

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