PERCEPTION OF SECONDARY SCHOOL STAKEHOLDERS TOWARDS WOMEN REPRESENTATION IN EDUCATIONAL LEADERSHIP IN HARARI REGION OF ETHIOPIA

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ABSTRACT

The purpose of this study was to find out the perception of secondary school stakeholders towards women representation in educational leadership and to find the barriers that cause this perception to determine the possible solutions for these problems. To carry out this study descriptive method was employed. Participants of the study were 75 male teachers, selected by using stratified random sampling techniques. The 34 female teachers, 12 school leader such school principals, two deputy directors, one supervisor, 8 bureau officials and 4 PTA were also involved in the study. The data were collected by using questionnaire, interview and focus group discussion. Both qualitative and quantitative data analysis methods were employed in order to turn up at the results.

The findings of the study revealed that despite perception of secondary school stakeholders has been changing, but not as expected still they believe that women are reluctant to accept responsibilities of school leadership; men are better leaders in leading secondary school; the school manager should be masculine, self reliant, ambitious and strong leader; women have no necessary skill to discipline student, supervise other adults and criticize constructively in secondary school; men consider women as his equal counterpart and women lack confidence in their capabilities, qualifications and experiences. Some of the challenges which could hinder women representation in educational leadership were for instance; pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in religion and organization, etc.

In the finding the secondary school stakeholders also justified the following as the possible solution for the factors that hinders women representation in leadership such as training opportunities for women(Mentoring), gender awareness campaign, gender balance in leadership position, non-discriminatory procedure for recruitment and appointment, affirmative action, fighting traditions that hinder the progress of women, change of negative attitude against women, discourage societal discrimination, change family traditional structure(societal support), sensitize society to accept women leadership, women should be assertive(confidential), women's Self –motivation.

Keywords: Perceptions, Self-motivations, Educational Leaderships, Stakeholders, Managements.

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INTRODUCTION

The presence of women in leadership position in education worldwide provides a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels.

The presence of women in leadership roles at secondary school level and above contributes to sensitivity with in schools for the well being of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006).

Historically, men had been running the leadership career in any of organization. Holtkamp (2002) notes that "leadership roles have been held by men". Literatures also have recognized men as a leader and their leadership roles and behaviors in war, hunting, business and government (Craig et al., 1996).

In patriarchal societies, now and then, women playing traditional role of home makers while men remaining a leader in every sphere of life (Craig et al., 1996; Giddens, 2005). Because of this social attitude women have been reluctant to pursue educational, administrative positions (Holtkamp, 2002).

However, some research findings and surveys in the global context suggest that the proportion of women in professional and managerial position is slowly increasing than before (Giddens, 2005; Holtkamp, 2002).

In Ethiopia women's participation at various levels of executive councils and administrative bodies has been increasing.

The same is true for an increment of women number in federal and regional House of Representatives. On the other hand, school administration has been male dominated as a result the government has set a plan to increase the number of model students &teachers in schools as well as appointing those able women at leadership position (MoWA, 2006).

In Ethiopia recently some improvements have been seen in increased proportion of school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads in school at different region of the country (MoE, 2006).

According to Harari Education Bureau (2011) among 48 primary level government school there are about 15 female principals and vice principals, 2supervisors and 2 inspectors currently running the schools but in secondary schools there is no women in the principal & vice principal position, supervisors as it is all dominated by Male.

Historically, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006).

Although the number of female leaders has increased, they are often named as an afterthought.

According to Hojgaard (2002), the societal conventions regarding gender and leadership traditionally exclude women, and top leadership was viewed as a masculine domain.

In African societies, it is believed that men lead and women follow (Ngcongo, 1993; Grant, 2005).

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Under-representation of women in decision making position for example schools is commonly seen in Ethiopia and the effort of government to empower women on decision making position has been insignificant.

Literatures by ministry of education revealed that regarding gender affairs in educational sector much concern have been given to deep-rooted cultural barriers and constraint on girls education aiming at minimizing the gender gap of enrolment at all levels of educational setting (MoE, 2004).

The current situation of female leadership in the Harari region and the fact that there is no known research that has been conducted on female leadership in this region, aroused the researchers interest in investigating perception of secondary school stakeholders towards women's participation in educational leadership and the causes of this perception.

OBJECTIVES of the STUDY

The objectives for this research problem are:

> ➢ To find out the perceptions of secondary school stakeholders towards women's representation in educational leadership.
> ➢ To study the significance difference between School Leaders and Bureau Officials with respect to their perceptions towards women representation in educational leadership.
> ➢ To study the significance difference between Male Teachers and Female Teachers responses with respect to their perceptions towards women representation in educational leadership.

RESEARCH METHODOLOGY

The methodological framework of this study is descriptive survey method.

Descriptive survey is preferred over other methods as it enables to make investigations with predictions, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005).

Prakash (2005) described that a survey research is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

SAMPLE SIZE and SAMPLING TECHNIQUES

The total population of the subjects of the study is 12 school leaders such as (school principals, vice principal), 109 teachers.

Moreover, as a source of supporting data, 22 respondents from different sections (organizations) such as PTA, Regional Education Bureau officials are deliberately included.

The total population of the secondary school leaders is 12 (Male=12, No Female) were totally included, among population of teachers 184 (34 Female, 150 Male); 50% of the population male that is 75 and all population of female that is 34 teachers have been taken.

The Leaders were selected using available sampling technique and teachers sample was selected using simple random sampling technique.

In addition, among 24 PTA members, 50% of the population that is 12 was selected by simple random sampling technique.

Moreover, one supervisor, six teachers' development heads at Regional Education Bureau (REB), one women affairs heads at REB and Harar Education Bureau heads are totally included using available sampling technique.

DATA COLLECTION INSTRUMENTS

The researcher has employed four types of data gathering tools. The data from the primary source of information was collected through questionnaire, interview and Focus Group Discussion (FGD) and informal conversational interview.

Questionnaire

The questionnaires were prepared for teachers, school leaders and bureau officials. Set of questionnaire, containing 51 items for teachers, school leaders and bureau officials.

The items of the questionnaires are classified under the three basic research questions. The response category set was a likert type five point rating scaling ranging from Strongly agree to Strongly disagree (i.e.,5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree and 1=Strongly disagree). There were open-ended items to collect the qualitative data also. The contents of the questionnaire mainly focused on the perception of stakeholders towards women representation in educational leadership, the factors affecting women representation in leadership and the possible solution for these problems.

Focus Group Discussion (FGD)

Focus group discussion was conducted with 12 members of PTA, three from each school and the by grouping the respondent samples in three groups in order to collect detailed data on it.

Each group consisted of 4 PTA representative from each school were randomly selected. As groups were randomly selected, the 12 members were reasonably enough for the purpose.

The points of discussion was similar with other tools, in that they focus on the perception of stakeholders towards women representation in educational leadership, the factors affecting women representation in leadership and the possible solution for these problems.

Interview

Interview was used to collect primary data about the perception of secondary school stakeholders towards women representation in educational leadership that was helped to extract further deep information. The type of interview was semi-structured and it contained similar idea with the contents of the questionnaire. For this purpose, interview guideline was prepared for heads HEB women affairs heads. Questions for interview were prepared in English but translated in to Amharic before the interview to obtain the necessary in depth information and avoid communication barriers. On the other hand, informal conversational interview was also employed.

RESULTS AND DISCUSSION

Perceptions are fundamental to our forming opinions about ourselves, others and reality which involves the interaction of the outer world with our inner world (Brown, 2005).

For instance, negative attitudes towards women in the work place influence both self-perceptions and the perception of others (Irene, 2005).

The inner world factors are meta-perceptions (an individual's awareness of others' judgment of him or her), self-perception, the five senses, expectations, desire, interest, emotions, attitudes, readiness, and tendencies.

The following tables (Table 1, 2 and 3) were discussing the Teachers, School Leaders and Bureau Officials respectively to items, which are similar for the entire respondents, related to perception of stakeholders towards women representation in educational leadership.

Table: 1
Teachers, School Leaders and Bureau Officials
response towards representation in educational leadership

No	Items		Teachers			School Leader			Bureau Officials		
			AG	UD	DA	AG	UD	DA	AG	UD	DA
1	Women are responsible for domestic matter not leadership	f %	29 26.6	5 4.6	75 68.8	2 16.7	2 16.7	8 66.6	- -	- -	8 100
2	Women consider the family roles &teaching as more important than school leadership	f %	50 45.9	15 13.7	44 40.4	9 75.0	- -	3 25.0	2 25	- -	6 75.0
3	Men recognizes women as his equal counterparts	f %	70 64.2	14 12.8	25 22.9	11 91.7	- -	1 8.3	7 87.5	- -	1 12.5
4	Women are reluctant to accept responsibilities	f %	50 45.9	14 12.8	45 41.3	12 100	- -	- -	6 75.0	- -	2 25.0
5	Women have capability to lead secondary school	f %	81 74.3	10 9.2	18 16.5	10 83.3	2 16.7	- -	8 100	- -	- -
6	Women have an interest and motivation to apply for school leadership	f %	77 70.6	22 20.2	10 9.2	11 91.7	- -	1 8.3	6 75.0	2 25.0	- -
7	Women can make strong decisions &be committed to the organization and their careers	f %	16 14.7	14 12.8	79 72.5	12 100	- -	- -	7 87.5	1 12.5	- -
8	Women are better leaders than men.	f %	71 65.2	20 18.3	18 16.5	7 58.3	2 16.7	3 25.0	- -	- -	8 100
9	The ideal school manager must be masculine, self reliant, ambitious and strong leader.	f %	47 43.1	17 15.6	45 41.3	12 100	- -	- -	- -	1 12.5	7 87.5

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Table 1

10	Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader	f %	17 15.6	8 7.3	84 77.1	1 8.3	- -	11 91.7	- -	- -	8 100
11	Women have lack of confidence in their capabilities, qualifications, and experience	f %	22 20.2	18 16.5	69 63.3	9 75	1 8.3	2 16.7	7 87.5	- -	1 12.5
12	Women have an ability(skills) to discipline students, supervise other adults &criticize constructively	f %	7 6.5	8 7.3	94 86.2	11 91.7	- -	1 8.3	2 25	1 12.5	5 62.5

f- Frequency, %-Percent, AG-Agree, UD-Undecided, D-Disagree

As it can be seen in Table:1, In general, the findings with respect to the perception of teachers, school leaders and bureau officials suggest that the majority of respondents (teachers, school leaders and bureau officials) agreed with the perception that women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women are reluctant to accept responsibilities of school leadership; women have capability to lead secondary school; women have an interests and motivation to applying for school leadership.

In addition, the majority of the school leaders and bureau officials agreed that women can make strong decision and be committed to the organization and their careers.

However, teachers disagreed with this perception; the majority of school leaders and bureau officials agreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience.

However, teachers disagreed with this perception. Similarly, the majority of teachers and school leaders agreed that men are better school leaders than women leaders. However, majority of bureau officials disagreed with this perception.

Moreover, the majority of teachers, school leaders and bureau officials disagreed with the perception that women place is home not leadership; the majority of teachers and bureau officials disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious and strong leader. However, majority of school leaders agreed with this perception.

Similarly, the majority of teachers, school leaders, and bureau officials disagreed with the perception that women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leaders and the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively in secondary school respectively.

The following information was obtained from focus group discussion and interview with respect to perception.

During focus discussion and interview, the participants said the following with respect to women home responsibility:

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"in many families, women are expected to maintain traditional family roles independent of existing or new job responsibilities. When females obtain or seek positions as educational leaders, it is not easy to balance their work and family obligation. As a result, women give priority to their family and might be less committed to jobs that require more time investments because of their combined work and family roles. Therefore, these obligations often lead others to question whether women are capable of being effective educational leaders." They also said"....currently women are participating in leadership to certain extent and the perception that women's place is only home is changing slowly but not yet removed..."

this shows that perception of stakeholders towards women with respect to home responsibility is slowly changing.

During interview, the interviewee said the following with respect to women's interest in applying to school leadership: The respondents emphasized that women teachers do apply for promotional posts, but "women *teachers know in advance that their applications will not be taken seriously or considered, because the privilege favours men"*.

This privilege keeps women at the margin of school leadership. Some of the respondents indicated that not all women teachers with appropriate teaching experience have the capacity to take up leadership position, most women feels comfortable in the lower ranks.

During the interview, the interviewee said the following about women reluctance to accept school leadership:

" ....most women do not want to apply for the posts saying perhaps women give priority to their family than school leadership because it needs to much time which is a burden for women to balance home responsibility and school leadership, they are not eager to take the posts because of the traditional beliefs which gives home responsibility for women..."

In addition, the interviewee said

".....the patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Therefore where a leader is to be elected, people will prefer electing a man rather than a woman."

Moreover, during focus group discussion the participants expressed why women had been reluctant to accept school leadership:

"from an early age, daughters are groomed for their marriage roles of wife, mother and food provider ... and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home and the cultural belief that men is the better leader make them reluctant...".

In addition during focus group discussion regarding the capability of women to lead secondary school, the participants were agreed that:

"...women experiences lack of confidence to take the responsibility because they fear that it is difficult to manage students and teachers in secondary school...; they also belief that women are not as competent as

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men and the traditional belief that women are inferior to men and women cannot maintain a role of authority in secondary school."

The secondary school stakeholders (the teachers, school leaders, bureau officials, and PTA) insured that, women are reluctant to accept responsibilities of school leadership; men are better leader in leading secondary school; women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women have capability to lead secondary school; women have an interests and motivation to apply for school leadership when advertised. Similarly, the majority of the secondary school stakeholders insured that women can make strong decision and be committed to the organization and their careers and they beliefs that women have lack of confidence in their capabilities, qualifications, and experience.

This finding is similar with that observed by Brown (2003) and Oplatka (2006) women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience.

Moreover, the finding shows the stakeholders disagreed with the perception that women place is home not leadership and the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders.

The stakeholders still beliefs that women have no ability (skills) to discipline students, supervise other adults, and criticize constructively in secondary school respectively.

This finding is similar with that of Shakeshaft et. al., (2007) some persistent stereotypical and inaccurate views held about women are their perceived inability to discipline students, supervise other adults, criticize constructively, manage finances, and function in a political frame.

As can be seen in Table: 2, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials. In most of the items given, the result shows that at df= 18, and at the level of significance 0.05, the calculated t-value is less than the critical (table) value 2.06.

This can be led to the conclusion that the responses of both groups in most cases have no statistically significant difference.

But in the case of item number two, eight, nine and twelve the responses of the two groups of respondents shows that there was statistically significant difference between them in which the calculated t-test value, 2.41, 4.21, 18.63, and 3.64 respectively exceeds the critical (table) value, 2.06.

From this, it can be concluded that there was significant difference between the responses of school leaders and bureau officials towards item two, eight, nine, and twelve of table-2.

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Table: 2
Significance difference between School Leaders and Bureau Officials with respect to their perceptions towards women representation in educational leadership

No	Items	Respondents	Mean	PSD	t-value	Significance
1	Women are responsible for domestic matter not leadership	SL	1.50	0.28	1.76	insignificant
		BO	1.00			
2	Women consider the family roles &teaching as more important than school leadership	SL	2.50	0.41	2.41	significant
		BO	1.50			
3	Men recognizes women as his equal counterparts	SL	2.83	0.28	0.29	insignificant
		BO	2.75			
4	Women are reluctant to accept responsibilities	SL	3.00	0.26	1.89	insignificant
		BO	2.50			
5	Women have capability to lead secondary school	SL	2.83	0.14	1.20	insignificant
		BO	3.00			
6	Women have an interest and motivation to apply for school leadership	SL	2.83	0.24	0.34	insignificant
		BO	2.75			
7	Women can make strong decisions &be committed to the organization and their careers	SL	3.00	0.09	1.24	insignificant
		BO	2.88			
8	Men are better leaders than women are.	SL	2.33	0.34	4.21	significant
		BO	1.00			
9	The ideal school manager must be masculine, self reliant, ambitious, and strong leader.	SL	3.00	0.10	18.63	significant
		BO	1.13			
		BO	1.63			
10	Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader	SL	1.17	0.21	0.81	insignificant
		BO	1.00			
11	Women have lack of confidence in their capabilities, qualifications, and experience	SL	2.58	0.35	0.48	insignificant
		BO	2.75			
12	Women have an ability(skills) to discipline students, supervise other adults &criticize constructively	SL	2.83	0.33	3.64	significant

PSD-Pooled Standard Deviation; SL-School Leaders=N_1=12; BO-Bureau Officials=N_2=8; P=0.05; df=18, critical Table t-value=2.06

In general, the findings from the table-2, with respect to the perception of school leaders and bureau officials suggest that the majority of respondents (school leaders and bureau officials) agreed with the perception that women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women are reluctant to accept responsibilities of school leadership; women have capability to lead secondary school; women have an interests and motivation to applying for school leadership. In addition, the majority of the school leaders and bureau

officials agreed that women can make strong decision and be committed to the organization and their careers.

The majority of school leaders and bureau officials agreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience. Similarly, the majority of teachers and school leaders agreed that men are better school leaders than women are.

However, majority of bureau officials disagreed with this perception. Moreover, the majority of school leaders and bureau officials disagreed with the perception that women place is home not leadership; the majority of bureau officials disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious and strong leader.

However, majority of school leaders agreed with this perception.

In addition, the majority school leaders and bureau officials disagreed with the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders and the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively in secondary school respectively.

Table: 3
Significance difference between Male Teachers and Female Teachers responses with respect to their perceptions towards women representation in educational leadership.

No	Items		Male Teachers				PSD	t-value	Female Teachers			
			AG	UD	DA	Mean			Mean	AG	UD	DA
1	Women are responsible for domestic matter not leadership	f %	20 26.7	3 4.0	52 69.3	1.57	0.13	0.08	1.57	9 26.5	2 5.9	23 67.6
2	Women consider the family roles &teaching as more important than school leadership	f %	26 34.7	15 20.0	34 45.3	1.89	0.19	2.78	1.58	24 70.6	- -	10 29.4
3	Men recognizes women as his equal counterparts	f %	60 80	9 12	6 8	2.72	0.15	6.55	1.89	10 29.4	5 14.7	19 55.9
4	Women are reluctant to accept responsibilities	f %	42 56	10 13.3	23 30.7	2.25	0.18	3.62	2.41	8 23.5	4 11.8	22 64.7
5	Women have capability to lead secondary school	f %	54 72	5 6.7	16 21.3	2.51	0.16	1.46	2.72	27 79.4	5 14.7	2 5.9
6	Women have an interest and motivation to apply for school leadership	f %	54 72	16 21.3	5 6.7	2.65	0.13	0.92	1.76	23 67.6	5 14.7	6 17.7
7	Women can make strong decisions &be committed to the organization and their careers	f %	- -	3 4.0	72 96.0	1.04	1.79	12.64	2.25	16 47.0	11 32.4	7 20.6
8	Women are better leaders than men are.	f %	51 68	12 16	12 16	2.52	0.16	0.68	1.59	20 58.8	8 23.5	6 17.7

Table 3

9	The ideal school manager must be masculine, self reliant, ambitious, and strong leader.	f %	40 53.3	11 14.7	24 32.0	2.23	0.18	3.54	2.51	7 20.6	6 17.7	21 61.7
10	Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader	f %	15 20	8 10.7	52 69.3	1.51	0.15	2.59	2.74	2 5.9	- -	32 94.1
11	Women have lack of confidence in their capabilities, qualifications, and experience	f %	18 24	12 16	45 60	1.64	0.17	1.37	2.65	4 17.8	6 17.7	24 70.5
12	Women have an ability(skills) to discipline students, supervise other adults &criticize constructively	f %	1 1.3	5 6.7	69 92	1.36	0.42	0.19	2.53	6 17.7	3 8.8	25 73.5

f-frequency; AG-Agree; UD-Undecided; DA-Disagreed; PSD-Pooled Standard Deviations; M-Male=N_1=75; F-Female=N_2=34; P=0.05; df=107, Critical Table t-value=1.96

As it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.08 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of respondents disagreed with the perception that women place is home not leadership.

With regard to, the perception that women consider family roles as more important than school leadership, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 2.78 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of respondents male teachers disagreed and the majority of female teachers agreed with this perception that women give priority for domestic responsibilities and teaching than school leadership.

Moreover, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 6.55 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority male teachers agreed with this perception but female teachers disagreed that men considers women as his equal counterparts.

it also indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 3.62 is greater than the critical (table)

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value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the male teachers agreed that women are reluctant to accept responsibilities of school leadership but the majority of female teachers disagreed with this perceptions.

Regarding the statement that women have capability to lead secondary school, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 1.46 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents agreed that women have capability to lead secondary school.

It also can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.92 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception. This shows that the majority of the male and female teachers agreed that women have an interests and motivation to apply for school leadership.

The majority of male teachers disagreed that women can make strong decision and be committed to the organization and their careers. As it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the males and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 12.64 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the male teachers disagreed that women can make strong decision and be committed to the organization and their careers but the majority of female teachers disagreed with this perception.

The majority male teachers 51 (68%) agreed that men are better school leaders than women leaders, 12 (16%) of them undecided and the same number 12 (16%) of them disagreed. Similarly, the majority of female teachers 20(58.8%) agreed, eight (23.5%) of them undecided and six (17.7%) of them disagreed for the same issue. Moreover, as it can be seen in table-6, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.68 is less than the critical (table) value 1.96 and there is no significance difference between responses of the school leaders and bureau officials with respect to this perception.

This shows that the majority of the male and female teachers agreed that men are better school leaders than women are.

Regarding the perception ideal school manager must be masculine, self reliant, ambitious and strong leader; the majority of the male teachers 40 (53.3%) agreed, 11(14.7%) and 24(32.0%) of them disagreed with this perception. However, the majority of female teachers 21(61.7%) disagreed, seven (20.6%) agreed and six (17.7%) of them undecided for the same issue. Moreover, as it can be seen in table-3, it indicates that the

mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 3.54 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception. This shows that the majority of the female teachers disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious, and strong leader. However, majority of male teachers were agreed with this perception.

The majority of male teachers disagreed that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders. Moreover, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=18, and at the level of significance 0.05, the calculated t-value 1.5 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents disagreed with the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders.

Regarding the perception that women have lack of confidence in their capabilities, qualifications and experience; the majority male teachers disagreed, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df= 107, and at the level of significance 0.05, the calculated t-value 1.37 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents disagreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience.

Regarding the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively; the majority 69 (92%) of the school leaders disagreed, 5(6.7%) undecided and only one (8.3%) of them agreed. Similarly, the majority of female teachers 25(73.5%) disagreed, three (8.8%) of them undecided and six (17.7%) agreed. Moreover, as it can be seen in table-6, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df= 107, and at the level of significance 0.05, the calculated t-value 0.19 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of male and female teachers disagreed with the perception that women have an ability (skills) to discipline students supervises other adults and criticizes constructively in secondary school.

As can be seen in table- 3, it indicates that the mean ratings comparing between the responses of the male teachers and female teachers.

In most of the items given, the result shows that at df=106, and at the level of significance 0.05, the calculated t-value is less than from the critical (table) value 1.96.

This can be led to the conclusion that the responses of both groups in most cases have no statistically significant difference. But in the case of item number two, three,, four, seven, nine and ten the responses of the two groups of respondents shows that there was

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statistically significant difference between them in which the calculated t-test value, 2.78, 6.55, 3.63, 12.64, 3.54 and 2.59 respectively exceeds the critical (table) value, 1.96.

From this it can be concluded that there was significant difference between the responses of male teachers and female teachers towards item two, three, four seven, nine and ten of Table: 3.

Therefore, based on Table: 3 the responses of male and female teachers agreed in most of the items.

CONCLUSIONS

Based on the major findings of the study, it is reasonable to conclude the following:

> ➢ The findings indicate that perception of secondary school stakeholders has been changing, but not as expected, still they beliefs that women are reluctant to accept responsibilities of school leadership and men are better leaders in leading secondary school. Due to this woman, representation in educational leadership lags behind that of men.

> ➢ According to the results, the perception remains that the school manager should be masculine, self reliant, ambitious, and strong leader. Due to these women, representation in educational leadership lags behind in Harari regional state,

> ➢ Secondary school stakeholders also beliefs that women have no necessary skill to discipline student, supervise other adults, and criticize constructively in secondary school. Due to this perception woman is not encouraged to lead secondary school.

> ➢ Secondary school stakeholders believe women's lack confidence in their capabilities, qualifications, and experiences. Due to this perception, women's are underrepresented in secondary school leadership.

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