
The Views and Challenges of Female Primary School Leadership Trainees Towards School Leadership Position in Ethiopia

Maeregu Biyabeyen Asfaw

Assistant Professor of Educational Leadership and Management, Addis Ababa, Ethiopia.

Corresponding author email id: bmaeregu@yahoo.com

Date of publication (dd/mm/yyyy): 05/09/2020

Abstract – The main purpose of this study was to examine the views and challenges of female primary school leadership trainees towards a school leadership position in Ethiopia. Mixed research design (sequential explanatory) has used. Using simple random, available, and purposive sampling techniques, 178 participants were involved. Questionnaire, interview, and FGD have been used as data gathering instruments. Mean, standard deviation, independent t-test, quotation, indentation, transcription, and schematizing have used data analysis. Regarding the leadership preparation, learning experience, as the independent t-test result shows, a statistically significant difference has observed between the responses of the groups in all variables. Teacher trainees indicated that they gained many experiences and viewed positively, whereas leader trainees perceived little extent. Concerning the views of leadership position, the independent t-test result shows that statistically significant difference has not observed between the responses of the two groups on any variables. However, a statistically significant difference has observed on some variables. Furthermore, both trainees expressed that attitudes, beliefs, perception, organizational policy, and networking has major barriers to their career development. They did not deny the personal factors such as low self-esteem and self-confidence, low potential for leadership, less assertiveness; less emotional stability and lack of ability to handle a crisis have contributed to their failure in the leadership position. Trainees reported that in practice, female leaders did not have the power to execute managerial decisions and they are toothless, indecisive, and paranoid. Generally, it can conclude that school leadership position in Ethiopia is not an eye catching and interesting job.

Keywords – University, Primary School, Leadership Position, Views of Trainees, Training Program.

I. INTRODUCTION

The study comprises background of the study, problems statement, basic questions, literature review, and research methods. Further analysis and detail discussions are made on the views of trainees towards leadership learning experiences, leadership position and perceived challenges.

II. BACKGROUND OF THE STUDY

In the history of women, the majority of them in the world have long accepted views that their welfares had been bound to that of their families as symbolized by their husbands and fathers or mothers (Shiman, 1992). In turn, in case of such pressure, they found themselves excluded from the benefits of economic, social and political. Whereas many of their kinsmen have liberated themselves from the previous society links and enjoyed by the burden of women within the home and outside the home. However, females have remained decisively controlled by moral, economic, social and legal constraints entirely the globe. Since the creation of human beings, the movement of females has relied on the willingness of men for a well-mannered life.

Through time, females realize their interests and feelings that could not always coincide with those of the men. Females' awareness of their diversified interests was born in the last half of the 19th century and the

movement has slightly increased through time. By increasing their voice, females have tried to move up to the leadership position in government and non-government organizations. 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. As research pieces of evidence indicate, females in educational leadership advancement are a minority in Ethiopia, Pakistan, Kenya, and many other parts of the globe. 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, Ashebir, Ferew, Gizachew and Alem, 2016), Pakistan make up 31% of the total number of teachers and Kenya make up only 40% (Rarieya, 2007) of the teaching force. However, females have largely contributed to the education sector as teachers, leaders, administrators, and other education lower-level positions.

Wrushen and Sherman (2008) in George (2013) females in education is very different from 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 that this fact, Acker (2010) supposes that female leaders are enthusiastic school leaders who have mostly better job performance and records than their male counterparts do. In this regard, Mnisi (2015) assures that female school leaders who excel extra miles beyond the set standards have often viewed as male or the iron females.

III. STATEMENT OF THE PROBLEM

Though remarkable improvement has observed in both developing and developed countries about females' representation in leadership positions, the majority of the world has still been continued females under representation in decision-making and leadership position in many organizations. As indicated by Schwanke (2013), the consequences of these gender gaps limit females' participation and their experiences in decision making that shape their lives and their communities. However, absence of females in the high-level leadership and management positions, including all levels of educational leadership positions, has been the point of discussion at 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 (Francis, Amartei, Osei-Owusu & Antobre, 2013). Researches (Rarieya, 2007; Schwanke, 2013) find out that due to many interlocking bottlenecks, females make slow progress up the organizational hierarchy. Low participation in male networks, females lack experiences and opportunities to participate in various decisions about leadership improvement, empowerment, development, prejudice against females in designing and endorsing policies, as well as the negative attitudes of employers and subordinates towards female leaders are additional obstacles that prevent female from reaching better leadership positions (Francis, Amartei, Osei-Owusu & Antobre, 2013).

Local research findings indicate that the situation in Ethiopia regarding females in educational leadership positions is similar and even worse than the situation in other countries. While female teachers encompass about 33% of the total teachers' population in all public and private educational institutions, found in the entire nation they constituted only 16.71% (Maeregu, et al., 2016). Drawing from the empirical research findings (Ministry of Education, 2012; Hirut, 2014, Endale, 2014, Maeregu, et al., 2016) and the researcher's knowledge, leadership

attribution variables, including personal factors (low self-confidence, attitude, and perceptions); and multiple roles, work place networking system, cultural barriers, organizational structure and others have largely contributed for females' low aspiration to the leadership position. As evidence indicates, female school leadership programs were not in placed in Ethiopian education system to prepare females for the leadership positions. These factors, in turn, lead females to develop the feeling that they could not assume leadership position. Therefore, this research is going to analyze the views and challenges of female primary school leadership trainees towards a school leadership position in Ethiopia. The research is different from other researches: 1) it focuses on the views and challenges of female primary school leadership trainees pertaining to leadership preparation experiences. 2) Examines the views of trainees about perceived leadership challenges, and 3) the Ethiopian government has launched a female leadership training program to offer leadership trainings for primary and secondary schools female teachers to bring them to the leadership position. Thus, the research topic is timely, researchable, and invaluable to education planners, experts, and decision makers.

IV. BASIC RESEARCH QUESTIONS

1. What are the views of female leadership trainees towards the leadership preparation learning experience?
2. How the trainees view the school leadership position?
3. What are the major perceived challenges that affect the attitudes of trainees towards leadership position?
How they perceived school leadership position?

V. LITERATURE REVIEW

Globally, in different eras, there have been great women who have made boundless history in every society. However, in almost all situations, the history of males has written dominantly over females, which reflects the greatest of male leaders. As evidence, Chin and Sanchez-Hucles (2007) recapitulates the works of contemporary leadership researchers and writers, across nations. The results of the findings reveal that most literatures and cultures appreciate and promote the greatness of males over their counterparts. Moreover, Christ (2014) emphasizes that there have been traditions and laws against female leadership that can be found throughout history, most notably in every 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 organizations. On top of this, Tam and Pilar (2016) forwards the views and experiences of the world how it treats females in religious organizations. Impudently speaking, religious organizations have failed to give recognition to women's leadership. 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 men. In most recent studies again, especially in the feminist concept, there have been assumptions and belief that females have a number of advantages regarding leadership styles, however, they have suffered certain shortcomings from detrimental evaluations especially in male-dominant organization contexts (Mnisi, 2015).

In many societies, especially in developing countries, females have been expected to stay soundlessness in argument, 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). Females have diverse experiences in their life.

They have played multiple roles in the home and outside the home, however, their contributions have neglected and devaluated. In education organizations, females have dominantly involved in teaching, administrative issues and scarcely in the school leadership positions. In this aspect, Gagnon (2012) figures out that females lack experiences of decision making and leadership aspiration in the public arena; because they nagged directly or indirectly by male networks and organizational structures. Tam and Pilar (2016) adds that females devastatingly have still limited access to get leadership positions and the same is true for their leadership experiences. For example, Israel (Oplatka, 2006), Canada, Netherlands, U.K, and America have better female school leadership experiences specially, in primary schools. In Israel, all pre-primary and primary school teachers and principals are females, Canada and the Netherlands follow. Recently, in America, the numbers of female principals are equal to those of males. However, in general, the number of female teachers and principals has decreased in secondary and middle education throughout the world. In Africa, the disparity between female and male teachers and principals are great.

Attitudes and View of Females towards Leadership Advancement

The term attitude is very difficult to define and understand in the same manner. Social psychologists' have tried to conceptualize attitude as a concept of social psychology. Accordingly, Islam and Nasira (2016) defined that attitudes believe about something as good or bad. In the same vein, Vandever (2013) notified that attitudes are feelings and beliefs that fundamentally determine how people will perceive their environment. It is believed that a person's behavior and actions are largely determined by his/her attitude. This implies that the performance and outlook of an individual have affected by the attitude he/she has displayed. In other words, the attitude of individuals towards others determines others' attitudes toward oneself. In other words, attitude simply means get 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/behavior he/she displays in any circumstance. Scholars further highlighted that attitudes can also be coined as a 'mental' and 'neural' state of eagerness, structured through long term experiences, putting forth a dynamic influence on the person's reactions and actions to 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, objects, or facets, of his world favorably or unfavorably (Kartz, 1960).

Organizational Factors

Recently female leadership development is becoming the world's agenda and many countries have indoctrinated the female development issues in their strategic plan. For instance, Armenia, Paraguay, Rwanda, and South Sudan have been in place female empowerment programs in cooperation with international higher education organizations to promote gender parity and female empowerment (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007).

The empowerment of female teachers is one of the key strategies to reduce the disparities which expected from educational organizations. In this literature, empowerment implies enhancing the capacities and abilities of female teachers to encourage them to participate in the leadership position. Most capacitated variables are personal psychological factors and inherited factors. To expound further, the major internal determinant factors in the capacity and ability of female teachers are individuals' attitudes, values, perceptions, preference, and aspirations as well as external constraints, such as discrimination and the family, economic, social, cultural and pol-

-itical context, and assets, including human capital.

Organizational networking is another variable that affect females’ leadership aspiration. In this aspect, Lahti (2013) suggests that networking implies creating and developing relationships in the workplace and knowing people across the organizational continuum. In other words, networking is an instrument to access information, knowledge, and skills of experienced, skilled, and educated individuals to empower oneself. Networking has proven (Lahti, 2013) to be an efficient career development as it can help to acquire all significant benefits including information, experience, and job opportunities. Networking in the organization has a paramount effect on individuals' career, social and economic development in any sector (Lussier & Achua, 2013).

VI. METHODS

Considering the track of a pragmatist (post-positivist) paradigm, mixed methods research design has used. Research design is a blueprint or road map that shows the entire research works. It encompasses the blueprint for the data collection tools, data analysis, and interpretation of data (Berg, 2001). To this end, the explanatory sequential design has employed as the road map of the research process among the mixed research method designs (Creswell, 2012). In other words, this design is very significant in probing and investigating extreme cases and extraordinary events in the research process, which might not addressed by quantitative data. It is the most popular form and widely used mixed methods design in educational research.

Population

As far as the population is concerned, all training hosting universities (12 Universities), all trainees (1120), all trainers (30), all focal persons (12 University coordinators, 9 REB coordinators, and 2 city council Education Bureau coordinators), and Ministry of Education focal persons (3) were involved.

Table 1. Population and sample size of trainees across university.

No	Sample University	Population	Sample size		Sampling Technique
		N	No	%	
1	Bahir Dar University	148	40	27.03	Simple random
2	Haramaya University	175	30	17.14	Simple random
3	Assosa University	42	13	30.95	Simple random
4	Kotebe Metropolitan University	91	39	42.86	Simple random
	Total	456	122	26.75	

Sources of data: Universities’ registrar office record.

Sample Size and Sampling Techniques

Regarding the sample size of the study, 4 universities from 12 training hosting universities were participated. During the training, teachers (new for leadership) and school leaders (experienced in leadership) were participated. Based on the trainees’ experience, teachers and leaders strata have made to get appropriate representation from both target groups. Generally, from 456-target population 122 (26.75%) trainees, (76 teachers and 46 principals) have selected by simple random sampling techniques. Trainers (30) and Focal persons; university level (12) and regional level (11) were taken by availability sampling technique. Purposive

sampling was used to take 3 Ministry of Education focal persons who had a direct relationship with the training project.

Data Collection Instruments

Questionnaires, interviews, FGD, and document review have been used as data collection tools. Both close and open-ended items were prepared. The close-ended items were optional questions that have five-point Likert scales which found to be strongly agree = 5, agree = 4, undecided = 3 disagree = 2 to strongly disagree = 1. Similarly, a five-point Likert scale, not at all (1), rarely (2) occasionally (3), frequently (4), very frequently (5) have used. Such types of scales can measure the opinions or views of participants on a specific issue. The questionnaires were prepared for trainees and trainers on different themes. The questions have written in English language because almost the majority of the trainees were first-degree holders so that they could easily understand the contents of the questions. The reliability of the instruments has conducted at Jimma University, with 30 participants. The reliability test was done using the Cronbach Alpha method which was found to be ($\alpha = 0.925$). The validity and reliability of the items were tested. Inter item and group item analysis have done. The face, content, and format validities have done by experts and experienced trainers.

The interview was used to collect qualitative data. Semi-structured interview questions were developed. Interviews were held by Ministry of Education, Universities, and the regions focal persons. Interviews with Universities and regional focal persons were conducted when they came to the monthly discussion forum on the implementation progress of the program. The trainees and trainers were involved in a group interview. The interview points have recorded and described properly in soft and hard copies.

FGD was a form of data gathering instrument in which a series of discussion points prepared based on research aims. There were two discussant groups, one group of trainees, and the other group of focal persons. A total of 4 FGD sessions, two from trainees and two from focal persons, were conducted. Based on these strata, discussants have grouped based on their background knowledge about the issues. Moreover, documents such as ESDP documents, the Ministry of Education blueprint, and national women policy document, trainees' portfolios, Ministry of Education filed visit reports, and Ministry of Education (2017) training implementation guidelines have consulted.

Data Analysis

Regarding data analysis, quantitative data were codified, organized, tabulated, and presented in tables and graphs. The data obtained from the respondents have analyzed using the Statistical Package for the Social Sciences (SPSS version 23). Percentage, mean, combined mean, and standard deviations were used to analyze the data obtained from respondents. The mean score (M) was used to see the level of the degree of agreement of respondents on the views of trainees on the training program implementation and the challenges in the study area. Accordingly, if the computed mean score (M) = 1.00-1.50, it is strongly disagree/never; if M = 1.50-2.50, it is disagree/ rarely; if M = 2.50-3.50, it is undecided/ occasionally, if M = 3.50-4.50, it is agree/ frequently, and if M = 4.50-5.00, it is strongly agreed/ very frequently (Anderson, 2003). T-test was used to see the statistical difference between the responses of trainees and trainers. Regarding qualitative data, the data obtained from respondents were schematized and transcribed. Following the transcription of data, the analysis has done through direct quotations, indentation, and thematic description.

VII. VIEWS OF TRAINEES ABOUT LEADERSHIP PREPARATION, LEARNING EXPERIENCE

Regarding the alignment of leadership preparation learning experiences with the standards of practices, teachers replied that the leadership preparation was moderately aligned with the standards of practices whereas principals were reported that leadership preparation learning experiences was aligned a little extent with the standards of practices with mean scores, $M = 3.67$; $SD = 1.15$ and $M = 2.87$; $SD = 1.39$ correspondingly. Moreover, the independent t-test result, $t(2,115) = 3.09$; $p = .00$, depicts that a statistically significant difference was observed between the responses of the two groups. In this regard, informant interview was held with one of the principals. Accordingly:

She said that most of the time, theories, and practices are not going together at the grass root or school level. For example, the theories what I learned here are not seen as the pillars in my actual leadership practices in the school. The pillars for school leaders are not the work itself, but determined by the politicians in the education hierarchy. Even the standards set by the Ministry of education have not yet properly implemented and maintained at the school level.

As one can infer from the views of the interviewee, the mean difference between the respondents is resulted from their experiences in the leadership position. Teachers felt as the leadership preparation, learning experiences have aligned with standards of practices, whereas principals are not confident enough to speak firmly the alignments of leadership preparation learning experiences with standards of actual practices at the school level.

As can be seen in same table item 2, teachers notified that the leadership preparation, learning experiences moderately covered all areas they needed to be successful in their leadership position with the mean score of, $M = 3.71$; $SD = 1.04$ whereas principals pointed out that the coverage was a little extent with the mean score of, $M = 2.92$; $SD = 1.25$. The independent t-test result, $t(2,115) = 3.41$; $p = 0.00$, indicating a statistically significant difference was observed between the responses of the two groups. The response gap may be resulted from their experiences in the leadership position. Principals felt that the topics presented in the training materials did not address the full-fledged leadership concepts and issues.

Table 2. Statistical values of trainees about leadership preparation, learning experiences (N = 117' G = 2; df = 115).

No	Leadership preparation, learning experiences	Respondent	N	Mean	Std. dev.	Sig	t-value
1.	Were aligned with standards of practices.	Teachers	76	3.67	1.15	.00	3.09
		Principals	41	2.87	1.39		
2.	Covered all areas I needed to be successful in my leadership position.	Teachers	76	3.71	1.04	.00	3.41
		Principals	41	2.92	1.25		
3.	Were adapted to meet my individual needs	Teachers	76	3.80	1.05	.00	3.94
		Principals	41	2.82	1.37		
4.	Emphasized on instructional improvement	Teachers	76	4.13	1.08	.00	3.06
		Principals	41	3.41	1.28		
5.	Emphasized how to lead to improve the school and student achievement	Teachers	76	4.18	.96	.02	3.21

No	Leadership preparation, learning experiences	Respondent	N	Mean	Std. dev.	Sig	t-value
		Principals	41	3.41	1.35		
6.	Engaged me in problem-based learning *(e.g. action research, case studies).	Teachers	76	3.61	1.10	.00	2.84
		Principals	41	2.92	1.33		
7.	Provided me with an excellent mentor (coach) during apprenticeship	Teachers	76	4.11	1.09	.00	4.14
		Principals	41	3.09	1.35		
8.	Involved me in a group or team of learners	Teachers	76	4.92	5.90	.08	1.72
		Principals	41	3.70	1.22		
9.	Required me to reflect on my practice and analyse how to improve it.	Teachers	76	4.02	1.14	.00	2.95
		Principals	41	3.39	1.09		
10.	Required me to complete performance assessments of my skill development and leadership competencies (e.g. portfolio, presentations, and reflections)	Teachers	76	4.22	1.02	.00	3.87
		Principals	41	3.36	1.19		
11.	Required me to complete an internship (apprenticeship) that was an excellent learning experience for becoming a principal	Teachers	76	4.01	1.01	.00	2.95
		Principals	41	3.31	1.31		

Sources of data: field survey.

Concerning item 3 in the same Table, teachers notified that the leadership preparation, learning experiences was moderately adapted to meet their individual needs with reference to the mean score of $M = 3.80$; $SD = 1.05$. On the other hand, principals stated that the adaptation of leadership preparation, learning experiences met their individual needs with a little extent with the mean values, $M = 2.83$; $SD = 1.37$. As the mean scores indicate, the computed independent t-test result, $t(2, 115) = 3.94$; $p = .00$, implies statistically significant difference was observed between the responses of the two groups. The response difference may be the attitudes of respondents on the fulfillment of their individual needs by the leadership preparation-training program. As the literature assures, the leadership preparation, learning experiences in meeting their individual needs has less likely perceived and recognized by the principals. Principals who already possessed the leadership position do not believe in acquiring new leadership skills and strategies for the learning experiences. On the other, teachers who aspire to possess the leadership position believe in the roles of learning experiences in meeting their individual needs. In this regard, the informant interview conducted with one of the teachers confirmed, *“I shared ample and lived experiences from the leadership learning experiences within the class and outside the class. I feel that I have developed the sorts of experiences which help me in the actual leadership practices.”*

As far as item 4 in the same table is concerned, the mean scores of teachers ($M = 4.13$; $SD = 1.08$) and principals ($M = 3.47$; $SD = 1.28$) found in the interval scales of moderate and little extent in that order. Differently speaking, the leadership preparation, learning experiences emphasized on the instructional improvement has moderately perceived by teachers and little extent by principals. There is a mean difference between the perceptions of respondents, as the computed t-test result, $t(2, 115) = 3.06$; $p = 0.00$, also indicates, a statistically significant difference was observed between the two groups. As can be seen from Table 3 item 7, teachers with mean score, $M = 4.11$; $SD = 1.09$ replied that the leadership preparation, learning experiences

creates moderate opportunities to get an excellent mentor (coach) during apprenticeship. On the other hand, principals with mean scores, $M = 3.09$; $SD = 1.35$ pointed out that the learning experiences create little extent opportunities in getting an excellent mentor during apprenticeship. The independent t-test result, $t(2,115) = 4.14$; $p = 0.00$, shows statistically there was a significant difference between the responses of the two groups. To support the responses of teachers, Ministry of Education in its implementation guideline clearly states the minimum requirements for the eligibility of trainers in the program. On top of this, trainers should be a role model, hard worker, good mentors and his/her performance should be valid internally and externally by colleagues and professionals. Hence, as the data depict, the criteria set by the Ministry of Education have in place properly in the sample Universities. In this aspect, Darling-Hammond, LaPointe, Meyerson, Orr and Cohen (2007) suppose that the leadership preparation should combine theory and practice through model mentors. In other words, leadership preparation demands scaffold-learning experiences under the guidance of experienced mentors; offer opportunities to actively reflect on leadership experiences, and foster peer networking to help trainees to capture skills and attributes.

Concerning the opportunities of learning experiences involved, the trainees in a group or team of learning, the mean scores of teachers, $M = 4.92$; $SD = 5.90$ and principals, $M = 3.70$; $SD = 1.12$, found to be great and moderate extent. The independent t-test result, $t(2,115) = 1.72$; $p = .08$, indicating statistically there was no significant difference between the responses of the two groups. The finding results indicate that the training modality was experiential teaching and learning practices through small groups. The finding explicitly fits with the training delivery modality stated in the implementation guideline of the Ministry of Education (2017). Generally, it can be possible to say trainees could develop senses of team spirit, teamwork, social work, and collaboration during the training sessions.

As can be seen from Table 3 item 8, the mean score of teachers ($M = 4.02$; $SD = 1.14$) found under the interval scale of moderate implying the leadership preparation experience required them to reflect on their practice and analyze how to improve the leadership skills. Contrarily, the principals mean score ($M = 3.39$; $SD = 1.09$) indicates that the leadership preparation experience requires them a little extent to reflect on their practice and analyze how to improve leadership skills. Like the mean scores of the two groups indicate, the computed independent t-test, $t(2,115) = 2.95$; $p = 0.00$, depicts that a statistically significant difference was observed between the responses of the two groups. Similarly, in the same Table item 9, the leadership preparation experience required the teachers and principals to complete performance assessments of their skills development and leadership competencies (e.g. Portfolio, presentations, and reflections) moderately and a little extent as indicated by the mean scores of, $M = 4.22$; $SD = 1.02$ and $M = 3.36$; $SD = 1.19$ in that order. Indicating in the mean scores, statistically significant difference was observed between the two groups of responses since the independent t-test result, $t(2,115) = 3.87$; $p = .00$ indicates. The mean differences of the respondents may be resulted from the attitudes of participants towards the contribution of leadership preparation experiences in building leadership skill development and competences. The principals might take different leadership related trainings and might feel that the trainings slightly contribute in filling their leadership gaps. Whereas teachers perceived that such types of leadership, preparation experiences worthily contribute in developing and improving leadership skills and competencies.

Finally, Table 2 item 11 displays the mean scores of teachers and principals about the question of required them to complete an internship that was an excellent learning experience for becoming a principal. Mean scores,

M = 4.01; SD = 1.01 and M = 3.31; SD = 1.31, indicate that complete an internship (apprenticeship) was an excellent learning experience for becoming a principal rated moderately and a little extent by teachers and principals. The computed independent t-test, $t(2,115) = 2.95$; $p = 0.00$, implies that a statistically significant difference was observed between the responses of the two groups. The difference may be the perceptions of the participants on the contributions of apprenticeship for the leadership skills development.

During FGD, discussants put forward that apprenticeship or internship is an excellent technique to acquire real world experiences, challenges, and practices in the schools. They said that during their apprenticeship program, they learned genuine life experiences from principals, vice principals and schools which they could not get from the training sessions in the classroom. From this discourse, it can assure that apprenticeship or internship is the dominant sources of experiences. In turn, the value of experiences is seen as real life schools in which individuals learn failures, success, challenges, achievements and mistakes. In this regard, Orr (2006) in Gibson, et al. (2012) asserts that providing strong content and field experiences during leadership preparation that provide intellectual challenges; offering comprehensive, coherent, and relevant experiences; and including high quality internships help to produce high qualified, skilled and talented leaders.

VIII. TRAINEES' VIEWS TOWARDS A LEADERSHIP POSITION

On top of this, Table 3 item 1 exemplifies the question of trainees' basic interest in the school leadership position. To this end, the mean score of teachers, M = 4.05; SD = 1.26, and principals, M = 3.75; SD = 1.37, found in the interval scales of agree implying trainees agreed that they are basically interested in the leadership position. The independent t-test result, $t(2,115) = 1.14$; $p = 0.25$, shows that statistically significant difference was not observed between the responses of the two means. This result assures that, aspiring the leadership position is an inherent interest of human being not an environmental endowment. In this case, during FGD, trainees reported that leadership is an internal quality of individuals acquiring from nature and through lifelong learning. They added that women have exposed naturally to different leadership activities, which need the insight of them within the home and outside the home.

As it can be seen from Table 3 item 2, teachers and principals agreed that they enjoy in leading people at school with the mean scores, M = 3.94; SD = 1.26 and M = 3.75; SD = 1.35 respectively. Implying both groups of respondents inherently enjoy in leading students, teachers, parents, and other stakeholders in the school particularly and outside the school in general.

Table 3. Statistical values of trainees' views towards leadership position (N = 117' G = 2; df = 115).

No	Views towards leadership position	Respondent	N	Mean	Std. dev.	Sig	T-value
1.	I am interested in the school leadership position.	Teachers	76	4.05	1.26	.25	1.14
		Principals	41	3.75	1.37		
2.	I enjoy leading people at school.	Teachers	76	3.94	1.26	.45	.74
		Principals	41	3.75	1.35		
3.	I am courageous and fully motivated to be the leader of the school.	Teachers	76	3.92	1.18	.17	1.38
		Principals	41	3.58	1.28		
4.	I am willing and able to take any risks pertaining to the tasks in the	Teachers	76	4.06	1.24	.05	1.99

No	Views towards leadership position	Respondent	N	Mean	Std. dev.	Sig	T-value
	leadership position.	Principals	41	3.58	1.24		
5.	I will try to create a conducive school climate for promoting positive instruction.	Teachers	76	4.42	.99	.00	2.95
		Principals	41	3.70	1.36		
6.	I will be successful in my leadership roles in the school regardless of the existing gender biases and stereotypes.	Teachers	76	4.25	.99	.00	3.19
		Principals	41	3.53	1.22		
7.	I will strive to persuade (convince) followers to take school assignments.	Teachers	76	4.25	1.00	.00	2.87
		Principals	41	3.56	1.34		
8.	If I could decide again, I would still choose this job/position.	Teachers	76	3.88	1.13	.06	1.87
		Principals	41	3.43	1.26		
9.	All in all, I am satisfied with as a prospective candidate for the school leadership position.	Teachers	76	4.00	1.08	.04	2.02
		Principals	41	3.51	1.32		

Sources of data: field survey.

In this case, no statistically significant difference was observed between the responses of the two groups as the computed independent t-test result, $t(2,115) = 0.74$; $p = 0.45$, proves. The FGD discussants state that leadership should desire like food, sleep, rest, and leaders exercise leading through fun. Drawing from the data, leaders should display laugh, friendship, love and should be humor during leading their followers.

As can be seen from Table 3 item 3, teachers with mean scores, $M = 3.92$; $SD = 1.18$ and principals, $M = 3.58$; $SD = 1.28$ said agree about their courage and are fully motivated to be the leader of the school. Similarly, the computed independent t-test result, $t(2,115) = 1.38$; $p = 0.17$, indicates that there was not statistically significant difference observed between the perceptions of two groups. During FGD discussion, participants articulate that leading people demands courage, morale, and intrinsic motivation of the leader. The leader should maintain the morale of the follower and be exemplifier through self-motivation.

In the same Table item 4, the mean scores of respondents found under the interval scales of the agreement. Accordingly, teachers with mean value, $M = 4.06$; $SD = 1.24$ and principals, $M = 3.58$; $SD = 1.24$, indicate that they are willing and able to take any risks pertaining to the tasks in the leadership position. The computed independent t-test result, $t(2,115) = 1.19$; $p = 0.05$ is equal to alpha value, 0.05. The finding implies that participants were matured physically and psychologically to take responsibilities and risks during their leadership practices. This, in turn shows that trainees are able and willing to take risks and responsibilities in their leadership position. According to many writers, (for example, Ahreham Maslow, Bush and Middlewood, 2005; Davies and Brundrett, 2010; John Storey, 2004 and others) suggest that taking responsibilities and risks are the sources of intrinsic satisfaction.

Table 3 item 5 presents a question of creating a conducive school climate for promoting positive instruction in the schools as leaders. In this regard, teachers with mean scores, $M = 4.42$; $SD = 0.99$ and principals, $M = 3.70$; $SD = 1.32$, said agree about creating a conducive school climate for the betterment of teaching learning process. However, the computed independent t-test result, $t(2,115) = 2.95$; $p = 0.00$, implies statistically significant difference was observed between the responses of the two groups. Though the mean scores found to be in the

same interval scale, there is a great mean difference between them. This may be resulted from their work experiences in the /school as leaders and teachers. To dig out the perceptual differences between trainees, an interview was held with them. As a result;

One of the principals said that it is very hard to create conducive school climate to promote good teaching-learning process. The school environment has affected by many variables in the school and outside the school. The leaders do not have a freedom of executing decisions by themselves. The rules, procedures, guidelines are developed by higher officials and send to the schools for execution purpose only. Even the school leaders spent much of their time with worthless meetings and unrelated school issues. Creating positive school climate is the desire and above all the responsibilities of the school leaders however it is in the hands off politicians 'decision and goodwill.

The mean scores of teachers and principals found in the same interval scale that is agreed concerning about their success in practicing leadership roles in the school, regardless of the existing gender biases and stereotypes with mean values, $M = 4.25$; $SD = 0.99$ and $M = 3.53$; $SD = 1.22$ in that order. As it can be seen from the mean scores, though there is somehow slightly mean difference between the responses of the trainees, the independent t-test result, $t(2,115) = 3.19$; $p = 0.00$, indicates statistically significant difference was not observed between the perceptions of the two groups. This implies that both groups of respondents believe that their efforts pretense and to be successful in their leadership roles in the schools regardless of any biases. In other words, the responses depict that trainees were psychologically and physically ready to play their leadership roles in order to celebrate high school achievements. However, the achievements of leaders are largely depending upon the motives and behaviors of individuals displayed in the leadership practices.

Concerning item 7 in the same Table, teachers with mean score, $M = 4.25$; $SD = 1.00$ and principals, $M = 3.56$; $SD = 1.36$, agreed that they strived to persuade (convince) followers to take school assignments. The independent t-test result, $t(2,115) = 2.84$; $p = 0.00$, also indicates statistically significant difference was not observed between the perceptions of the two groups. This entails that trainees tried to use persuasive strategies in delivering tasks and school assignments. Convincing followers is one of the techniques leaders used in influencing the minds and hearts of followers to achieve common goals. In this regard, Winston and Patterson (2006) state that the primary function of a leader is equipping, training, and influencing followers who have diverse gifts, abilities, and skills and focuses on achieving school objectives causing the follower (s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort.

Table 3 item 8 presents the mean scores of teachers, $M = 3.88$; $SD = 1.26$ and principals, $M = 3.43$; $SD = 1.13$ indicating the responses found in agree and uncertain interval scales about the question of if they could decide again, they would still choose this job/position. The computed independent t-test result, $t(2,115) = 1.87$; $p = 0.06$, indicates that a statistically significant difference was not found between the perceptions of the two groups. As the data depict, principals who had experience in the leadership position are uncertain about their decision if alternatives should be given again in applying in the leadership position. This result reassures that seeking the leadership position is an innate curiosity of human beings. In other words, naturally individuals demand to get the leadership position in every aspect of their life. Even with organizational chaos, management crisis, environmental instability, and uncertainty, people aspire to hold leadership position.

Finally, the same Table item 9 presents the satisfaction, intensity of trainees in the leadership position as pro-

-spective candidates. Accordingly, teachers with mean score, $M = 4.00$; $SD = 1.08$ and principals, $M = 3.51$; $SD = 1.32$ agreed that they were satisfied with as a prospective candidate for the school leadership position. Even though the mean scores of trainees found in same interval scale, a statistically significant difference was observed between the responses of the two groups as indicated by the computed independent t-test, $t(2,115) = 2.02$; $p = .04$. The finding implies that experienced principals and non-experienced teachers equally inspired to the leadership position. The inspiration for the leadership position may be emanated for different purpose. Primarily, by the virtue of human nature, individuals essentially need to lead others in a normal circumstance in spite of position difference. Implicitly implies, they would like to get recognition and admiration through influencing others because of the leadership position. Secondly, individuals need the leadership position to display their unique abilities of leadership in order to serve others.

IX. PERCEIVED CHALLENGES

This study tried to investigate the challenges perceived by the trainee as career obstacles for their leadership position. Qualitative data from open ended questionnaires, FGD, panel discussion and literatures are compiled and presented as follows. The major perceived challenges described are cultural problems (attitude problems, perceptions, self-esteem) the nature of the work and work schedule, and organizational structure. In the following subsequent sections, perceived cultural, structural, networking relation challenges, sudden interferences and abdicating of power problems are discussed.

Perceived Cultural Challenges

The study tries to probe perceived cultural challenges that affect the dreams of females to the leadership position. The major cultural elements such as attitude, perceptions, values, beliefs, and personal factors have treated as follows. In this aspect, data from open-ended questions, FGD, and panel discussion have compiled, analyzed, and interpreted below.

During the discussion, trainees expressed their views about how attitude, perception, and beliefs affect their career development. As they said, the negative attitude of the society towards females' leadership ability in general and males' perception in the workplace in particular are dominant factors of females, which often rupture their hearts and morale in the fights of leadership position. Even in the academic environment, male teachers do not have a positive attitude of female leaders. The society (family, friends, and bosses) disrespects females through indigenous proverbs and unwritten convention. Such traditional lessons and experiences have transmitted from generation to generation and the superciliousness of females has continued until the era of human transformation.

As the findings indicate, social perceptions; teachers' attitudes and beliefs, males' outlook in the workplace are influential factors in the females' advancement in the leadership position. In this regard, Bush and Middlewood (2005) coined that beliefs, values and ideology are at the heart of organizations/ schools. Understanding the patterns of cultural elements, therefore, is providing a basis for making one's own behavior sensible and meaningful. Strengthening the ideas, recent research stresses cultural and personal factors as the main fundamental reasons explaining the situation of women in leadership. Gideon (2008) states that personal factors affect females' career development in the leadership positions. These factors are psychosocial. In this regard, trainees have not denied the psychological factors that impasse them from their career development. In

the open ended questions, they stated that with their complicated roles, and with the general outlook of the society, including the workplace, they have developed the senses of insecurity and inferiority through time. Again, they stressed that since the age of childhood, there was no enabling conditions and fertile ground, which supports females to develop self-confidence. Bond (1996) in Bush and Middlewood (2005) discloses that among female personal factors, self-esteem and self-confidence, lack of motivation and ambition to accept challenges, women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis are often observed in the work place.

Organizational Structure Challenges

This study reveals that organizational structures were among the obstacles for females, which prevent them from moving up to the leadership position. Accordingly, the discussants reported that the schools' structure has not invited capable and competent individuals to the leadership position. Most of them agreed that the school leadership position has occupied by less capable and ineffective individuals through networks, kinship, and political affiliation. Most immediate bosses at woreda and zone level were fault finders, petty minded, focused to appeal to people and striving to de-motivate leaders including higher achievers. Almost the majority of the positions were occupied by political appointments and by those individuals who are faithful to the system. Likewise, Bush and Middlewood (2005) stated that due to micro-politics in the schools system, schools management, for example, in Netherlands, USA and English were suffering from serious conflicts between leaders, teachers and other education officials. However, these countries take measures of restructuring as an internal political process of reshaping power.

From the lessons and experiences of other countries, what makes an Ethiopian education structure different from them is micro-politics are common features of all schools. During the FGD, trainees identified core reasons in which Ethiopia's educational structure is different from other countries. First, organizational structure is seemingly designed for male favored and suppresses the struggle of females who inspire to leadership positions. To confirm their views, they said, for example, when male and female leaders make the same mistake in the same condition on their job, punitive measures are taken on females whereas verbal warning and reprimanding are given for males. Second, mostly the criterion used to appoint leaders in the leadership position is being a political membership for the ruling party (EPDRF). In case of these, the public education organizations are currently serving as the eyes and ears of the ruling party or government. Every position is weighted by the credits and debts of an individual who contributes to the political system not the job he/she employed. Individuals in the system are accredited by what they said to the politics, not by what they doing for the organization. By these philosophical views of the ruling party, key leadership positions in every Subsector of the education system have occupied by incompetent but faithful individuals in the nation. However, as they said, most of them were not active as well as interested in involving in such system. In one way or the other, females have been marginalized from the leadership position in Ethiopian education system. In other words, although the constitution guarantees women equality, practice has shown that disparities still exist in the implementation of gender equity measures. In this case, Schwanke (2013) proves that organizational structures can interfere with and inhibit females' advancement.

During FGD, trainees state that we carried out multiple responsibilities (home responsibility, social responsibility_ ceremonies, Edir, Ekub, death, and economic responsibility) that impasse us moving towards to

the leadership position. With all these responsibilities, we are not instigating to hold leadership position as an additional burden. This implies that to balance these responsibilities in their life, females need flexible time schedules. Similarly, Piterman (2008) suggests that inflexibility of work arrangement and types of job also affects females' advancement. Gideon (2008) tries to scrutinize the organizational structure with the work schedule and conditions. Females feel that leadership position brings an additional stress, since they associate leadership work with inflexibility and the restrictiveness as compared to what teaching in the classroom offers them in terms of meeting the demands on their time. This discussion leads to treat the work preference of females in the school system. Implying females inherently prefer flexible, non-restricted and less-scheduled types of jobs and activities. In other words, rigid workplace structure detaches women from leadership roles. This is due to females' personal priorities and responsibilities outside their work roles such as mothers, housewives, home-makers and managers at work (Okafor, Fagbemi and Hassan, 2011) demand extra times.

Networking and Relationship

Among the leadership barriers mentioned by trainees during FGD and extracted from open ended questions, organizational networking and relationship are the foremost impediment variables. Accordingly, the discussants argue that the visible and invisible networks and relationships elongated through the education system marginalize us from the leadership position. Kinship in terms of benefits, political views, friendships, rewards, and families are common characteristics of networks, which serve as criteria for leadership appointments except few cases.

Trainees shared their experiences pertaining to male dominant networks. They said, for example, when male and female leaders produced the same output (performance) in the same leadership position in the same condition, male leaders have a great probability of getting the rewards given by the school or woreda or zone. As evidence, Doris (2012) reveals that many women in positions of leadership insist that the most important career strategy for advancing to senior levels is consistently exceeded performance expectations. In other words, for women to move up the organizational ladder, they must work harder and longer than their male counterparts must.

Sudden Interferences and Abdicating of Power

The study attempted to investigate the views of trainees with reference to the levels of discretionary power granted for school leaders. In other words, the study found out that the balance between authority and responsibility of school leaders as well as the status of grants power in executing decisions in their leadership position. In this case, FGD and panel discussions were made by trainees on selected topics of school leadership in the meantime of the training. The critical point of discussion was the interference of woredas and zones by sending mountains of unplanned activities to schools unexpectedly. Due to this factor, the principals spent much of their time with worthless meetings, mostly unrelated to the teaching learning process. These make female leaders toothless, indecisive, and paranoid. This condition in turn prohibited school leaders in playing their instructional roles in the school. Trainees have real experiences of such practices in their schools so that they depressed to aspire and view to the leadership position. Thus, females prefer to avoid leadership position than seeking it. Among the ways that females reply to barriers are avoiding careers in which a higher rate of stereotyping or discrimination will occur (Schwanke, 2013).

X. CONCLUSION

The finding depicted that the views of teachers towards the leadership, preparation learning experiences are moderately positive, whereas principals who had leadership, position experiences have less likely attitude towards the learning experiences. In other words, individuals who were new to the leadership position have a good attitude towards leadership preparation experiences, whereas experienced leaders in the position did not show great desire, and were indifferent for the leadership experiences. Regarding the interest, courage, morale, and motivation of the leadership position, a significant difference was not seen between the views of trainees. Concerning these leadership attributes, experienced leaders and non-experienced teachers equally inspired to the leadership position. However, a statistically significant difference has observed between the respondents in creating a conducive learning environment, taking risks, and influencing followers. Teachers, who did not have leadership experiences, had positive attitude towards these important leadership variables, whereas the leaders who had leadership experience were reserved. The finding revealed that female school leaders did not have discretion power and authority to make managerial decisions in the school. The decisions have been made by the knowledge of higher officials. In one way or the other, females have systematically marginalized from the leadership position in the Ethiopian primary education system. Thus, females prefer to avoid leadership position than seeking it.

The study also revealed that the negative attitude of the society towards females' leadership ability in general and males' perception in the workplace in particular are dominant factors for females, which often rupture their hearts and morale in the fights of leadership position. Even in the academic environment, male teachers do not have a positive attitude towards female leaders. The members of the society (family, friends, and bosses) disrespect females through indigenous proverbs and unwritten convention. Such traditional lessons and experiences have transmitted from generation to generation and the superciliousness of females has continued until the era of human transformation. Furthermore, female teachers' attitudes, beliefs, and their views are influential factors in the females' advancement in the leadership position. The research also indicated that organizational structure is seemingly designed for male favored and suppresses the struggle of females who inspire to leadership positions. It has reported that when male and female leaders make the same mistake in the same condition on their job, punitive measures have taken on females whereas verbal warning and reprimanding have given for males. Additionally, the criterion used to appoint leaders in the leadership position is being a political membership for the ruling party (EPDRF). Kinship in terms of benefits, political views, friendships, rewards, and families are common characteristics of networks, which serve as criteria for leadership appointments except few cases. Thus, it could infer that the public education organizations have largely served as the eyes and ears of the ruling party or government. Generally, it could conclude that the school leadership position in Ethiopia is not an eye catching and interesting job for females.

XI. RECOMMENDATIONS

On the bases of the conclusions made the following recommendations are forwarded.

- Leadership preparation experiences have worthily contributed in developing and improving leadership skills and competencies for beginning and experienced school leaders. Thus, policy makers, planners and decision makers in the government should give great attention to the real females' leadership preparation

practices and established sustainable female development training programs in collaboration with national and international Universities like Armenia, Paraguay, Rwanda and South Sudan countries.

- The government should promote a positive school leadership environment through providing discretion power for female leaders to exercise their leadership roles. Avoid political interferences in the school leadership practices and offer academic freedom to exercise their professional obligations.
- Female teachers should develop the feelings of achievement and develop self-confidence through reading, observing and acting the lives and experiences of high achiever females of the world in different leadership positions.
- In order to develop females' self-esteem and self-confidence towards leadership position, the government focus on the provision of attitudinal, capacity building and life skill education for the girl child starting at the age of childhood. In line with this, continuous and sustainable leadership development training (off the job, on-the-job and weekend) ought to give to the leadership aspirants and female leaders actually possessing the position.
- Schools, district/ Woredas, Zones and Regions including Ministry of education ought to facilitate flexible working arrangements and friendly working conditions that set realistic deliverables. In particular, take action to address deep seated assumptions that align with the interest and ability of females to the leadership position. Specially, Ministry of education should make the school structure simple (free from kinship, male networking, and establish performance oriented, rewarding system) that encourages females to move up to the leadership position.
- Ministry of education, Regions, zones, woredas education Bureaus, and politicians in general should seek the achievement of standards of females in the schools leadership positions to avoid isolation, maintain confidence, and encourage emerging female leaders, and limit minority or majority dynamics.
- Ministry of education, regions, and other concerned bodies recognize that culture greatly affects the movement of females towards the leadership position. Therefore, cultural intervention strategies (use female role models, provisions of different trainings for males about gender stereotypes, give trainings on the social status of maleness and femaleness) should be designed and given by ongoing cultural awareness training for the workforces. Besides, expose females with opportunities to take up mainstream leadership in operational roles, support, and mentor them in those roles.

REFERENCES

- [1] J. Acker, *Gendering organizational theory*. Thousand Oaks: Sage Publications, 2010.
- [2] G. Allport, Attitudes. In C. Murchison (Ed.), *Handbook of social psychology*. Worcester, Mass: Clark University Press, 1935.
- [3] J.E. Anderson, *Public policymaking: An introduction*. Boston: Houghton Mifflin Company, 2003.
- [4] B.L. Berg, *Qualitative research methods for the Social Sciences* (4th ed.). California State University, Long Beach: Allyn & Baco, 2001.
- [5] B. Davies & M. Brundrett (ed.), *Developing Successful Leadership*. *Studies in Educational Leadership*, Kenneth Leithwood, OISE, University of Toronto, Canada, 2010, volume 11.
- [6] T. Bush & D. Middlewood, *Leading and Managing People in Education*. California: SAGE Publications Inc, 2005.
- [7] C.P. Christ, Do we still need the Journal of Feminist Studies in Religion? *Journal of Feminist Studies in Religion*, 2014, 302 (2), 139-416.
- [8] J.L. Chin & J. Sanchez-Hucles, Diversity and leadership. *American Psychologist*, 2007, 62, 608-609
- [9] J. W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research..* 6th ed. Boston: Pearson Education, Inc., 2012.
- [10] L. Darling-Hammond, M., LaPointe D., D. Meyerson., M.T. Orr, & C. Cohen, *Preparing School Leaders for Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute. 2007.

- [11] M, Dereje, Women’s Participation in Educational Leadership in Selected High Schools in Addis Ababa City Administration. *M.A. thesis*. Addis Ababa University (unpublished), 2013
- [12] P. Domingo, R. Holmes, T. O’Neil, N. Jones, K. Bird, A. Larson, *Women’s voice and leadership in decision-making: Assessing the evidence*, 2015.
- [13] E. Emeka, Okafor1, O. Ayodele, Fagbemi & R.A. Hassan, Barriers to women leadership and managerial aspirations in Lagos, Nigeria: An empirical analysis. *African Journal of Business Management*, 2011, Vol. 5(16), Available online at <http://www.academicjournals.org/AJBM>
- [14] A. Endale, Factors that affect Women Participation in Leadership and Decision Making Position. *Asian Journal of Humanity, Art and Literature*, 2014, Volume 1, No 2.
- [15] K.S. Francis, A.M. Amartei, B. Osei-Owusu & O.O. Antobre, Female leadership stereotypes: The perception of the leadership of female heads of senior high schools in Ashanti region. *Educational Research*, 2013, Vol. 4(10), available online@ <http://www.interestjournals.org/ER>
- [16] E.M. Gagnon, The Perspective and Practice of Leadership by Managers within a State Correctional Agency: An Instrumental case Study. *International Journal of Leadership Studies*, 2012, Vol. 7 (Iss. 1), 48-70.
- [17] J.L. Gibson, J.M. Ivancevich, H. James, J. Donnelly, & R. Konopaske, *Organizations: Behavior, Structure, Processes*, (14th ed.). New York: The McGraw-Hill Companies, Inc., 2013
- [18] N.E. Gideon, Factors Affecting Women Leadership in the Public Primary Schools in Mwea Division, Embu County. Masters Theses, Kenyatta University (unpublished), 2008
- [19] A.M. Goetz, & C. Nyambu-Musembi, Voice and Women’s Empowerment: Mapping a Research Agenda’. Pathways Working Paper . Brighton: *Pathways of Women’s Empowerment Research Consortium*, 2008.
- [20] H. Piterman, The leadership challenge: women in management. Monash University, 2008
- [21] M. Hirut, (2014). Factors Affecting Women's Participation in Secondary Schools Leadership in Selected Sub cities of Addis Ababa. *MA thesis*, Addis Ababa University (unpublished), 2014.
- [22] M. Islam, & S. Nasira, Attitude towards Women Leadership in Organizations: A Study on Government Sector of Bangladesh. *Journal of Business and Management*, 2016, 18 (1), 112-139.
- [23] R. J. Doris, “Barriers to Women's Leadership.” *Encyclopedia of Leadership (Ed)*. Thousand Oaks, CA: SAGE, 2012.
- [24] L. J. Gibson, J. M. Ivancevich, J. H. Donnelly & Jr., Robert Konopaske (2012). *Organizations: Behavior, Structure, Processes* (14thed.). New York: The McGraw-Hill companies Inc.
- [25] S. John (ed.), *Leadership in Organizations: Current issues and key trends*. New Fetter Lane, London: Routledge, 2004.
- [26] D. Kartz, The functional approach to the study of attitudes. *Public opinion quarterly*, 1960, 24, 163-204.
- [27] E. Lahti, Women and leadership: Factors that influence women's career success. *Female leaders' reflections on their career development and leadership*. Lahti: Lahti University of Applied Sciences, 2013
- [28] R.N. Lussier, & C. Achua, *Leadership. Theory, application, and skill development* (5th ed.). United States: South-Western, Cengage Learning, 2013.
- [29] B. Maeregu, H. Ashebir, A. Ferew, A. Alem., & B. Gizachew, *Analysis of Educational Management and Leadership Training Practices in Ethiopia*. Addis Ababa: Ministry of Education., 2016.
- [30] Ministry of Education, Strategic Leadership for Improving the Quality of Education:with a focus on transformational leadership. *Training Module* . Addis Ababa, 2013
- [31] Ministry of Education, Female primary School Leadership Training Program: Training Implementation Guideline. Addis Ababa: Ministry of Education, 2017.
- [32] C. Mnisi, (2015). Female Primary School Leadership in the Bohlabela District of Mpumalanga: Challenges and Strategies. Med Thesis. South Africa: University of South Africa.
- [33] I. Oplatka, Women in educational administration within developing countries. Towards a new international research agenda. *Journal of Educational Administration*, 2006, 44 (6), 604-625.
- [34] M.T. Orr, Mapping innovation in leadership preparation in our nation's schools of education. *Phi Delta Kappan*, 2006, 87 (7), 492-499.
- [35] J.E. Rariya, Women in educational leadership: A comparison of Kenyan and Pakistani women educational leaders. *Quality in education: Teaching and leadership in challenging times*, 2007, 2, 469-483. Available at: http://ecommons.aku.edu/book_chapters/85.
- [36] D.A. Schwanke, Barriers for women to positions of power: How societal and corporate structures, perceptions of leadership and discrimination restrict women’s advancement to authority. *ECJ*, 2013, 3 (2).
- [37] L.L. Shiman, *Women and Leadership in Nineteenth-Century England*. New York: St. Martin's Press, Inc., 1992.
- [38] O. Tam & Pilar Domingo (2016). Women and power: overcoming barriers to leadership and influence. London: Overseas Development Institute.
- [39] R. Vandever, (2013). Leadership an attitude: Women in science program (PPP), 2013, https://www.purdue.edu/science/images/wisp/graduate/WISP_Leadership.pdf
- [40] K.J. Watson, & U.M. Peterson, Gendered Differences: Postmodern Feminist Perspectives and Young Women Identified as “Emotionally Disabled”. *The Journal of Contemporary Human Services*, 2002, Volume 83 (Number 5/6), 596-603.

AUTHOR’S PROFILE



Maeregu Biyabeyen Asfaw, The author was born in 1979 in Ethiopia. He attended his primary and secondary education in Addis Ababa. He received diploma in teaching from the then Kotebe teachers training college, the current Kotebe Metropolitan University. With his diploma, he served as a primary school teacher for 7 years. He continued his education and received first and second degree in educational leadership and management from Addis Ababa University in 2008 and 2010. In 2011, he joined Haramaya University and served for 6 years. Within these years, he conducted over 6 researches and published 4 different articles with friends and promoted to the rank of assistant professor. In the middle of 2015, he moved to Kotebe Metropolitan University and has served as research and postgraduate program, and female leadership training program coordinator. Moreover, he participated in 3 national researches and conducted two sole researches. The author has also served the Ministry of education as a consultant in designing various education curricula.