



Assessment of Barriers Hindering Women from Upward Mobility to Leadership Positions and Stereotypes Against Them in District Education Offices of Illu Abba Bora Zone, South Western Ethiopia

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Abstract: Regardless of the fact that lots of efforts have been made, numerous legal & regulatory mechanisms have been adopted to empower women, their proportion in managerial position is still negligible because of many challenges. Moreover, the negligible proportions who come to leadership positions often encounter lots of challenges. In education institutions & sector offices, for instance, various stereotypical images are projected on women in leadership positions from the sides of different individuals. Therefore, this study was intended to investigate the major barriers Hindering Women from Upward Mobility to Leadership Positions and Stereotypes against them in District Education Offices of Illu Abba Bora Zone, South Western Ethiopia. The study employed descriptive survey design. So, out of the 24 districts (i.e., 22 districts and 2 administrative towns) 6 districts were randomly selected for this study. There were a total of about 214 workers in these 6 district education offices out of which 79 males & 29 females, totally 108 workers (i.e., 50.5%) were made to fill the questionnaire. In addition, interviews were conducted with 8 women employees of the district education offices. Thus, it was found out, in this study that majority (74.4%) of the men respondents had some kind of position such as department heads, school unit leaders, school vice directors or directors before joining their current offices, while only few (38%) of the women respondents had some kind of position in their previous school/office. In addition, nearly 36.6% of the men respondents had ever held head (17.7%) and vice head positions (18.9%) once up on a time in their current office, whereas only 6.8% of the women respondents had ever held head (3.4%) and vice head (3.4%) positions in their current offices. The same is true to the respondents situations in relation to their current position in their current offices. For instance, it was observed that majority of the heads and the vice head offices were males. The study findings also showed that there were policies and guidelines though not fully implemented. Generally, it was observed that there were lots of barriers that a woman may encounter; and that may hinder women from upward mobility to leadership positions. For instance, lack of opportunities for promotions, lack of top management supports, absence of recognition of the existence of the challenges, under expectations/evaluations of women's successes on leadership positions and other stereotypes were addressed. Finally, therefore, utilization of current structure to filter information on the advancement of women from one level to the other, considering women advancement in all levels of decision making, developing program that are meant to empower women, recognition of the existence of the problems, affirmative action and the like were forwarded as recommendations.

Keywords: Barriers, Gender, Gender Stereotypes, Upward Mobility

1. Introduction

1.1. Background

It is familiar fact that there have been clearly defined roles for women and men in all societies around the world. For instance, women, because of their reproductive abilities, are the ones to bear and have children and this made many of their tasks domestic. On the other hands, men were the providers and protectors of the family and this centered many of their tasks outside the domestic domains. As time has changed, so has the division of roles between men and women. Of course, a lots of women have entered the labor market in the last few decades and this means that women have been entering the traditionally men dominated works. Moreover, women's educational and professional life and their status in society are at present more on increase due to efficient and dedicated role played by them in different organizations. In addition, women, from junior staff up to managerial position which is not limited to educational management, they not only handle particular department but also as a political leaders they are now a days, representing their entire nation. In this respect, one might think in general, that there have been proportionate increases of women in most occupations. However, women have been expected to be limited to some categories of occupations. Moreover, evidences show that the increase in the overall labor force participation rate for women is not reflected in the proportionate increase of women in managerial position. Sometimes we perceive as if women limits their potentials to specific posts in the work setting, therefore others also perceive them as capable of handling limited works at job [2].

Many people believe that women can disqualify for taking responsibilities to perform in masculine jobs. With this impression in mind in past years varieties of researches have been conducted throughout the world focusing on various psychosocial issues related to women. With rapid increase of women leaving and staying away from home for higher education and bread earning, raises questions in the mind of employers that whether women can be hired for administrative post, other than educational management. With hiring of women on merit, equal opportunity, their gradual promotions in public sector organizations and non-availability of males for appointment as head for particular fields made human resource management to look into possible appointment of highly qualified females to management posts [7].

Therefore, in this research the major Barriers Hindering Women from Upward Mobility to Leadership Positions particularly in education offices will be investigated. Moreover, forms of Stereotypes Against some women with leadership positions in District Offices of Illu Abba Bora Zone, South Western Ethiopia were assessed.

1.2. Statement of the Problem

Although women's representation in many occupations has been improved, there has been observed that their proportion is still much lower in lower, middle and upper leadership positions. Women have made few strides in breaking through

the glass ceiling-i.e., the invisible barriers that exist for women and other minorities that limit their upward mobility in organizations when it comes to leadership positions [6]. Moreover, negligible proportions of women who come to leadership positions often encounter lots of challenges. In this respect, for instance, not only in the less developed countries, but also in the developed ones, there are some stereotypical images about women managers that become obstacles to their further advancement as professionals. Men have been seen as better suited than women to hold leadership positions. The qualities associated with being a successful manager have been associated with masculinity; such as ambition, objectivity, and acting in an authoritative manner. Women have been seen as different from men, universally lacking the necessary personal characteristics, as they are dependent, submissive, and conforming, and therefore lack the abilities to make them good managers [10].

In education institutions and sectors various stereotypical images are often projected on women in leadership positions from the sides of various individuals. Instances of these stereotypes could be that women tend to place family demands above work considerations; women work for supplemental income; as a result they lack the necessary drive to succeed in organization; women tend to mix their personal and professional beliefs and feelings, and for this reason, they are accepted as emotionally not professional; women are unsuitable for leadership positions because they are too emotional and lack some qualities necessary for leadership positions such as aggressiveness, risk-taking and decisiveness; women leaders have self-confidence problems; women leaders are not motivated through power needs but affiliation motives; women are perceived as too soft or too tough but ever just right [10].

Therefore, this research was intended to respond to the following basic questions.

- Is the proportion of women in various leadership positions fairly or under representative when compared against the total number of women and men in district education offices of Illu Aba Bora Zone?
- What are the major barriers hindering women from upward mobility to leadership positions in district education offices of Illu Aba Bora Zone?
- In what form do stereotypes manifested from the sides of staff members against women in leadership positions in district education offices of Illu Aba Bora Zone?

1.3. Objectives of the Study

This study, specifically, intends to:

- Compare the proportion of women in various leadership positions with that of men against the total number of women and men in the staffs of district education offices of Illu Aba Bora Zone
- Describe the major barriers hindering women from upward mobility to leadership positions in district education offices of Illu Aba Bora Zone
- Identify the stereotypes manifested from the sides of staff members against women in leadership positions in

district education offices of Illu Aba Bora Zone.

1.4. Significant/Importance of the Paper

This research is important in that it provides awareness for different bodies including women with/without leadership positions and men with/without leadership positions staff members in the community. Moreover, it enables responsible bodies such as administrative office authorities to critically take the issues under investigation under consideration; and make the necessary efforts in bringing more women to the leadership positions. The study has also something urgent to inform gender office heads working at different levels so that they would act to the best of their mandate in putting the necessary recommendations in practice.

2. Review of Related Literature

2.1. Women's Under-Representation in Managerial Positions and Its Major Causes

Lack of women in the managerial positions, including educational leadership, has been the subject of much debate in almost all countries. Today, not only in the less developed countries, but also in the developed ones, there are some stereotypical images about women managers that become obstacles to their advancement as professionals. Traditionally, men have been seen as better suited than women to hold executive positions. The qualities associated with being a successful manager have been associated with masculinity; such as ambition, objectivity, and acting in an authoritative manner. Women have been seen as different from men, universally lacking the necessary personal characteristics, as they are dependent, submissive, and conforming [5]; and therefore lack the abilities to make them good managers.

2.2. Stereotypes Against Women Leaders

The entry of women into senior levels within organizations over the last decade or so has brought this stereotype into question [5].

Some of the perceptions which project stereotypical images of women leadership have been offered as follows:

- (a) Women tend to place family demands above work considerations.
- (b) Women work for supplemental income; as a result they lack the necessary drive to succeed in business.
- (c) Women tend to mix their personal and professional beliefs and feelings, and for this reason, they are accepted as emotionally not professional.
- (d) Women are unsuitable for top managerial positions because they are too emotional and lack some qualities necessary for managerial positions such as aggressiveness, risk-taking and decisiveness etc.
- (e) Women managers have self-confidence problems.
- (f) Women managers are not motivated through power needs but affiliation motives.
- (g) Women are perceived as too soft or too tough but never

just right [3].

As a result of these negative beliefs, women make slow progress up the organizational hierarchy. In addition to these stereotypes, there are some other obstacles that prevent women from reaching managerial positions, such as low participation in male networks that limits their access to decision-making processes about promotion, discrimination against women in hiring and promoting policies, and the negative attitudes of employers and subordinates towards women managers. Aside from these negatives, the issue of under representation of women has been considered.

With the exception of a few countries, the teaching profession is dominated by women; but despite the large numbers of women in the profession, they are greatly under-represented in positions of management [2].

Accentuating the limited women representation regarding the myth and stereotypical images of women concerns the responsibility imposed on women leaders, as they relate to family issues. Women were found not to be prepared to take up positions away from their husbands and children. In fact, given a choice between career advancement at places away from the family and staying with ones' family, most women appeared to prefer the latter.

In saying that, stereotypes should not be used as an excuse to exclude women from leadership. Stereotypes resulted in self-imposed attitudinal barriers to women's entrance into positions of leadership [2]. In addition, it has been observed that cultural values also affect the participation of females in leadership position

3. Methodology

3.1. Research Design

In this research mixed (qualitative and quantitative) design in which questionnaire were administered to the study participants and the data obtained were described qualitatively and quantitatively.

3.2. Data Sources & Sampling

The major sources of data were employers of selected district education offices of the Zone including individuals with and without leadership positions.

With regard to sampling, out of 22 districts 6 districts were included using random sampling specifically lottery method. In this respect 3 of the 6 districts were remote and the other 3 are relatively accessible districts.

In this research, district education office was purposefully targeted. In the selected 6 districts there were a total of about 149 males & 65 females; totally 214 workers. Out of this, 79 males & 29 females, totally 108 workers (i.e., 50.5%) were made to fill the questionnaire. In addition, interviews were conducted with 8 women employees of the district education offices.

3.3. Tools

Tools such as close-ended questionnaire prepared in a

YES/NO type and others prepared in a Likert Scale types were used. Here, the researchers had decided to use Scale type and YES/NO type items as these kinds of tools were thought, relatively, to be, appropriate and preferable in gathering & describing data related to stereotypic attitudes, beliefs, expectations and the like. In addition semi-structured interview were used to collect data from selected women workers. Some of the interview guides and questionnaires were prepared by the researchers while parts of them were

adopted from different reliable sources.

3.4. Data Analysis

Data collected through interview were, qualitatively, described in words; whereas, data collected through close-ended items were analyzed quantitatively through simple frequency with percentage.

4. Findings

4.1. Background Information

Table 1. Respondents backgrounds information (experiences on positions).

No	Variables	Variable levels/types	Male		Female		Total (Fre, %)
			(fre, %) “A”	(fre. %) “B”	(fre, %) “C”	(fre. %) “D”	
1	Positions you have ever worked on in your previous office/school	Teacher-No position other than teaching	(21,26.6)	(21,19.4)	(18,62.0)	(18, 16.7)	(39,36.1)
		Head, department	(18,22.8)	(18, 16.7)	(3,10.3)	(3,2.8)	(21,19.4)
		Unit leader	(8,10.1)	(8,7.4)	(4,13.8)	(4,3.7)	(12,11.1)
		Vice director, school	(14,17.7)	(14,12.9)	(2, 6.9)	(2,1.8)	(16, 14.8)
		Director, school	(15,18.9)	(15,13.9)	(0, 0)	(0, 0)	(15, 13.9)
		Worked in other offices, not in school	(3, 3.8)	(3, 2.8)	(2, 6.9)	(2, 1.8)	(5,4.6)
2	Positions you have ever worked in your current office	Total	(79, 100)	(79, 73.2)	(29,100)	(29, 26.8)	(108, 100)
		Lower position	(12, 15.2)	(12,11.1)	(10, 34.5)	(10, 9.5)	(22,20.4)
		Expert/professional position	(25,31.6)	(25,23.1)	(13,44.8)	(13,12.0)	(38,35.2)
		Team leader	(13,16.5)	(13,12.0)	(4,13.8)	(4, 3.7)	(17, 15.7)
		Vice head, district office	(15, 18.9)	(15,13.9)	(1, 3.4)	(1, 0.9)	(16, 14.8)
		Head, district office	(14,17.7)	(14,12.9)	(1, 3.4)	(1,0.9)	(15,13.9)
3	Your current role/position	Total	(79, 100)	(79, 73.2)	(29,100)	(29, 26.8)	(108, 100)
		Lower position	(8, 10.1)	(8,7.4)	(11, 37.9)	(11, 10.2)	(19, 17.6)
		Expert/professional position	(45,56.9)	(45,41.7)	(16, 55.2)	(16, 14.8)	(61,56.5)
		Team leader	(15,18.9)	(15,13.9)	(1,3.4)	(1,0.9)	(16, 14.8)
		Vice head, district office	(5, 6.3)	(5,4.6)	(1,3.4)	(1, 0.9)	(6, 5.5)
		Head, district office	(6, 7.6)	(6,5.5)	(0, 0)	(0, 0)	(6,5.5)

- (a) Column “A” represents frequencies & proportion of males on different levels/types of variables against the total number of males.
- (b) Column “B” represents frequencies & proportion of males on different levels/types of variables against the total number of participants.
- (c) Column “C” represents frequencies & proportion of females on different levels/types of variables against the total number of females.
- (d) Column “D” represents frequencies & proportion of females on different levels/types of variables against the total number of participants.

The above table indicates that, concerning positions they had ever held before coming to district office, while about 62% of the women respondents had no position in their previous institute or school, only 26.6% of the men respondents had no position in their previous schools. Moreover, about 22.8% of the men respondents held department head position; 18.9% held school director; 17.7% held vice director; and 10.1% held unit leader position in schools. However, only the proportion of women who had ever held head department, schools unit leader, vice director and school director were only 2.8%, 13.8%, 6.9% and 0%

respectively.

Regarding positions they had ever held in their current offices, while nearly 36.6% of the men respondents had ever held head (17.7%) and vice head positions (18.9%) once up on a time in their current office, only 6.8% of the women respondents had ever held head (3.4%) and vice head (3.4%) positions in their current offices. The proportion of women reported to have ever worked on the lower and expert level position were 34.5% and 44.8%. Nevertheless, the proportion of male respondents who ever worked at the lower & expert level position was 15.2% and 31.6% respectively. The same is true to the respondents situations in relation to their current position in their current offices. For instance, it was observed that all the heads and the vice head offices were male except only one vice office head women.

4.2. Barriers to Women’s Upward Mobility to Leadership Positions

4.2.1. Barriers Related to Particular Office/Sector or, Organizational Factors

Organizational factors are factors or challenges arising from within a particular office, organization or sector. For instance, issues related to availability of gender equity

policies and guidelines, fairness of its implementations and the like were investigated. To this end, relevant items along with their analysis are described as follows.

Barriers related to availability of employment equity and affirmative action Policies or guidelines& their implementations

Table 2. Responses rates on whether there were policies and guidelines on employment equity and affirmative action.

	Yes (frequency, %)	Don't Know (frequency, %)	No (frequency, %)	Total
Men	(58, 53.7)	(17, 15.7)	(4, 3.7)	(79, 73.1)
Women	(20, 18.5)	(7, 6.5)	(2, 1.8)	(29, 26.9)
Total	(78, 72.2)	(24, 22.2)	(6, 5.5)	(108,100)

Here, we can clearly observe that, 72.2% of the respondents agreed that there were policies on employment equity and affirmative action. However, about 22.2% of the respondents reported that they were not sure whether there were policies on equity and affirmative action or not. The

remaining 5.5% indicated in their response that there are no employment equity and affirmative action policies in their offices. Further, to this about 68.9% of the females (i.e., 20 women) agreed that there were policies while 73.4% of males (i.e., 58 men) agreed with the question.

Table 3. Response rates on the extent to which policies and guidelines were implemented in their offices/sector.

	Male (Freq, %)	Female (Freq, %)	Total (freq, %)	If not implemented, Why?
Not implemented	(18, 16.7)	(13, 12.0)	(31, 28.7)	
Partially implemented	(32, 29.6)	(6, 5.5)	(38, 35.2)	
Not sure	(17, 15.7)	(8, 7.4)	(25, 23.1)	
fully implemented	(12, 11.1)	(2, 1.8)	(14, 12.9)	
Total	(79, 73.1)	(29, 26.9)	(108, 100)	

As can be seen from the above table, about 28.7% of the respondents admitted that polices on gender equity and affirmative action have not been implemented in their offices. In this respect, while only 18 male respondents (i.e., 22.8% of all the male respondents) admitted that the policy had not been implemented, about 13 women respondents (i.e., 44.8% of all the women respondents) reported that the policy has not implemented. In addition, there were also many respondents (i.e., about 23.1%) who responded that they were not sure whether the policy had implemented or not.

Of course, significant proportion of the respondents (35.2%) reported that the policy has at least implemented partially. In this respect, however, the proportion of men respondents (40.5%, i.e., 32 out of 79) who admitted that the policy had at least partially implemented exceeds the proportion of women (20%, i.e., 6 out of 29). Only 12.9% of

the respondents reported that the policy has fully been implemented. In this case, while only 2 women respondents (i.e., 6.9% of all the women respondents) reported that the policy had fully implemented, about 12 male respondents (i.e., 15.2% of all the male respondents) reported that the policy had fully been implemented.

The majority who indicated that there was partial implementation further highlighted that the partial implementation was due to lack of understanding on how to implement the policies, lack of incentives for implementation of the policies and punitive measures for not implementing, and implementation was only for compliance with statistical targets.

Barriers related to structural reforms or opportunities for promotion of women in the office

Table 4. Respondents responses on whether there were opportunities for promotion/reforms made so far in the last five years.

	Male (Freq, %)	Female (Freq, %)	Total	Why? (Describe)
Yes	(63, 58.3)	(21, 19.4)	(84, 77.8)	
Don't know	(12, 11.1)	(5, 4.6)	(17, 15.7)	
No	(4, 3.7)	(3, 2.8)	(7, 6.5)	
Total	(73, 73.1)	(29, 36.9)	(108, 100)	

As can be seen above, majority of the respondents (77.8%) said that there had been structural reforms whereby there were opportunities for promotion. Only 15.7% of the respondents said that they had no information on whether

there were opportunities for promotion or not. Only few respondents (6.5%) said that there had not been a promotion opportunities.

Table 5. Respondents' responses on whether there was any targeted group or not for the promotion/reforms previously made in their offices.

	Male (Freq, %)	Female (Freq, %)	Total	Why?
Yes	(21, 19.4)	(1,0.9)	(22,20.4)	
Not sure	(25, 23.1)	(8, 7.4)	(33, 33.6)	
No	(33, 30.6)	(20, 18.5)	(55, 49.1)	
Total	(79, 73.1)	(29, 36.9)	(108, 100)	

While at least 49.1% of the respondents said that there was no any targeted group for the promotion, about 33.6% of the respondents reported that they don't know or they were not sure on the issues under consideration. The only the

remaining 20.4% said that there were targeted groups.

Barriers related to top management supports for the Promotion of women

Table 6. Response rates on status of any kind of managements' supports for women upward mobility to top positions.

	Male (Freq, %)	Female (Freq, %)	Total	Why? (Describe)
Yes	(25,23.1)	(2,1.8)	(27, 25)	
No	(54,50)	(27,25)	(81, 75)	
Total	(79, 73.1)	(29, 36.9)	(108,100)	

Most respondents (75%) indicated that there was no top management support for the promotion of women into management positions. 25% said there was top management support for women into management positions. Much more

women (27 out of 29 or 93.1% of all the women respondents) than men (54 out of 79 or 68.3% of all the men respondents) said there was no management support.

Table 7. Response rates on status of managements' supports for women advancement through publicly declaring.

	Male (Freq, %)	Female (Freq, %)	Total	Why? (Describe)
Yes	(28,25.9)	(4,3.7)	(32, 29.6)	
No	(51, 47.2)	(25,23.1)	(76, 70.4)	
Total	(79, 73.1)	(29, 36.9)	(108,100)	

Majority of the respondents (70.4%) reported that top supports had not been observed much. 29.6% of the respondents who reported that top management support and encouragement of females to improve themselves through study aid (bursaries) to afford them an opportunity to apply

for top positions, however, described that the support is verbal, but no action taken in as far as they were concerned.

Barriers related to recognition of the challenges, barriers or problems that a women may encounter

Table 8. Respondents' recognition of the existence of some kinds of barriers/challenges that a woman may encounter in life.

	Male (Freq, %)	Female (Freq, %)	Total
Yes	(46, 42.6)	(22, 20.4)	(68, 62.9)
Not sure	(19, 17.6)	(3, 2.8)	(22, 20.4)
No	(14, 12.9)	(2, 1.8)	(16, 14.8)
Total	(79,73.1)	(29, 36.9)	(108,100)

It was observed, in this study, as described on table 8, that majority (62.9%) of the respondents said that they believe that there were some kinds of barriers or challenges that a women may encounter in life. However, about 14.8% of the respondents believe that there were no any kind of challenge

that a women encounter just because she is a women. The remaining 20.4% of the respondents said that they were not sure that whether a women encounters some kinds of barriers or challenges in life just because she is a women

Table 9. Respondents recognition of the fact that some barriers prevent women from entering upper leadership positions.

	Male (Freq, %)	Female (Freq, %)	Total
Yes	(24, 47.0)	(16, 31.4)	(40, 78.4)
Not sure	(5, 9.8)	(3, 5.9)	(8, 15.7)
No	(2,3.9)	(1,1.9)	(3, 5.9)
Total	(31,60.8)	(20, 39.2)	(51, 100)

The above table indicates that, even though majority (78.4%) of those respondents who feel that there were some kinds of barriers/challenges that a woman may encounter in life, believe that the existing barriers prevent women from entering management positions and cause lower advancement rates for women, significant proportion (15.7%) of the respondents said that they were not sure that whether the existing barriers prevented women from entering management position or not. Moreover, there were also some respondents (5.9%), who believe that there were some kinds of barriers that women may encounter in life but never recognize the impact of the barrier on women's upward

mobility to leadership position.

4.2.2. Barriers Related to Expectations/Evaluations of Women'S Successes on Leadership Positions

Here, a questionnaire prepared in a scale form to identify the degree to which the respondents expect women to be successful in exercising the major leadership behaviors/qualities. Respondents were asked to indicate their degree of success expectations by encircling 1 for very poor success expectations, 2 for poor, 3 for good and 4 for very good success expectations with regard to women's leadership behaviors/qualities.

Table 10. Respondents' expectation/evaluations of women's effectiveness on leadership behaviors/qualities.

To what extent do you believe that a women performs well on the following leadership behaviors/actions	Very poor			Poor		
	Male (freq., %)	Female (freq., %)	Total (freq., %)	Male (freq., %)	Female (freq., %)	Total (freq., %)
1 Planning	(24,22.2)	(7,6.5)	(31,28.7)	(29,26.8)	(9,8.3)	(38,35.2)
2 Delegating duties	(20,18.5)	(8,7.4)	(28,25.9)	(25,23.1)	(8,7.4)	(33,30.6)
3 Stimulation/rewarding	(14,12.9)	(2,1.8)	(16,14.8)	(19,17.6)	(9,8.3)	(28,25.9)
4 Networking, communicating	(15,13.9)	(2,1.8)	(17,15.7)	(13,12.0)	(9,8.3)	(22,20.4)
5 Team building	(18,16.7)	(5,4.6)	(23,21.3)	(20,18.5)	(9,8.3)	(19,17.6)
6 Problem and/or conflict resolving	(17,15.7)	(8,7.4)	(25,23.1)	(19,17.6)	(9,8.3)	(28,25.9)
7 Monitoring, evaluating	(20,18.5)	(7,6.5)	(27,25)	(23,21.3)	(10, 9.3)	(33,30.6)
8 Consulting, mentoring, supporting	(18,16.7)	(5,4.6)	(23,21.3)	(21,19.4)	(8,7.4)	(29,26.8)

Table 10. Continue.

To what extent do you believe that a women performs well on the following leadership behaviors/actions	good			Very good		
	Male (freq., %)	Female (freq., %)	Total (freq., %)	Male (freq., %)	Female (freq., %)	Total (freq., %)
1 Planning	(18,16.7)	(7,6.5)	(25,23.1)	(8,7.4)	(6, 5.6)	(14,12.9)
2 Delegating duties	(11,10.2)	(4,3.7)	(15,13.9)	(15,13.9)	(9,8.3)	(24,22.2)
3 Stimulation/rewarding	(19,17.6)	(12,11.1)	(42,38.9)	(17,15.7)	(6, 5.6)	(23,21.3)
4 Networking, communicating	(30,27.8)	(7,6.5)	(37,34.3)	(21,19.4)	(11,10.2)	(33,30.6)
5 Team building	(22,20.4)	(9,8.3)	(31,28.7)	(19,17.6)	(6, 5.6)	(25,23.1)
6 Problem and/or conflict resolving	(23,21.3)	(7,6.5)	(30,27.8)	(20,18.5)	(5,4.6)	(25,23.1)
7 Monitoring, evaluating	(18,16.7)	(7,6.5)	(25,23.1)	(18,16.7)	(6, 5.6)	(24,22.2)
8 Consulting, mentoring, supporting	(25,23.1)	(8,7.4)	(33,30.6)	(15,13.9)	(8,7.4)	(23,21.3)

Summary of table 10

	Total evaluation scores assigned for women on different leadership qualities	Average evaluation scores assigned out of 32points for women on different leadership qualities/behaviors
By males (79) respondents	1514 out of 2528 points	19.1
By females (29) respondents	597 out of 928 points	20.6
Average scores of all (129) respondents		19.5

From table 10 and its summary we can clearly observe that the respondents' expectations or evaluation results of the effectiveness of women on selected leadership behaviors/qualities are very low. If we take the evaluation of the respondents on women's ability in planning, for instance, majority (28.7%) rated that they are very poor & poor (35.2%). The proportion of the respondents who rated women as good and very good in planning was 32.1% & 12.9% respectively. Similar results had been observed, as one can observe from the above self-explanatory table, on the respondents' evaluation of

all the leadership qualities such as women's achievements in delegating duties, stimulating or rewarding subordinates, networking & communicating with external institutions or stockholders, team building, problems and/or conflict resolution, monitoring and evaluating, consulting, mentoring and supporting subordinates. In addition, as can be seen from the summary table, the average evaluation scores assigned out of 32 points for women on different leadership qualities/behaviors women respondents (20.6 points) was a little bit greater than that of the men respondents (19.1 points).

Table 11. Respondents' stereotypes against women leaders.

Stereotypes against women leaders	Yes			No		
	Males (N, %)	Females (N, %)	Total (N, %)	Male (N, %)	Female (N, %)	Total (N, %)
should place family demands above work considerations	(69,63.9)	(18,16.7)	(87,80.6)	(10,9.3)	(11,10.2)	(21,19.4)
Women work for supplemental income; as a result they lack the necessary drive to succeed in business	(61,56.5)	(12, 11.1)	(73,67.6)	(18,16.7)	(17,15.7)	(35,32.4)
Women tend to mix their personal and professional beliefs and feelings, and for this reason, they are accepted as emotionally not professional	(57,52.8)	(13,12.0)	(70,64.8)	(22,20.4)	(16,14.8)	(38,35.2)
Women are unsuitable for top managerial positions	(63,58.3)	(10,9.3)	(73,67.6)	(16,14.8)	(19,17.6)	(35, 32.4)
Women managers have self-confidence problems.	(59,54.6)	(8,7.4)	(67,62.0)	(20,18.5)	(21,19.4)	(41,37.9)
Women are too soft or too tough but never just right	(65,60.2)	(11,10.2)	(76,70.4)	(14,12.9)	(18,16.7)	(32,29.6)
Women managers are not motivated through power needs but affiliation motives	(58,53.7)	(7,6.5)	(65,60.2)	(21,19.4)	(22,20.4)	(43,39.8)
Women leaders have poor in making upward influences	(54,50)	(5,4.6)	(59,54.6)	(25,23.1)	(24,22.2)	(49,45.4)
Women who hold upper and middle management positions never be successful	(56,51.8)	(13,12.0)	(69,63.9)	(23,21.3)	(16,14.8)	(39,36.1)
Women leaders have poor in making upward influences	(53,49.1)	(16,14.8)	(69,63.9)	(24,22.2)	(13,12.0)	(37,34.2)

Summary of table 11.

	Total scores (if a YES response carries 0pt & a NO response carries 1pt) assigned for women on stereotypes	Average scores assigned out of 10points & converted to 100 for women on stereotypical statements	Remarks
By males male (79) respondents	193out of 790 points	2.4X10=24	The larger the average score, the lower the stereotypical attitudes towards women leaders. In this respect, for instance, male respondents had more stereotypical attitudes towards women leaders than women respondents.
By females (29) respondents	177 out of 290points	6.1X10=61	
Average scores of all (129) respondents		3.4X10=34	

4.2.3. Stereotypes Against Women Leaders

The above table clearly indicates majority (80.6%) of the respondents had a stereotypic believe that women should place family demands above work considerations. Only 19.4% of the respondents responded that they never accept the idea. The same is true to their responses on other issues. For instance, the proportion of respondents who had stereotypic believes women work for supplemental income; as a result they lack the necessary drive to succeed in business (67.6%);women tend to mix their personal and professional beliefs and feelings, and for this reason, they are accepted as emotionally not professional (64.8%);women are unsuitable for top managerial positions (67.6%);women managers have self-confidence problems(62%); women are too soft or too tough but never just right(70.4%); women managers are not motivated through power needs but affiliation motives (60.2%); women leaders have poor in making upward influences (54.6%); women who hold upper and middle management positions never be successful (63.9%) and women leaders have poor in making upward influences (63.9%).

4.2.4. Other Factors like Familial, Cultural, Social, and so on

The interview results clearly showed us that a woman may suffer from familial, cultural and other social problems that might have of great impacts on their upward mobility to decision making positions. it was observed Let us the interviewees’ responses for different questions related to stereotypes and other barriers that a woman may encounter in work places.

Balancing family responsibility with work place functions

“It is difficult to manage the work place challenge along with the home challenge; Of course, it is obvious that there have been strong government initiatives towards promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures, yet, there is a need to change a mindset among men in general and, in family, husbands in particular to appreciate the potential of women in out of duties including leadership activities.” (A woman whose age was about 43 years).

Problems women encounter just because they are women

...Ah! “I think women suffer from lots of psychological, cultural and social factors. We are considered as if we cannot control our emotions; and because of this we are not taken seriously by collogue.” (A woman aged about 54 years).

Others expectations about women’s leadership

effectiveness

...“I think people never expect and prefer women potentials in leadership. The setback, here, is that women lack some important traits such as confidence, aggressiveness and self-direction unlike men, because they are communal. Stereotypes about leaders generally resemble stereotypes of men rather than those of women. As a result, women are placed at a disadvantage in most leadership role” (A woman aged about 33 years)

5. Discussion, Conclusion & Recommendation

5.1. Discussion

Concerning positions they had ever held before coming to district office, while significant proportion of men had top position, insignificant or no proportion of women of the women respondents had top or medium position in their previous institute or school. But, only negligible proportions of the men respondents were with no position in their previous schools. Significant proportion of men respondents had ever held head and vice head positions once up on a time in their current office, only negligible proportion of women respondents had ever held head and vice head positions in their current offices. However, the proportion of women reported to have ever worked on the lower and expert level position were by far greater than that of men. For instance, it was observed that all the heads and the vice head offices were male except only one vice office head women. In line with this study, an author [3], found out that women in top management positions were nearly non-existent. Moreover, the proportion of women in medium managerial position was negligible.

With regard to barriers, while many scholars stated that some argue that the barriers-the glass ceiling is more of a societal blocker than an individual barrier, others argue that corporate culture or organizational barriers are to blame [3].

There were evidences of the presence of policies on employment equity and affirmative action as witnessed by respondents. However, they doubt whether the policy had effectively been implemented or not. Therefore, majority believe that polices on gender equity and affirmative action had not been implemented in their offices. Partial implementation further highlighted that the partial implementation was due to lack of understanding on how to implement the policies, lack of incentives for implementation of the policies and punitive measures for not implementing,

and implementation was only for compliance with statistical targets.

Another organizational barrier is the relationships many women have with their mentors, bosses, and female co-workers. Most employees tend to bond through similar interests. Since there tend to be few executive women; many women are unable to find female mentors [12].

Many scholars suggest that women are inhibited in the workplace because of their limited access to capable mentors. Many people prefer to have mentors of the same gender because they tend to understand the challenges most commonly faced. Men do not face the same barriers, have the same family issues, and many times simply do not want to mentor a woman. The needs of women from their mentors also tend to differ from the needs of men. Many women claim to need more encouragement, an example to follow, and simply more tasks to complete. Male mentors tend to be resistant to mentor a woman because they perceive women as more emotional, not as skilled at problem-solving, and because of the risk of workplace sexual harassment issues [13].

The other issues that must be taken into account is that, many senior executive and top management have a misunderstanding that women simply do not have a desire to excel in their current job positions. However, a recent study indicated that many the women not in management positions desire to be in the top most levels of their organizations. Other researcher [13] finds many women lose their drive to excel due to the many obstacles met along the path of becoming a manager. These obstacles include discrimination, stereotyping, prejudice, family demands, and lack of opportunities.

It was investigated in this study that majority of the respondents said that there had been structural reforms whereby there were opportunities for promotion. However, the promotion opportunity never targeted women. Moreover, most it was found out that there was no top management support for the promotion of women into management positions. Majority, thus, reported that top supports had not been observed much. Only few of the respondents who reported that top management support and encouragement of females to improve themselves through study aid (bursaries) to afford them an opportunity to apply for top positions, however, described that the support is verbal, but no action taken in as far as they were concerned.

It was observed, in this study, majority believe that there were some kinds of barriers or challenges that a women may encounter in life. Moreover, majority who feel that there were some kinds of barriers/challenges that a woman may encounter in life, believe that the existing barriers prevent women from entering management positions and cause lower advancement rates for women. However, it was found out that there were still some respondents who said they were not sure that whether the existing barriers prevented women from entering management position or not. Moreover, there were also still some respondents who believe that there were some kinds of barriers that a woman may encounter in life but

never recognize the impact of the barrier on women's upward mobility to leadership position.

The other barrier is the one related to top managers and employees' expectations. In this study, for instance, we can clearly observe that the respondents' expectations or evaluation results of the effectiveness of women on selected leadership behaviors/qualities are very low. If we take the evaluation of the respondents on women's ability in planning, for instance, majority rated that they are very poor & poor. The proportion of the respondents who rated women as good and very good in planning was very insignificant.

Similar results had been observed, as one can observe from these research findings, on the respondents' evaluation/expectations of all the leadership qualities such as women's achievements in delegating duties, stimulating or rewarding subordinates, networking & communicating with external institutions or stockholders, team building, problems and/or conflict resolution, monitoring and evaluating, consulting, mentoring and supporting subordinates.

Studies conducted by different scholars also confirm the findings of this research in this regard. For instance, many researchers admitted that past perceptions of leadership skills, competence, and assertiveness may hinder the ability of women to succeed in management. Many companies associate masculine characteristics with success and achievement. These include assertiveness, aggressiveness, and task-oriented leadership abilities [3].

Majority of the respondents, in this study, had traditional belief in that a woman is not supposed to hold leadership position. This finding is in line with that of other writers [2] which said that many people hold the perception that an effective leader is a male. This is because more argentic traits (characterized by aggression, ambition, domination, self-confidence and force), are all thought to be indicative of an effective leader.

The other stereotypic beliefs that respondents reflected was that women lack self-confidence. Both male and female respondents agree with the statement. This result is in line with studies conducted by different authors [13] who found that female administrators often lack self-confidence about seeing themselves at the top. Another variable about how heads of schools view women in educational leadership was women are less courageous.

5.2. Conclusion

- It was clearly observed that so many barriers hinder the promotion of women to senior management promotion. For instance, barriers related to particular office/sector like barriers related to implementation of legislation, promotion opportunities for women, existence of target groups for promotion (which focuses on women in this case) and top management support. In addition, women's own self-concepts on different leadership behaviors, other employees' related attitudinal barriers with regard to women's performances on leadership positions, and the like might have hindered women from upward mobility to a better position. So let's see

the results of each factor as follows.

- It was observed that there was partial implementation of policies and guidelines just because of lack of understanding on how to implement the policies, lack of incentives for implementation of the policies and punitive measures for not implementing, and implementation was only for compliance with statistical targets.
- As far as the issue of structural reforms and opportunities are concerned, the research results shows that majority of the respondents said that there had been structural reforms whereby there were opportunities for promotion. However, the promotion opportunities never targeted women in their organization.
- With regard to top management supports, it was found out that most respondents indicated that there was no top management support for the promotion of women into management positions.
- Lack of recognitions of the existence of the problem by responsible officials were one of the major challenges that a women encounters in work places.
- Significant proportion of the employees said that they were not sure that whether the existing barriers prevented women from entering management position or not. Moreover, there were also some individuals, who believe that there were some kinds of barriers that women may encounter in life but never recognize the impact of the barrier on women's upward mobility to leadership position.
- Barriers related to women and men expectations/evaluations of women's successes on leadership positions were also there. For instance, one can clearly observe that many individuals' expectations or evaluation results of the effectiveness's of women on selected leadership behaviors/qualities are very low.
- Many individuals' evaluation of all the leadership qualities such as women's achievements in delegating duties, stimulating or rewarding subordinates, networking & communicating with external institutions or stockholders, team building, problems and/or conflict resolution, monitoring and evaluating, consulting, mentoring and supporting subordinates were observed to be very low.

5.3. Recommendations

On the basis of the research result and other documents, the researcher would like to forward the following points as recommendation.

- Since some of the women leaders are afraid of failure especially those who start their leadership trajectory path, there is a need to encourage them to work through the moments of self-doubts, by commending them to ignore that inner voice that may discourage taking tough decision, speaking up and getting outside their comfort zone.
- The education offices should utilize its current structures and/or amend its current structure in a way

that it encourages the advancement of women from one level to the other to ensure the existing commitments at all levels of management or influence

- Each level of decision making can have a role to play in advancing females in the workplace as senior managers can be made champions of the process in their own units with a responsibility to report to top management on how they are supporting the advancement of women.
- Program that are meant to empower women especially those aspiring to management or those who are at the entry level of middle or top management can be developed for implementation such as mentoring and coaching. Mentorship program should be developed, where top managers mentor up and coming managers.
- Removing socio-cultural stereotypes on women leaders involves not only a transformation in employees' mindsets but also management practices, processes and organizational culture. The body of trustees should develop institutional strategies to forge love, self-respect and trust with the departments or organizations.
- Lack of recognition was identified as one of the barriers to advancement of women. Therefore, there should be recognition of women whose performance is exceptional, for example best female performer awards in various sections of the office.
- Despite the government initiatives, as the whole, which aimed at empowering women on various aspects including leadership posts, there are still gaps in implementing from the sides of top managements of particular offices. Therefore, the top managements of various sectors/offices should act along with the government initiatives, policies and strategies in empowering women.

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