



**COMPARATIVE STUDY ON DETERMINANTS OF WOMEN  
PARTICIPATION IN LEADERSHIP AMONG SELECTED GURAGE  
ZONE PUBLIC SECTOR OFFICE**

**MBA THESIS  
BY  
MAHLET KEBEDE TEKALIGN**

**WOLKITE UNIVERSITY, WOLKITE, ETHIOPIA**

**JUNE, 2023**

**COMPARATIVE STUDY ON DETERMINANTS OF WOMEN  
PARTICIPATION IN LEADERSHIP AMONG SELECTED GURAGE  
ZONE PUBLIC SECTOR OFFICE**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF WOLKITE UNIVERSITY IN PARTIAL FULFILLMENT  
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF  
BUSINESS ADMINISTRATION**

**BY**

**MAHLET KEBEDE TEKALIGN**

**ADVISOR**

**SENTAYEHU FISIHA (ASS. Pro)**

**CO.ADVISOR: SISAY MENGISTU. (MBA)**

**DEPARTEMENT OF MANAGEMENT  
COLLEGE OF BUSINESS AND ECONOMICS  
SCHOOL OF GRADUATE STUDIES  
WOLKITE UNIVERSITY**

**WOLKITE, ETHIOPIA**

**JUNE, 2023**

**DECLARATION**

I hereby declare that this thesis MBA dissertation is my original work and has not been presented for degree in any other university, and all sources of material used for this thesis/ dissertation have been duly acknowledged.

Name : Mahlet kebede

Signature: \_\_\_\_\_ date \_\_\_\_\_

This master of Business Administration thesis has been submitted for examination with my approval as Thesis/Dissertation advisor.Name:

Main advisor, Sentayehu Fesah (ASSPro.)...



date.....

Co-advisor sisayi (MBA)



Signature: \_\_\_\_\_

**SCHOOL OF GRADUATE STUDIES  
WOLKITE UNIVERSITY  
ADVISORS' APPROVAL SHEET**

This is to certify that the thesis entitles “**comparative study on determinants of women participation in leadership among selected gurage zone public sector office**”, submitted in Partial Fulfillment of the Requirements for the Degree of Master’s with specialization in Business Administration, the Graduate program of the Department of Management, and has been carried out by Mahlet kebed ID.No (BEGE/0022/14), under our supervision. Therefore, we recommend that the student has fulfilled the requirements and hence hereby can submit thesis to the department.

Sentayehy Fesha




-----  
Name of major adviser

-----  
Signature

-----  
Date

Sisayi Mengestu...



Name of co- advisor

signature

.....  
date



## **ACKNOWLEDGMENTS**

First of all my deepest thanks will go to the almighty of God, for keeping me from all possible danger, guiding and helping me to be healthy throughout all the study time. I feel deep gratitude towards my advisor, Sentayehu Feseha, whose unreserved supervision, guidance, useful suggestions, constructive comments, feedback and meticulous and invaluable assistance made possible to complete from the beginning up to the end of my research activity successfully. I would also like to express my thanks to my co-advisor Mr. Sisayi Menegestu for his valuable comment and useful suggestion.

## Table Contents

CHAPTER ONE .....	1
1 Background of the Study.....	1
1.1 Statement of the Problem.....	3
1.2. Research Questions .....	5
1.4. Objective of the Study.....	5
1.4.1 General Objective .....	5
1.4.2 Specific Objectives .....	5
1.5. Significance of the Study .....	5
1.6. Scope of the Study .....	6
CHAPTER TWO .....	8
2. REVIEW OF LITERATURE .....	8
2.1 Theoretical study.....	8
2.1.1 Concept of Leadership .....	8
2.1.2 Women leadership.....	8
2.1.3 The Women and Leadership status .....	9
2.2 Empirical review of the study .....	15
2.3. Conceptual Frame work .....	19
CHAPTER THREE.....	20
3. Research Methodology.....	20
3.2. Target population .....	21
3.3. Research design.....	21
3.4. Sampling Procedures.....	22
3.5. Data type and source .....	23
3.6 Methods of Data Collection .....	23
3.6.1 Questionnaire .....	23
3.6.2 Interview guides.....	24
3.7. Methods of Data Analysis and Presentation .....	24
3.8. Description of Variable .....	24
<b>Dependent Variable –(women participation in leadership)</b> .....	25
<b>Independent Variable –( Cultural factors , Organization factor , Work Place Policies, Gender Gap in leadership position)</b> .....	25
3.9. Validity and Reliability .....	25
3.9.1 Validity.....	25
3.9.2. Reliability.....	25
CHAPTER FOUR.....	27

RESULTS AND DISCUSSIONS .....	27
<b>4.1 Introduction</b> .....	27
4.1 Demographic Characteristics Of The Respondents .....	27
4.1.1 Employees Of Education And Women And Child Affair Sectors Sex, Age, Level Of Education And Marital Status .....	27
Table 4.1: Results Of Respondents’ In Terms Of Sex, Age, Level Of Education & Marital Status. ....	27
Age.....	28
Education office .....	28
4.2. 1 Descriptive Results Of The Main Factor .....	32
4.2.1.1 Descriptive results of sociocultural factors .....	32
4.3.1.1 Descriptive results of sociocultural factors .....	33
4.3.1.2. Descriptive Results Of Organizational Factors .....	35
4.3.1.3. <i>Descriptive Results Of Gender Stereotype Factors</i> .....	39
4.3.1.4. Descriptive Results Of Work Place Policy Factors.....	42
4.4. Comparison analysis the two sectors towardswomen leader ship postion. ....	44
Table 4.6 comparison analysis for women and child scoter .....	44
4.3.2.2. The Effect of, Socio-Cultural And Institutional Factors On Women.....	45
Participation on Leadership Position (ANOVA) .....	45
Table 4.7 means of the two different sectors in a gender.....	45
Table 4.8 ANOVA Two Compared The Two Groups .....	46
CHAPTER FIVE.....	48
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	48
5.1.2. Summary Of Factors Affecting The Participation Of Women In Leadership Position .....	48
5.12.2 Summary Of Organizational Factors .....	49
5.1.2.4. Summary Of Work Place Policy .....	49
5.2. Conclusion .....	50
5.3. Recommendation .....	51
<b>References</b> .....	52

## **Lists of acronyms**

EFDRE	Federal Democratic Republic of Ethiopia
EPRDF	Ethiopia People Revolution Democratic Front. Federal Civil Service Commission
GTP	Growth and Transformation Plan;
HREOC	Human Right and Equal Opportunity Commission.
ICPD	International Conference on Population and Development
LPM	linear probability model
MDG	Millennium Developmental Goal
REWA	Revolutionary Ethiopia women Associations
UNDP	United Nation Development Program.
UNPF	United Nations Population Fund.
UN	United Nations.
ZCSO	zone Civil Service Office
ZWCYA	zone Women, Children and Youth Affairs

## ABSTRACT

*Women face multi-faced challenges to participate in leadership position due to different factors. The main aim of this study is to investigate the determinants of women Participation in leadership positioning comparative study at selected two public sectors in gurage zone, particularly women, child and youth affairs and education sector. This research is based on the fact that there are less female leaders than men leaders, both in country and in the region as well as in zonal level. The objective of this thesis is to identifying the determinants comparative study that affecting women participation in leadership position in public sectors. It also aimed to identify the major factors that hinder women participation in leadership position and to evaluate the effect of gender gap in leadership position. In order to meet the objective, explanatory research design was used. Both qualitative and quantitative research approach used to analyze and interpret data. The data collected by questionnaires and interview for selected public sectors head office and employees to explain the current gender practices in the two public sectors and assessing the factors for low representation of women in leadership position. Consequently, the study was used for census sampling; because the Population sample size is 108, probability and non-probability sampling techniques were used to selects the respondents and to make the researches. Selected data analyzed by descriptive statistics and ANOVA. The findings both selected sectors indicate that women are highly underrepresented in leadership position due to some factors such factors are organizational factors and work place policies which are major cause. Due to these factors women participation in leadership and decision making position was insignificants and get less confidence for the position. In order to minimize those factors zonal needs to implement leadership skill training and affirmative action to enhance participation of women in leadership*

***Keywords: women participation, culture, education, leadership position***

## CHAPTER ONE

### 1. Background of the Study

Leadership is a process by which one person influences the thoughts, attitudes, and behaviours of others (Yalem, 2011). Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. (Yukl 2006, p.8) defined leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, as well as the process of facilitating individual and collective efforts to accomplish shared objectives."

Women have Unique Qualities of Leadership. Women leaders are more persuasive than their male counterparts, learn from adversity and carry on with an "I'll show you" attitude, demonstrate an inclusive, team-building leadership style of problem solving and decision making. Women leaders are also more likely to ignore rules and take risks (Caliper, 2005). The participation of women in the workforce has been argued to bring particular gender-specific capabilities (relationship focused, open communication styles, motivating abilities toward followers, and the sharing of power) (Collins et al., 2006) to the economic sector. According to central statics agency (2007) report, Ethiopian women cover almost half of the population of the country. Without the active participation of those women at all levels of leadership and managerial position the goal of equality, development and peace cannot be achieved. Due to these reason, recently in Ethiopia various policies and strategies adopted by the government to promote gender equality and protect women's rights, including the National Plan for Gender Equality (2005-2010), the Plan for Accelerated and Sustainable Development to Eradicate Poverty (2005-2010), which included —unleashing the potential of Ethiopian womenl among its eight strategic elements, the Development and Change Package for Ethiopian women, seeking to promote the economic and political participation of women and to eradicate harmful traditional practices, and the joint United Nations/Government of Ethiopia flagship programs on gender equality and maternal health. Moreover, Ethiopia is one of the countries which signed the international declarations affirming the legal rights and equality of men and women. In addition to this it has incorporated such a point in the Constitution in Article (9)4 which states that —All international agreements ratified by Ethiopia are an integral part of the law of the landl (Constitution of the FDRE, 1995, p.79).

Women constitute around 40% of the world labor force but not achieved much gender equality in any countries of the world. Despite women's inspiring gains in education and the workplace over the past 50 years, men greatly outnumber women in leadership, especially in top positions (ILO, 2010).

While accommodating outside values has become recognized as important, these values may not have penetrated individual-level behaviours (Collins et al., 2006). This dissertation aims to sort out exactly this point: some factors lead to an increase in women's participation in leadership, while others hinder women's advancement. In public life, achieving inclusive and representative policy outcomes, trust in government, and the responsiveness of public service delivery depend on policy decisions that integrate the perspectives of both men and women. Despite growing awareness of the benefits of gender equality in decision-making, the pace of progress to achieve it is slow and varies considerably across countries. A close look at the current trends in the public and corporate sectors points to a range of common barriers thwarting women's access to the leadership. These barriers may include, among others, socio-cultural factors, gender stereotypes, limited work-life balance and flexible working arrangements, absence of leadership training programmes for women, and a lack of monitoring, promotion and accountability mechanisms to ensure the sustainability and policy-effectiveness of gender equality measures.

According to Gurage zone public offices the leadership position of women are very less so the researcher are to be focused on comparatively in the two offices to identify the participation of women in leadership position.

As the knowledge of the researcher is concerned, no intensive study has been conducted out, so far on the leadership participation of women in two public sectors in Gurage zone. Therefore, this study is focused on public sectors a comparative study to identify the determinants women participation in leadership in the case of two public sector office in Gurage zone .

## **1.1 Statement of the Problem**

The sustainability of the economy of a country depends on the extent of the integration of women in public decision-making, and the inclusion of their needs and interests in policy which ultimately helps to ensure good governance (Afoz, 2010). Internationally, women right to participate in decision-making processes at local, national and international levels was recognized by different universal Convention and declaration on the elimination of all forms of discrimination against Women. For instance, Art(21) of the universal declaration of human right affairs, the right of every man and woman to participate in every aspect of the government of their country (UDHR, 1948) and the Beijing Platform for Action (BPFA), have been formulated to enhance women participation in leadership position.

However, In today's world, more women than ever are entering the labor force but the majority of top management positions in almost all countries are primarily held by men managers generally tend to be concentrated in lower management positions and have less authority than men. And in the same time women are still concentrated in traditionally "female" functional areas of companies such as; human resources, corporate communications, community and governmental relations marketing and finance (Akpinar-Sposito, 2012).

Globally, many of interventions have been done to achieve women's participation in leadership position. Examples interventions are included international instruments, agreement and covenants. This includes Universal Declaration on Human Rights, the International Covenant on Civil and Political Rights and the Beijing Platform for Action (Cool, 2010). Internationally, the political participation of women in political leadership is low. The global average of women parliamentarians is 25.8 percent (UNDP, 2017). It falls below the 30 percent target that was to be achieved by 2005. This target was set in the 1995 Beijing Platform for Action. (Awour, 2012) Ethiopia is one of the countries which signed the international declarations affirming the legal rights and equality of men and women. In addition to this it has incorporated such a point in the Constitution in Article (9)4 which states that "All international agreements ratified by Ethiopia are an integral part of the law of the land" (Constitution of the FDRE, 1995).

Ethiopia government has been committed itself to various international, national and regional, initiatives to eliminate gender-based disparity in various sectors by introducing

various policy directions and institutionalizing ministerial offices. However, the percentage of female members in Ethiopia parliament is only 26 percent in 2014(UNDP, 2017). With regard to leadership and decision making, in the same year, women's representation is 13percent at ministerial, 25 per cent at commissioner and 12.7 percent at ambassador level (Bizuneh, 2016). The Global Gender Gap Report (2014) ranks Ethiopia as 121 among 134 countries in terms of the magnitude and scope of gender-based disparities.

Studies were conducted regarding women's participation in other regions and at a national level. For instance, Abebayehu (1995) conducted a research on "Women's Participation in Administration in Ethiopia". Among other things, Abebayehu (1995) found that "women had a low level of aspiration to leadership positions". The study also conducted only in specific urban areas (such as Harar, Bahir Dar, Awasa and Addis Ababa) as a sample. Another study also conducted by Birhanu (2011), in titled "women's participation in leadership in the case of Tigray Region." His findings revealed that women's lack of confidence and interest to hold leadership positions were among the main factors for their underrepresentation.

Finally, if this condition persists, the Millennium Development Goals will not be achieved successfully. Even though, several studies have been conducted on factors affecting participation of women in leadership position in our country, there is limitation of detail study on cultural factors, work place policies, capacity building and home responsibility in the zone. In the current situation, at higher level in the House of Federation 50% fulfills the participation of women's in leadership position, but in the zone level there is under representation of female not focused on this issue.

Similarly gurage zone Civil Service Office Annual Report (2014) indicate that from the total of 26 zone public sectors women leader occupied only two office/ women, child and youth office and worker unions . In other hands, from the total of 20 vise and leaders only 4 were women. From this, we can see that women are still in the minority in key areas and decision making positions and the further up the hierarchy the greater the disparity of the women in the sectors. This low participation of women in leadership also has an impact on growth and development of the zone.

In spite of this wide gap the researcher aggravated to assess the determinants of participation of women in leadership position comparatively in two public sectors of in gurage zone i.e. education office and women, child and youth affairs office and also recommend those factors to the public sector and responsible sectors to formulate the

possible strategies that can help to enhance their participation in leadership position two sectors in gurage zone public sectors.

## **1.2. Research Questions**

- To asses the socio-cultural factors affect women participation in leadership position in the two public offices ?
- what is organizational cultura factors affect the participation of women in leadership position in the two offices?
- What is the effect of gender gap (gender stereotype) on women leadership position?
- What are work place policy factors hinder the participation of women in leadership position?

## **1.4. Objective of the Study**

### **1.4.1 General Objective**

The general objective of the study is to asses a comparative study on the determinants of women participation in leadership positions among selected guragh zone public sectors.

### **1.4.2 Specific Objectives**

- ✓ To identify the present socio-cultural factors that affect women participation in leadership position in the public Sectors.
- ✓ To identify the organizational cultura factors that affect the participation of women in leadership position in the two public Sectors comparatively education office and women & child office ?
- ✓ To examine the effect of gender gap (gender stereotype) on women leadership position.
- ✓ To identify the work place policy factors that hinder the participation of women in leadership position.

## **1.5. Significance of the Study**

The study would have a benefit women that it helps to realize factors that affect their representation in leadership position and by suggesting how to overcome it and to bring about changes of attitudes in the society. The suggestions from the study will have been also lead to policy makers' new orientation in formulation and implementation of affirmative action policies that could enhance women's participation in sectors

management and to stimulate gurgage zone public sectors to give attention towards the current problems that prevent the entry of women to the position and it may serves.

### **1.6. Scope of the Study**

The study was geographically delimited two public sectors to identify comparatively study on determinants of women's participation in leadership position among selected in two public sectors in gurgage zone. Because women and child office and education office are our issue is concerned, especially in women child office is more sensitive issue why because the participation of women are more encouraged by this sectors, and education office also as sector it can be empowered women's in academic level and to create awareness. The study also focused on assessing determinants of women participation in leadership among selected two public sectors. Conceptually the study also the factors that's affect the participation of women leadership position, like gender serotype, organization culture and working place are included.

Methodologically the study used survey method and design of the research is explanatory and descriptive research design method because to identify the effects of in two office and also to describe the data . The study area was conduct at only two public sectors in gurgage zone. The researcher was selected the study area for a number of reasons. the researcher is well aware of the problem in the gurgage zone (lived and worked in the sector in some organization of two sector administration. The study also timely delimited the year on June 2015 E.C.

### **1.7. Limitations of the Study**

It is obvious that research work cannot be totally free from constraint. Knowing that several factors affect women's participation in leadership, but on this research it has chosen to focus only on four group of predicting factors/ organizational culture, socio-culture, gender gap and workplace policies / for low participation of women in leadership. It did not include other variables beyond these such as global factors, structural factors, behavioral factors and others.

### **1.8. Organization of the Paper**

The paper is organized in to five chapters. The first chapter deals with introductory parts including the back ground of the study, statement of the problems, research question, objectives of the study, significance of the study; delimitation/scope of the study; limitation of the study and organization of the study. The second chapter covered review of

the related literature which discusses important topics related to factors affecting women participation in leadership position. The third chapter deals with the research methodology which consists of the study area; the research design, target population;, sample size and sampling techniques, source of data; instruments and procedures of data collection method of data analysis and variables under the study. The fourth chapter presents the data, analysis and interpretation. Finally, chapter five presents summary of findings, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **2. REVIEW OF LITERATURE**

#### **2.1 Theoretical study**

##### **2.1.1 Concept of Leadership**

Leadership is a complex and multidimensional phenomena. It has been defined as: a behavior; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; characteristic; and an ability (Northouse, 2007). Leadership is a process by which one person influences the thoughts, attitudes, and behaviors of others (Yalem, 2011). Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. (Yukl 2006, p.8) defined leadership as —the process of influencing others to understand and agree about what needs to be done and how to do it, as well as the process of facilitating individual and collective efforts to accomplish shared objectives.”Although there are a variety of leadership definitions, the majority of definitions focused on two components which are: the process of influencing a group of individuals to obtain a common goal; and to develop a vision. In addition, research shows that being an effective leader depends upon common behaviors and characteristics like: confidence; service mentality; good coaching skills; reliability; expertise; responsibility; good listening skills; being visionary; realistic; good sense of priorities; honesty; willingness to share; strong self-esteem; technical or contextual, and recognition (Algathtani, 2014).

##### **2.1.2 Women leadership**

Women leadership is just one branch of leadership concept and can also be defined in different ways. Some understand women leadership as the fact that women can be and are leaders, others may define it from a feminist point of view and as a matter of equality and the right to have the same opportunities. Some say, it refers to certain feminine characteristics which are valuable in today's organizations (Palmu-Joronen 2009, 172). Others think that leadership should not be differentiated as women leadership at all. Furthermore, how women's leadership may or may not differ from that of men is not defined. But there is leadership and there is women leadership. This specification of

leadership is used often and it refers to women being leaders or sometimes to a specific style of leading. If leadership is differentiated into women's and men's leadership, then it would mean that leadership is not gender neutral. Arguments against the use of the words women leaders or women leadership are based on the idea that it does not make a difference whether it is a man or a woman who leads and that leadership is gender neutral. Many women think that the prefix enhances the belief that there is a huge difference between women leadership and male leadership, Even-though there might not be. In addition, as a woman shouldering multiple responsibilities doesn't affect the capability of executing certain tasks and leading. It is merely a characteristic among others and that is another reason why it should not be emphasized (Piha 2006, 131.)

Since the 1980's, the focus has been on emphasizing women leaders' traits and their benefits in organizations, rather than proving women's humanity and capability to work in higher positions (Tanhua, 2012, 72). Specifically, emphasizing femininity in leadership means that it is recognized that there have been and still are less women than male leaders and that it is changing. In that sense, the word women is seen to work as sort of a reminder of the fact that there have not always been women leaders. According to Piha (2006, 132), some women want to use the words women leadership purposefully, to bring out the competitive advantage that different skills and capabilities can create, this way bringing up the advantages of femininity. Sometimes being a women leader and representing minority in some sense can be beneficial as some organizations may consider a woman as a more interesting choice or as a new asset. In addition, there is no guarantee that women leaders will promote gender equality and there is also no guarantee that male leaders will not do so. Bureaucratic and democratic principles dictate that leaders should represent the interests of others, even when these interests are at odds with their own. However, while some leaders can and do represent agendas that they do not share personally, this principle is often forgotten: there is a very clear relationship between personal identity and experience, and commitment to furthering a cause. In general, the world needs leaders who will bring the agenda of peace, equality, and sustainable development.

### **2.1.3 The Women and Leadership status**

Before the 1974 revolution, Ethiopian society had a strong religious base and the political culture has derived its strength from those religious beliefs. Orthodox Christianity was the dominant religion at the time forming the ideological base of the ruling monarchs. Within

the stratification system, women were not only placed at the lowest hierarchical level, but were also expected to show utmost respect and submission to men and never question the motives of their husbands, fathers or male relatives. This hierarchy was also explicitly stated in the Fetha-Negest (as cited in Biseswar, 2011): —First, he [the judge] must be a man... the requirement of being a male is based on the consideration that man is the master of a woman, as said by the Apostle[Ephesians 5:23]. The office of a judge belongs to the superior rather than the subordinate; because a man is more intelligent, he must judge. Over centuries, such indoctrination became further integrated as part of culture. In this manner, women's inferior status became established unchallenged as universal within the traditional patriarchal ideology. So according to Fetha-Negest women at that time were subjected to powerful autocratic ideological control that none of them could challenge the emperor. Due to that, the Emperor had no agenda and did not consider women's advancement as an issue. There were women's organized activities run mainly by non-governmental (NGOs) bodies such as the Ethiopian Women's Welfare Association, the Ethiopian Officer's Wives Association, and the Ethiopian Female Students' Association. These Associations were, however, limited in scope, and only existed in the cities. Besides as it was the order that time, the monarchy did not design special measures for women's liberation and also did nothing to alter traditional gender perceptions in the society. Therefore, they had little or no impact on government policies, laws, regulations or development programs. Most of the educated women (at the time there were very few) were also not sensitive to their own problems and could not walk further than functioning as part of the society, abiding by their feminine roles (Ibid). Even though the first parliament was established in Ethiopia during Haile Selassie's regime, no woman had been given a chance of nomination. Later, only 2 women in 1965 and 5 women in 1969 have occupied the imperial's parliament and the senate which had 250 and 125 seats respectively (Yalem, 2011). When the Dergue (The Military Government) took political power in the country in 1974, it dramatically changed the political course from monarchy to a communist orientation. The Revolutionary Ethiopian Women's Association (REWA) was established by proclamation, but this organization was too monolithic and too close to the Dergue to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of the Dergue's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result there was little improvement in the lives of

Ethiopian women, whether in the social, economic or political sphere, especially of those who lived in the rural areas (Yalem, 2011).

Even though a few development agencies, particularly NGOs engaged in relief and rehabilitation work, had attempted to incorporate women's issues into their work programs, they did not show the expected results. This was because the previous government had not given women's development the priority it deserved and therefore had not created conducive atmosphere for development initiatives for women. The Dergue made it clear that it would not tolerate any resistance from anyone to achieving its own goals. In the first year of its power, women activists engaged on state structures (peasant associations and women's commission) to advance their agenda in mobilizing rural women in some regions. They exploited the available opportunities at the time. But that did not last long. The Dergue assumed complete monopoly on the emancipation of women, dictating its course and actions from a distorted woman question paradigm. Within this woman question, there was no indication of altering the traditional female and male domains. In fact, these were found to be enforced and exploited to the maximum by the institutional arm of the Dergue representing all women in the country, namely the Revolutionary Ethiopian Women's Association (Biseswar, 2011).

Things looked more promising when the EPRDF took political power in the country in 1991. Many new laws replaced the abundance of state proclamations of the Dergue, creating opportunities for society. Initially, these laws promised much freedom and space to the people (Biseswar, 2011). The ruling party set up its own national women's machinery in the form of Women's Affairs Offices (WAO) and bureaus to enhance women's actions. Beside the women's machinery, the EPRDF government also initiated numerous other well-intended efforts to enhance the rights of women within. These include the promulgation of a very liberal constitution containing women's explicit rights, the signing of international treaties regarding women's rights and the introduction of affirmative measures to promote women's advancement (Yalem, 2011).

The Federal Constitution of Ethiopia was promulgated in 1995 which has renewed the commitment to the gender policy and clearly expressed legislative support for women through its various articles. For example, Article 25 prohibits discrimination on grounds of gender. Article 35 is the most comprehensive law regarding women's rights and consists of nine sub-provisions. These are stipulations on the equal enjoyment of rights; equality of rights in marriage; entitlement to affirmative measures; freedom from harmful traditional

practices; maternity leave; equal participation in program planning and implementation; equal rights on property ownership; equality in employment; and full access to reproductive health care. A number of other constitutional provisions, namely those embodied in Articles 7, 33, 38, 42, and 89, also have a direct bearing on the protection of the rights of Ethiopian women.

It did not stop there. It was quite promising to see that the ruling party included an article in the constitution meant to domesticate these international treaties. Article 9 (4) in the 1995 Constitution stipulates that —all international agreements ratified by Ethiopia are an integral part of the law of the land. Many other steps undertaken by the EFDRE government on women's rights include revision of the family law in 2000; revision of the penal code in 2004; revision of the labor law; launching of a social welfare policy in 1997; an educational policy; the formulation of a national health policy in 1993; the promulgation of a national population policy an HIV/AIDS policy, and many more. Besides these, Article 3 of the constitution provides equal opportunity for women to participate in the decision making process by giving them the right to vote and be elected.

#### **2.1.4. Factors that Affect Women's participation on Leadership Position**

There are several factors affect women's participation in leadership position includes personal, institutional, cultural and societal. These have been highlighted as major factors that prevented women from ascending to senior positions in the organizations despite being qualified. It has also been indicated that at personal level, factors such as lack of confidence and fear of public office are deterring women from taking senior management positions, at the institutional level, discriminatory recruitment, appointment and promotion procedures, political appointments, unclear promotion criteria, absence of documented staff development policies for senior managers and few opportunities for further training deride women's participation in decision making. In addition, social, religious and cultural factors such as discrimination against female child education and general beliefs about women's domestic roles have been identified as eroding women's self-perception just as those women who succeeded in public domain were seen as failures in their domestic roles. Underrepresentation of women in senior leadership is problematic for several reasons. First, a lack of women in senior positions may discourage the lower-level women to aspire to an upper level position, because they feel that it is unsustainable at all. Highly qualified and experienced women may thus not apply for upper level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of their

workforce. Further, when employees perceive a lack of women in upper management, they may form ideas about the understood values and culture of the organization, such as it is an “old-boys club,” or discriminatory in its hiring and retention practices (Willis, 2000).

Therefore

there are so many reasons that obstacle women from moving to leadership position and from those factors some of them are described as follows:

#### **2.1.4.1 Social - Cultural Factors**

Willis (2000) culture is that which surrounds us and plays a certain role in determining the way we behave at any given moment in time. By no means a static, concept defines culture is both defined by events that are taking place both locally as well as regionally and internationally, it is shaped by individual events as well as collective ones, and it is a feature of the time or epoch we live in. Because it is so vast, culture is also often used as a tool to validate all manners of actions not, all of which may be acceptable to all concerned and are often intimately, connected to issues of identity. Cultural frameworks are not always imposed, but are open to manipulation and interpretation from many angles and sources.

According to Mbugua, (2007) in any ethnic group in Africa a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family.

This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl. This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only diminish girls’ access and performance in the education but also tend to push girls to doing the so called ‘feminine careers’. One of the earliest biological justifications for male superiority comes from Aristotle 5th century B.C (Amrot, 1998). He stated that the world is a hierarchy composed of ruling elements and women are “naturally” fit to the second. In his own words he described it as “The male is naturally fitter to command than the female and female and women benefit most by being subject to male royal authority”. It is mainly because during that time the inequality of men and women was a legally and socially accepted fact. Therefore, this simply shows his ideological difference from contemporary thinkers. While society believes in the superiority of men, we are in the decade of woman in which the involvement of women in many aspects is a hot issue. As Amrot, (1998) the women

manager confirmed it as follows: "... The 1990's have been named the decade of Women ...changes in values technology, labor availability the work force, life styles, public attitudes, family roles, globalization, legal requirements, company recognition, emphasis on team work and employee involvement are all factors that will enhance women's opportunity to compete and survive in tough economic time." A significant social feature resides in the double if not triple responsibilities of women: In most countries, women are perceived to have primary responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market (Willis, 2000).

#### **2.1.4.2 organizational Factors**

According to Mbugua (2007) organizational culture is defined as the realities, values, symbols and rituals held in common by members of an organization and which contribute to the creation of norms and expectations of behavior. It defines conduct within an organization, determines what is and is not valued, and how authority is asserted. The values, which support the great majority of organizations, and thus define success, often include money, power and status. As Mbugua (2007) the corresponding behaviors include working long hours and putting in face time (as proxies for productivity), competitiveness and a willingness to put work above all else. These values and behaviors, which some authors define as being masculine, have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'. The organizational and managerial values in some organizations tend to be characterized by stereotypical views of women's roles, attributes, preferences and commitments. These in turn influence decisions about who is suitable for particular positions, which is seen to have potential and so forth. When women find themselves selected or assessed on the basis of group membership rather than on their experience and abilities, they experience gender discrimination.

According to Miller (2006) leadership continue to be the domain of men that is 'thinks manager, think male'. This has implications for women and men, rightly or wrongly, are perceived in a particular way in society, which permeates organizations. They are assigned gender roles, which are shared beliefs that apply to individuals on the basis of their socially identified sex.

#### **2.1.4.4 Gender Stereotype Factors**

Gender stereotypes are generalized beliefs about the characteristics and qualities attributed to men and women in a society. In general, men are characterized as aggressive, risk-taking, decisive, and autonomous (agentic attributes), whereas women are characterized as kind, caring, relational, and humble (Mitra, 2008). Gender stereotypes can be described as the characteristics, attitudes, values and behaviors that society specifies as appropriate for the particular gender. The differences may have arisen not just from biological differences but also from sex role socialization during childhood and the way in which men and women develop psychologically.

Gender stereotypes have consistently demonstrated that men are generally seen as more agent and more competent than women, while women are seen as more expressive and communal than men (Duher, 2007). Gender stereotyping also explains why women and men are over-represented in particular types of jobs. Women dominate in “care” occupations such as nursing, teaching, social care and especially child-care. Men tend to be concentrated in construction and management areas associated with physical strength, risk-taking or decision-making. Such gender biases are also reflected in organizational practices. Male-dominated sectors tend to be more unionized, and men are more frequently selected for managerial positions because, some argue, they are perceived to be more willing to work longer hours and supervise others. Occupational, sectarian or time-related segregation can also be explained by women’s preferences for job security or the manner in which societies force them to balance work and family responsibilities.

#### **2.2 Empirical review of the study**

It is not only Ethiopia women who are underrepresented and encountered influence of challenges to get equal participation on leadership position, but such delay are both international and regional. Under this subtitle, we were taken a quick view on the other similar researches that were made under various geopolitical settings on the factors affecting women participation on leadership position.

The study under taken by Mehrotra (2005) on the title of Gender and Legislation in Latin America and the Caribbean: shows that women barriers to leadership participations and decision making process are not restricted to the women in Latin America, but it is a political problem that exists throughout the world. The main finding of the study shows that Social and economic obstacles to women's participation include: the unequal partition

of and responsibility for household work, the difficulty of balancing professional life and attention to the home, judgments emanating from their civic status, preconceived ideas about women and "their role", economic dependence, and relatively lower levels of education and formal training . The socioeconomic and structural impediments to women's political participation must be immediately removed; as long as they continue in force, women's access to the decision-making process will be severely impaired and the constructive and positive energies of women will not be available for the betterment of the human condition.

Petty grove (2006) had made analytical research on the hindering Leadership challenges encountered by the Jordanian women. The major finding of her study shows that the gender roles in Jordanian society under the focus, and underlined the tribal structure as one of significant factors that effected women in public and privates sphere. In public sphere, it was found that tribal social structure affects women political activity and women' s abilities to participate in the political activities. As the fundamental building block of the tribe, the critical aspects of tribal structure can be traced down to the family unit, it is widely understood that the family structure in Jordanian society create significant and social and strategic barriers to women' s empowerment and participation as a decision-makers in the public sphere Within the family, women generally are not involved in making decisions, as gender roles within the family are based on patriarchal values. Additionally the finding also shows that Women' s commitment to the family or tribe creates a barrier to oppose which is very difficult to succeed. The family unit, as the strongest socializing factor has created homogenous belief, which in turn leads to homogeneity in political views. The data collected from the interviews made as the primary study sample shows, women could not theorize about the possibility of dissenting against their families. It was exposed that Jordanian women had no economic and educational barriers as a justification of their political backwardness. They were mobilized and organized themselves in various social organizations. Women have also equal access in terms of education and others social services provided by the state. But there are other challenges that can be attributed to their absence from political participation, particularly religious and culture.

The research under taken by Oedl-Wieser (2008), on the title of The Rural Gender Regime in Austrian Case shows that the representation of women in the Austrian political arena differs considerably across level and place, at high political level more women are

participating but at regional and local level very few women are active in politics. Additionally the findings of the research show that women are thus generally poorly represented in politics but this is especially true for the rural areas. This can be explained by the conservative rural gender regime and the on-going male dominance in the areas of political and economic citizenship. Some changes may be witnessed in the domain of rural development where gender-sensitive projects have been implemented, but in many rural municipalities and especially in the agricultural world the gender roles are firmly established and not very flexible. This means that in addition to their professional and political work women are still primarily responsible for the household and care work. Women's involvement in politics often depends on the agreement of the partner. These circumstances make it much more difficult for women to be active in local politics than for men.

Ogbogu (2012) undertook the research on the title of "The Role of Women in Politics and in the Sustenance of Democracy in Nigeria". The main finding of the study shows that the obstacles that limited women's role in the political sphere, social culture is recognized as the most complex challenge that lies in front of women's political ambitions. The observed low trend in female participation in the politics is not unconnected with the fact that more males constitute the membership of the most political parties and therefore readily available to be voted for. Also this trend demonstrates that social construction of male and female roles in Nigeria such that male rule, while the female follow (Ogbogu, 2012). In the study, most of the female's respondents indicated that exclusion from politics is emphasized by the fact that most political party networking and caucus meetings are held in the nights. The timing of such meetings at unsociable hours are not appropriate for women. Due to the prevailing gender-related labour assignments in Nigeria and the multifaceted roles of women, they claimed that they are unable to attend such meetings where very crucial decisions are taken. In addition to this, politics are characterized as a "dirty game" which is used as a cause to exclude women from political party networks. The researcher has shown that money is a critical factor to women's participations in politics. The number of men who have the kind of money that is required to win an election outweighs the women. This interaction is culturally unacceptable and is regarded as disrespect (Ogbogu,

2012). The research done by Adhiambo-Oduol (2013) on the title of the challenges and opportunities of Kenyan women in the political participation; the researcher was identified in his study that sociocultural beliefs, attitudes, biases and stereotypes are major barriers that prevent women from advancing to political spheres. These emphasize the superiority of men and the inferiority of women. They form the integral part of socialization process in form of gender education and training that men and women are exposed to from childhood. Another difficult barrier is the institutional framework guiding gender division of labour, recruitment, and vertical mobility.

The study findings show that women are particularly disadvantaged with their labour often under-valued and under-utilized. Women are more likely to be employed than men, their average income is lower. Another obstacle confronting women is lack of enough participation and empowerment in decisions that affect their lives in political and social processes. He also notes that since men dominate public decision-making processes, it is the male values that are reflected in the decision-making bodies. Women are still under-represented in electoral politics.

The research done by Adonay (2014), on the title of women's participation in public Administration in Tigray: the main objective of the study was to assess the participation of women in public administration, specifically in Tigray by taking Woreda Tahtay Machew. The main finding of the study shows the participation and involvement of women in public administration of woreda Tahtay Machew is insignificant. This low level of women's participation in leadership position affects women's life in general, because women's interest may not be reflected and addressed on decision making process of the patriarchal system. It may also lead them to be always dependent on men; it restrains them from enhancing their leadership and management skill. Additionally the findings also show that institutional policies are not hindrance to women to participate in leadership position in the study area rather the institutional cultures and practices adversely affect them. Despite to these cultural hindrances, the government is trying to empower women's and enhance their involvement in the leadership position.

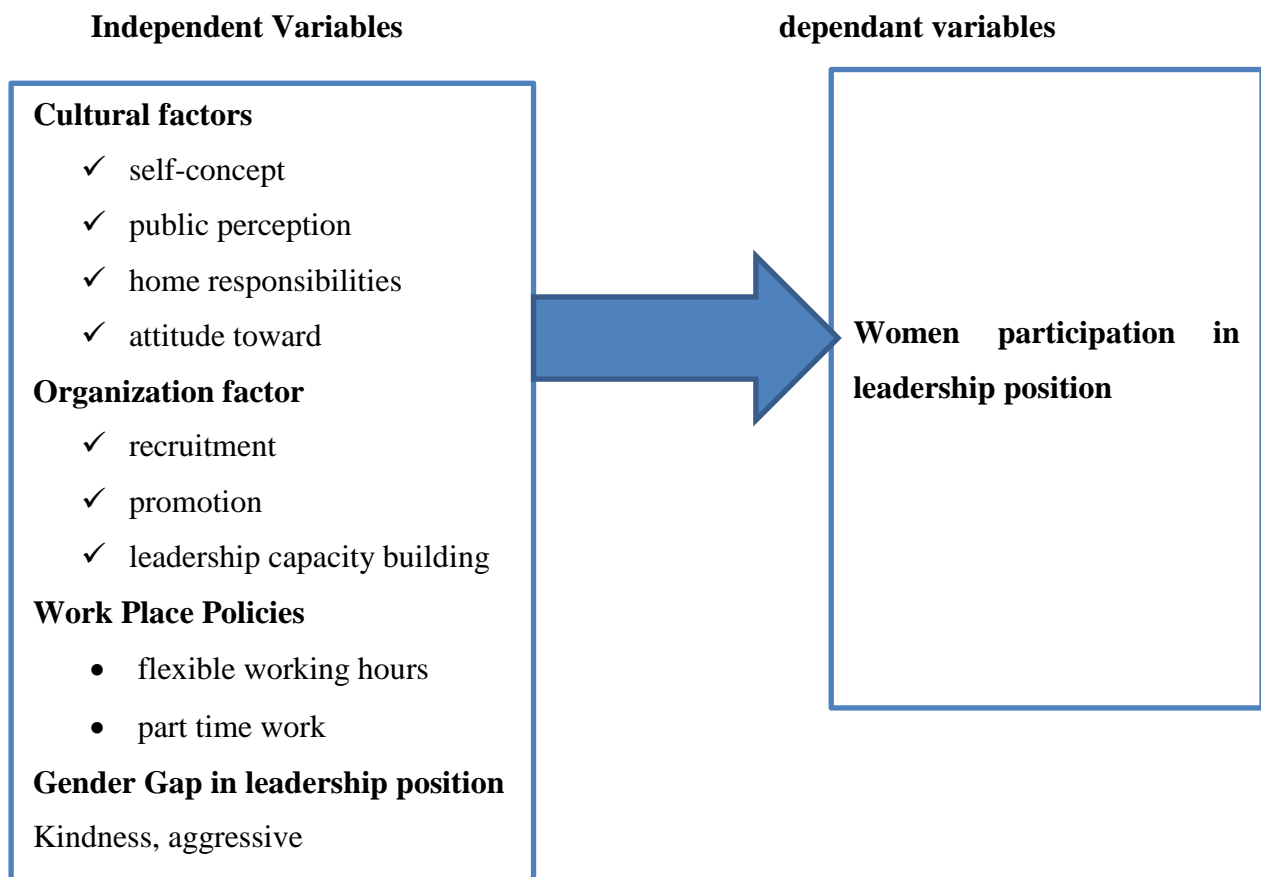
The research done by Brenda (2015) on the title of factors determining women's participation in decision making in Zambia revenue authority: the main objective of the study was to examine the factors determining the participation of women in decision making in the Zambia Revenue Authority. The findings of the study are provided in a brief

that social cultural factors influence the upward mobility of women in top management positions. The work place policies are also insensitive to women roles as mothers. It was further discovered that policies addressing gender imbalance are not being implemented. The study therefore established that organization policies, culture, limited access.

### 2.3. Conceptual Frame work

Conceptual framework involves forming ideas about relationships between variables in the study and showing these relationships graphically or diagrammatically (Mugenda and Mugenda, 2003). The conceptual framework on the dependent and independent variables are shown on diagrammatically as follows. Independent variables are variables that are changed in a given model or equation. It is the manipulated variable in the study whose presence or degree determines the change in the dependent variable while the dependent variable is the variable that is being measured or tested in the study

**Figure2.1. Conceptual framework**



Source: adopted from Otilio .M (April, 2017)

## **CHAPTER THREE**

### **3. Research Methodology**

#### **Introduction**

This section describes how the study was conducted in order to achieve the desired objectives. It includes research design, study area, target population, sample size, sample techniques, source of data, method of data collection, validity and reliability of the instruments and method of data analysis. It also contains lastly ethical issues that have been considered in the study.

#### **3.1. Description of the study area**

Gurage is a zone in the Southern Nations, Nationalities, and Peoples' Region of Ethiopia. Gurage zone is located south west of the capital Addis Ababa about 174.9 km distance and it is also located 210.7 km away from Hawassa (the capital of SNNPR) which is from the capitals of the zone. Geographically, Gurage zone is located at 8.1824<sup>0</sup> N, 38.063<sup>0</sup> E. This zone is named for the Gurage people, whose homeland lies in this zone. Gurage is bordered on the southwest by Hadiya and Yem special woreda, on the west, north and east by the Oromia Region, and on the southeast by Silt'e zone. Wolkite is the administrative center of the Zone.

Most parts of this Zone are heavily eroded, which required farmers to protect their enset fields with stone and soil bunds. During the 1930s, about 20% of the land in Gurage was covered with natural forests, which have since been almost completely cut down; the removal was especially fast during the years 1991 and 1992. As of 1996 one of the largest natural forests is Ziarem forest (also known as Forehina), about 800 hectares in size. On the other hand, beginning in the early 1960s the inhabitants started to grow eucalyptus (baherezafe) on an increasing scale, which has increased the amount of land being covered with trees. This Zone has 783 kilometers of all-weather roads and 281 kilometers of dry-weather roads, for an average road density of 182 kilometers per 1000 square kilometers. Based on the 2007 census conducted by the Central Statistical Agency of Ethiopia (CSA), Gurage has a total population of 1,280,483. The six largest ethnic groups reported in Gurage Zone were the Gurage people (82%), the Mareqo or Libido (4.28%), the Amhara (3.36%), the Kebena (3.34%), the Silt'e people (2.71%), and

the Oromo (1.69%); all other ethnic groups made up 2.62% of the population. Gurage languages are spoken as a first language by 80.54% of the population, 5.28% spoke Amharic, 4.09% spoke Libido, 3.2% spoke Kebena, 2.98% spoke Silt'e, and 1.06% spoke Oromo; the remaining 2.85% spoke all other primary languages reported. The majority of the inhabitants were reported as Muslim, with 51.02% of the population reporting that belief, while 41.91% practised Ethiopian Orthodox Christianity, 5.79% were Protestants, and 1.12% Catholic.

According to a May 24, 2004 World Bank memorandum, 3% of the inhabitants of Gurage have access to electricity, this zone has the average rural household has 0.5 hectare of land (compared to the national average of 1.01 hectare of land and an average of 0.89 for the SNNPR) the equivalent of 0.2 heads of livestock. 18.9% of the population is in non-farm related jobs, compared to the national average of 25% and a Regional average of 32%. 79% of all eligible children are enrolled in primary school, and 12% in secondary schools. 18% of the zone is exposed to malaria, and 38% to Tsetse fly. The memorandum gave this zone a drought risk rating of 319.

Currently this zone has 16 woredas and 7 town administrations namely: Abeshge, Cheha, Endegane, Enmore, Enor Enar, Ezha, Gyeta, Gummer, Kebena, Kokir Gedebano, Mareko, East Meskan, Meskan, Muher Na Akli, North Soda, South Sodo, Butajira town, Welkite town, Emdeber town, Gunchrea town, Arekite town, Agena town, and Buea town.

### **3.2. Target population**

The population of the study under consideration was used all permanent employees which currently working in two selected public sectors of gurage zone i.e. women, child and youth affairs and education office from their total numbers is 108. The study also was for the whole target population by using census sampling technique. A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Creswell, 2005).

### **3.3. Research design**

The study was used descriptive and explanatory research design by explaining, understanding and predicting the relationship between variables. According to Kothari (2004) the emphasis of explanatory research is on studying a situation or a problem in order to explain the relationships between variables. This study used the design in order to

show the relationship between factors affecting the performance of women participation in leadership position in Gurage Zone.

In this case the researcher was used to examine the relationship between , socio-cultural and institutional factors and women participation on leadership position, in addition to see their cause and effect relationship on each other. In addition a quantitative research approach is used which helps the researcher to test the relationships between variables. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2009).It also helps in examining and describing a cause and effect interactions among variables. A quantitative research design was employed to collect data. Based on the empirical data collected, results are interpreted.

### **3.3 Research Approach**

In this study both quantitative and qualitative approaches were employed. Quantitative approach was more of objective. It is used to evaluate the evidence and to clarify theories and hypothesis. It was much more focused on the collection and analyzes of statistics (Hunter &Leahey, 2008). On the other side, the qualitative method was interpreting what the people think. Such method, according to (Creswell, 2007) helps to minimize the risk of validity, reliability and subjective issues. By doing so, the study has given emphasis to both quantitative and qualitative enquiries. Mixed approaches can capitalize the strength of each approach and offset their different weakness and provides a better understanding of research problem than either approach alone. It could also provide more comprehensive answer to research questions going beyond the limitation of a single approach (creed et al., 2004). For this study, there were some rationales in implementing mixed methods approach. First, using such method was advantageous to examine the same phenomenon from multiple perspectives and also to allow new or deeper dimensions to emerge. Second, mixed method approach had benefits that could not be provided by either the quantitative or qualitative approaches when used separately (Creswell, 2003). Therefore, mixed approach was implemented to carry out the study on determinants of women participation in leadership position in two public sector office.

### **3.4. Sampling Procedures**

The study was used census sampling technique. According to Lohr (2010) a census is an investigation of each unit, everybody or everything, in a population. It is known as a

complete identification, which implies a complete count. The reason of applying census sampling technique is the population of the study is small and it is possible to include every permanent individual employee of the sectors. Purposive sampling was used to select two public sectors of education office and women, child and youth affairs office. Because women, child and youth affairs office and education office are this issue is concerned, especially in women child office is more sensitive issue why because the participation of women are more encouraged by this sectors, and education office also as sector it can be empowered women's in academic level and to create awareness.

**Table 3.1.list of selected sectors in guragi zone public sectors**

No.	Name of sectors	Total number of permanent employees
1.	Women & child youth affairs office	51
2.	Education office	57
<b>Total</b>		<b>108</b>

### **3.5. Data type and source**

To attain the aim of the study, to secure sufficient and relevant information the researcher was used primary source of data.

#### **3.5.1. Primary Source of Data**

The primary sources of data are collected for the first time and thus happen to be original in character. The primary source of data was gathered through questionnaires from employee of the sector & interview for the leader of the two sectors.

### **3.6 Methods of Data Collection**

This study was used survey questionnaire and interviews as methods of data collection. The data was gathered from employees/officials of two public sector offices. The survey questionnaire method was used to collect quantitative data through structured questionnaires' and analyzed via descriptive statistics. The structure interviews method on the other hand was used to collect of qualitative data.

#### **3.6.1 Questionnaire**

A questionnaire is an instrument of data collection which comprises sets of questions that are constructed for the respondents to answer at their own convenience and then they return them to the researcher. A questionnaire is considered as the heart of the study operation hence it should be carefully constructed. Karne (2014) mentions some

advantages of using questionnaire that questionnaire is free from bias of the research tool and that answers are in respondents own views. In this study, the research questions were used to construct a structured questionnaire which was administered to the respondents in gathering quantitative data. The researcher will develop a questionnaire which containing open and closed ended questions. The questionnaires was prepared in English language . The type of questionnaire was used for this study is open and closed ended questionnaire and developed by the researcher.

### **3.6.2 Interview guides**

The researcher was prepared interview questions to purposively selected women and children affair head and major of the two selected public sectors. An interview guides are list of in-depth questions asked by researcher (interviewer) to the participant (interviewee) through conversation in order to capture facts from the interviewee (Seidman, 2018). The interview technique provides the researcher with the choice to investigate the interviewee to elaborate in detail and to follow on what the interviewee is saying. In this study the interview guides was used to collect in-depth information from selected two public sectors, regarding women participation in leader positions and their determinants in the two public sectors , i.e. Education and women, child and youth affairs office.

### **3.7. Methods of Data Analysis and Presentation**

Based on the general concepts, the statement of the objective of the institution existence, and their real practices; strengths and gaps have been identified and analyzed using quantitative and qualitative analysis.

Data collected from the field was process and analyse so as to be presented for the purposed of making inferences. Both qualitative and quantitative data was analysed to present findings. For this study was used through the application of Statistical Package for Social Science (SPSS). The descriptive statistics revealed include frequencies, percentages, means and standard deviations. The analysed data are presented in tables and figures. More over the independent variables influenced on dependent variable by using one way ANOVA. So the researcher was be used to one way ANOVA to compare the two groups

### **3.8. Model and Description of Variable**

Model Specification and Description of Variables MODEL Specification Model is simplified representation of a real world process. It should be representative in the sense that it should contain the most important features of the phenomena under the study.

This method is used to determine if the independent variables were explaining the variance in dependent variable.

According to Mugenda and Mugenda (2003) conceptual framework is a diagrammatic presentation of the relationship between dependent and independent variables. Researchers who focus on causal relations usually begin with an effect, and then search for its causes. The cause variable, or the one that identifies forces or conditions that act on something else, is the *independent variable*. The variable that is the effect or is the result or outcome of another variable is the *dependent variable* (also referred to as outcome variable or effect variable).

- **Dependent Variable** –(women participation in leadership)
- **Independent Variable** –( soico Cultural factors , Organization factor , Work Place Policies, Gender Gap in leadership position

Independent variables and one dependent variable,  $Y_i = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + U_i$

### **3.9. Validity and Reliability**

This study considered both validity and reliability issues so as to make sure that what is studied is right and consistent.

#### **3.9.1 Validity**

The validity of this study was assured since the researcher reviewed related empirical studies and theories where the study adopted variables and methodology (such as data collection methods, instruments of data collection and analysis techniques). Moreover, accommodation of comments from supervisor was also enhanced the validity of this study.

#### **3.9.2. Reliability**

The reliability of the study was considered by making sure that the data collection instruments pre-tested before starting gathering information. The difficulties identified during pre-test were addressed accordingly by improving the data collection instruments. Reliability is the consistency or repeatability of the measurement. Hence, Reliability refers to the degree to which research instruments yields consistent data or results after repeated trials (Marshal, 2006). Cronbach alpha was computed for each four independent variables and one dependent variable. According to Hair et al., (2010) an acceptable reliability

coefficient is greater than 0.7 and if it is smaller than 0.3, then it implies that there is low reliability.

**The results of the tests are summarized in Table 3.2 below.**

**Table 3.2: The Reliability Test Results of the Variables**

No.	Variable	Description	Cronbach's Alpha	Number of items
1.	Independent Variables	<b>Social-cultural factors</b>	.801	5
		<b>Organizational factors</b>	.817	7
		<b>Gender stereotypes</b>	.901	6
		<b>Work place policies</b>	.904	4
2.	Dependent variable		.865	22
The overall reliability results				

**Source: SPSS output, 2023**

As shown in the above table the reliability score for the data collection instrument for the items was 0.865. According to Lombard (2010), coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some guides. This indicates that the items in each of the domains were well understood by the respondents. The items have measured what they were designed to measure

### **3.10. Ethical Consideration**

Informing the purpose of the research and ensuring getting the consent of respondent is the responsibility of this researcher. This writer would assure the participants it is their right to participate willingly. Their full agreement was secured to give response voluntarily. In order to get relevant data from the respondents, participants have the right to be informed well of all aspect of research tasks, knowing what is involved, how long it takes, what expect from them and what they are carrying out with and their privacy and moreover, ethically, confidentiality concerns is observe. The researcher guarded the respondents from possible moral harms.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

In this chapter data gathered from primary source through questionnaires and interview was presented, analyzed and interpreted in relation to basic research questions and main research objectives' stated above.

From the total one hundred eight (108) questionnaires distributed one hundred seven (107) were returned, only one questionnaires from experts were not returned, and used. Data collected through questionnaires was analyzed by using descriptive statistical tools such as, SPSS version 26, tables, frequency distribution and percentage, mean and interpreted qualitatively and quantitatively. Logistic regression used to indicate the effect of independent variables on dependent variable. The data gather through open ended questionnaires and interview from selected public sectors head offices has been analyzed using descriptions of

#### **4.1 Demographic Characteristics Of The Respondents**

##### **4.1.1 Employees of Education And Women And Child Affair Sectors Sex, Age, Level Of Education And Marital Status**

**Table 4.1: Results of Respondents' In Terms Of Sex, Age, Level Of Education & Marital Status.**

Variable		Category	Frequency	Percent
Sex	Education office	Male	40	71.4
		female	16	28.6
		<b>Total</b>	<b>56</b>	<b>100</b>
	Women & child affairs	Male	14	27.5
		female	37	72.5
		<b>Total</b>	<b>51</b>	<b>100.0</b>
Age	Education office	20-30years	16	28.6
		31-40yeras	30	53.6
		41-50years	5	8.9
		51-60 years	5	8.9
		<b>Total</b>	<b>56</b>	<b>100.</b>
	Women & chilled affairs	20-30years	14	27.5
		31-40yeras	23	45.1
		41-50years	9	17.6
		51-60 years	5	9.8
		<b>Total</b>	<b>51</b>	<b>100.0</b>
Marital status	Education office	married	36	64.3
		single	16	28.6
		separated	3	5.4
		Divorced	1	1.8

		<b>Total</b>	<b>56</b>	<b>100.</b>
	Women & chilled affairs	married	32	62.7
		single	13	25.5
		separated	5	9.8
		divorced	1	2.0
		<b>Total</b>	<b>51</b>	<b>100.0</b>
Education level	Education office	12 grad complete	4	7.1
		certificate	5	8.9
		diploma	9	16.1
		degree	34	60.7
		Ms & above	4	7.1
		<b>Total</b>	<b>56</b>	<b>100.0</b>
	Women & chilled affairs	12 grd complete	3	5.9
		certificate	8	15.7
		diploma	13	25.5
		degree	23	45.1
		ms & above	4	7.8
		<b>Total</b>	<b>51</b>	<b>100.0</b>
Work experience	Education office	0-5 years	2	3.6
		6-8 years	18	32.1
		9-12 yeras	21	37.5
		13-18 years	13	23.2
		19& above	2	3.6
		<b>Total</b>	<b>56</b>	<b>100.0</b>

	Women & child affairs	0-5 years	1	2.0
		6-8 years	15	29.4
		9-12 years	21	41.2
		13-18 years	11	21.6
		19 & above	3	5.9
		<b>Total</b>		

**Source: Data obtained from respondents through questionnaire, 2023**

**Table 4.1** shows that, under education office (40) 71.4 percent of the respondents are male whereas (16) 28.6 percent of respondents are female. This shows valid percent confirms that in many of the Gurage zone education office are occupied by male employee rather than female employee since the researcher distributed questionnaires randomly without dividing any quota by gender. *This implies that low number of women in the organization shows social, and economic activities of the organization loose half of its potential of the sector growth.*

When under women and child youth affairs (14) 27.5 percent of the respondents are male whereas (37) 72.5 percent of respondents are female. This shows valid percent confirms that in many of the Gurage zone women and child affairs office are occupied by female employee rather than male employee since the researcher distributed questionnaires randomly without dividing any quota by gender. *This implies that relatively high number of women in the organization shows social, political, psychological and economic activities of the organization goals half of its potential of the sector growth.*

Regarding table 4.1 item 2 age among education sector the respondents (16) 28.8 percent were at the age category 20-30 years, (30) 53.6 percent age category 31-40, 5 (8.9 percent) of them at the category of 41-50, and the remaining (5) 8.9 percent were over 51 year. The data indicates that most staff was occupied by young employee, its opportunity for organization. This may be rationalized for that women are getting chances to join higher education only in recent years. This might also be efficient that in remote past year's equity and access of education to girls were very low and they were not able to enter to higher education qualification categories.

When a table 4.1 age among women and child youth affairs the respondents (14) 27.5 percent were at the age category 20-30 years, (23) 45.1 percent age category 31-40, 9 (17.6 percent) of them at the category of 41-50, and the remaining (5) 9.8 percent were over 51 year. The data indicates that most staff was occupied by young employee, its opportunity for organization. This may be rationalized for that women are getting chances to join higher education only in recent years. This might also be efficient that in remote past year's equity and access of education to girls were very low and they were not able to enter to higher education qualification categories.

The above table item 3 marital status of education sector respondents It shows that (36) 64.3 percent were Married while (16)28.6 percent were single, (3)5.4 percent were separated and the remaining (1) 1.8 percent is divorced. When compare between the two groups, majority of the females were married. And also the marital status of women and child youth affairs respondents It shows that (32) 62.7 percent were Married while (13) 25.5 percent were single, (5)9.8 percent were separated and the remaining (1) 2.0 percent is divorced. When compare between the two groups, majority of the females were married.

***Furthermore study of Bolzendah (2010) Empirical studies in the Netherlands and the USA suggest that married women participate less in leadership position than single women. Single and Divorced women stated that their marital status would not hinder their participation in leadership. This occurs with the findings of that being divorced is linked to increase in women's involvement in politics.***

In the above table 4.1 to show the qualification under education office of respondents were Found to be 4(7.1 percent) grade 12 complete, 4 (1percent) certificate,9(16.1 percent) diploma, 34(60.7 Percent) first degree and only 4(7.1 percent) second degree holders. It implies that respondent's qualification is good they can answer the question and know factors affecting women participation on the leadership position. and also As can be seen in the above table the qualification under women and child youth office of respondents were found to be 3(5.9 percent) grade 12 complete, 8(15.7percent) certificate, 13(25.5 percent) diploma, 23(45.1 Percent) first degree and only 4(7.8 percent) second degree holders. It implies that respondent's qualification is good they can answer the question and know factors affecting women participation on the leadership position.

Concerning under education office the service year of respondents 2 (3.6 percent) respondents were with year service below 5 years 18(32.1 percent), were with 6-8 years' service, 21(37.5 percent) of the respondents were with experience of 9- 12 years, 13(23.2

percent) between the year of 13-18, years of service and the remaining 2(3.6 percent) have more than 19 years' service. and also concerning in women child youth affairs the service year of respondents 1(2.0 percent) respondents were with year service below 5 years 15(29.4 percent), were with 6-8 years' service, 21(41.2 percent) of the respondents were with experience of 9- 12 years, 11(21.6 percent) between the year of 13-18, years of service and the remaining 3(5.9 percent) have more than 19 years' service.

## **4.2 . Presentations, Analysis And Interpretation Of Data To The Determinants Women Participation In Leadership Position**

### **4.2. 1 Descriptive Results Of The Main Factor**

In this section, to what extent do items in each of the five independent variables which are measured by a rank likert scale comparative study determinants of women participation position in leadership among selected Gurage Zone public sector *i.e. Education sector office and women and child affairs* on in terms of frequency count, percentage, mean scores and standard deviation are presented, interpreted and discussed.

#### **4.2.1.1 Descriptive results of sociocultural factors**

The objective of this study was assess the factor that affect women participation in leadership position ,In order to identify the factors that affect women participation in leadership position, the respondents was whether the socio-cultural ,organizational, gender gap and work place policies in leadership position factors affect women participation in leadership position, In this section discussion the data gathered from respondents with regarded the degree of factors on women leadership participation were analyzed, presented and interpreted. For ease analysis the mean value range from 1.00 to 2.49 were low, from 2.50 to 3.49 were moderate and greater than 3.50 were rated as high effect, according to (Ashebir, 2014). Standard deviation was also used to measure the variability of the responses with respect to the mean (average). It shows us the extent in which each response was deviated from the mean. If the value of the standard deviation was very small, it indicates that the responses were not dispersed from the mean. Whereas, if the value of the standard deviation was large, it indicates the responses were dispersed from the mean score and this distribution shows more heterogeneous or dissimilar spread of scores in the scale (Mark et al., 2009). Accordingly, participants the study clients and employee responses of the raised items in each of the independent variables were analyzed using the mean & standard deviation results as follows.

#### 4.3.1.1 Descriptive results of sociocultural factors

Social-cultural factors				
Items	Sectors	N	Mean	Std. D
1. Women have less interest of leaders position	Educ.	56	1.96	1.190
	women	51	1.53	.674
2. Most people still having attitude and perception that decision making power rests with men	Educ.	56	4.05	.724
	women	51	4.10	.608
3. Women are more responsibly to home and families related issues	Educ.	56	4.46	.687
	women	51	4.51	.505
4. Women have less attitude toward themselves in respect to leadership	Educ.	56	1.82	.897
	women	51	1.57	.640
5. Women have lack of self-confidence and fear of failure in administration	Educ.	56	1.96	1.008
	women	51	1.59	.536
Grand mean	Educ.	56	2.8	0.87
	Wom.		2.6	0.94

**Source: Author construct from SPSS output, 2023**

**Table 4.2** below shows the extent of influence of socio-cultural factors on women participation in leadership position in two selected public sectors, education office, So, that may, the respondents view had low score average mean 1.73 rating was self-interest of leaders position. Therefore self-interest would not affect women participation in leadership position.

**Women child youth affairs** table shows the extent of influence of socio-cultural factors on women participation in leadership position in gurage zone in this regarded out of sample the respondents view had low score average mean 1.53 rating was self-interest of leader's position. Therefore self-interest would not affect women participation in leadership position.

**As indicate education** sector on the table 4.2 out of a sample respondents with a high mean score 4.05, SD=.724 most people still having attitude and perception that decision making power.

As the above table 4.2 women and child youth affairs office on the table out of 51 sample respondents no one of the respondents with a high mean score 4.46 and SD=.687 As *finding of the analysis indicate that, both education and women child youth affairs sectors*

*the respondents view had the 1st highest score average mean 4.05 and 4.10 rating respectively was that people still having attitude and perception that decision making power rests with men were those factors greatly affect the women's participation in leadership position, the finding was supported by (Hoare and Gell, 2009) in literature review attitude and perception still affect women participation in leadership position*

As seen on the table 4.2 to show that, out of sample respondents from education sector out of the respondents that home and family responsibility affects women participation in leadership position with a high mean score rating 4.46, SD=.687.

As seen on the table indicate that, out of sample respondents from women and child youth strong agreed that home and family responsibility affects women participation in leadership position with mean =4.51 and SD =.505.

*Therefore, may concluded that, both education and women child youth affairs sectors women are more responsible to home and families related issues had the second highest ranks mean value score 4.46 and 4.51 rating respectively the factors as major cause, those factors greatly affect the women's participation in leadership position, as support by literature review stated by (Meron, 2003), cultural perception that say women less than men embodied in our culture that affect their experience to the public sectors.*

As indicate above table 4.2 the study find out that, out of 56 from education sector sample respondents responds agreed on women have less attitude toward themselves participating in leadership, So that those factor was not affect the participation of women in leadership position. As indicate on table the study find out that, out of 51 from women and child youth affairs sector sample that Women have less attitude toward themselves in respect to leadership, agreed on women have less attitude toward themselves participating in leadership, So that those factor was not affect the participation of women in leadership position. *Therefore, may concluded that, both education and women child youth affairs sectors women are more responsible to home and families related issues had low mean value score 1.96 SD=1.57 rating respectively those factors affect the women's participation in leadership position in lowest rating from the other factors.*

As indicate on the table, out of 56 sample respondents of education sector of the respondents respond agreed that lack of self-confidence and fear of failure affect the participation of women in leadership position. As indicate on the table, out of 51 sample respondents of women child sector disagreed on women have lack of self-confidence and fear of failure in administration, Whereas the remaining of the none of samples

respondents could not respond agreed and strongly agreed that lack of self-confidence and fear of failure affect the participation of women in leadership position.

*As finding of the analysis indicate that,both education and women child youth sectors the respondents view had the lowest score average mean 1.86 and 1.59rating was that people still having lack of self-confidence and fear of failure in administration, This indicates that those factor was not affect the participation of women in leadership position. Generally, on may conclude from finding of socio-cultural factor public attitude and perception, home and family responsibility were the main factors that affect and hindered the participation of women in leadership position. Women tend to be excluded from the informal networks dominated by men at the workplace, which are vital for career development. Traditional beliefs and cultural attitude regarding the role and status of women in society are still prevalent and top leadership in any institution is viewed as a masculine domain. Cultural attitudes towards women were established as barriers that limit women potential to aspire to positions of leadership. This result is in line with the result of (Yalem, 2011).*

#### **4.3.1.2. Descriptive Results of Organizational Factors**

Items	sectors	N	Mean	Std. D
1. There is unfair recruitment practices or gender in balanced practices	education	56	2.36	.841
	women		2.10	.728
2. There is lack of necessarily Promotional practices	education	56	4.12	.788
	women	51	4.22	.673
3. There is lack of necessarily organized training/professional development opportunities	education	56	4.09	.668
	women	51	4.20	.566
4. There is insufficient leadership capacity building	education	56	4.16	.869
	women	51	4.27	.777
5. There is absence of formal mentoring programs and lack of supports	education	56	4.21	.653
	women	51	4.25	.483
6. There is discriminatory practice in hiring and appointment	education	56	2.50	.953
	women	51	2.37	.916
7. There is unattractive work environment	education	56	2.25	.995
	women	51	1.92	.627
Grand mean			3.36	0.81

Source own survey, 2023

**Table 4.3** below shows the extent of influence of organizational factors on women participation in leadership position, in this regarded out that out of 56 sample respondents of education sector with mean =2.36 SD=.841 disagreed on the unfair recruitment practices or gender in balanced practices, that there was not unfair recruitment practices or gender in balanced practices. And also for *women child youth affair* sector factors on women participation in leadership position, in this regarded out that out of 51 sample respondents of education sector disagreed with mean score =2.10 SD=.728 on the unfair recruitment practices or gender in balanced practices that there was not unfair recruitment practices or gender in balanced practices

*Therefore, the finding of analysis indicate both education and women and child youth affairs sectors that, the respondent had low mean scores 2.36 and 2.10 rating respectively was the issue that unfair recruitment practices or gender in balanced practices were low problem that affect women participation in leadership position.*

As seen on table the study find out that out of 56 sample respondents in education sector that there was lack of necessarily Promotional practices with mean score=4.12SD=.788 so that, this factors was affect the participation of women to enter in to the leadership position.

For women and child sector also As seen on table the study find out that out of 51 sample respondents that there was lack of necessarily Promotional practices, with mean= 4.22 SD=.673 so that, this factors was affect the participation of women to enter in to the leadership position.

*Therefore, may concluded the respondent had the fourth highest mean (average) scores 4.12and 4.22 rating respectively consider with lack of necessarily Promotional practices. So that those factors greatly affect the women's participation in leadership position.* As supported by literature review McKenna (cited in Mbugua, 2007) values and behaviors, which some authors define as being masculine have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'.

As indicate on the table out of 56 sample respondents for education sector with mean score 4.09 and SD.668 there was lack of necessarily organized training/professional development opportunities. And also for **women and child sector** indicate on the table out of **51** sample respondents with mean score=4.20 SD=.566 that there was lack of necessarily organized training/professional development opportunities.

***So, that may concluded, both education and women and child youth affairs sectors the respondents view had the second highest score average mean 4.09 and 4.20 rating respectively was lack of necessarily organized training/professional development opportunities were major factors that affect women participation to entry in to leadership position.***

As seen on the table indicate that, out of 56 sample respondents for Education with mean score =4.16 and SD=.869 that there was insufficient leadership capacity building, so that, affects women participation in leadership position. And also for **women and child sector**

As seen on the table indicate that, out of **51** sample respondents with mean=4.27 SD= .777 that there was insufficient leadership capacity building, so that, affects women participation in leadership position. ***As finding of the analysis indicate that, the respondents view had the 3rd score average mean 4.16 and 4.27 rating respectively was that insufficient leadership capacity building those factors greatly affect the women's participation in leadership position.***

As indicate on table the study find out that, out of **56** sample respondents for education sector with mean score= 4.21 SD=.653 on there was absence of formal mentoring programs and lack of supports, so that affects women participation in leadership position. And also on table the study find out that, out of **51** sample respondents for **women and child youth sector** with mean score= 4.25 SD=.483 on there was absence of formal mentoring programs and lack of supports, so that affects women participation in leadership position

***Therefore, may concluded both education and women and child sectors the respondent had the first highest mean (average) scores 3.95 and 4,25 rating respectively consider with absence of formal mentoring programs. So that those factors greatly affect the women's participation in leadership position***

As indicate on the table, out of **56** sample respondents for education sector with low mean score =2.50 SD=.953 there was discriminatory practice in hiring and appointment. Therefore, there was not discriminatory practice that affects the participation of women in leadership position. And also the same as out of **51** sample respondents for **women and child sector** with mean=2.37 SD=.916 score there was discriminatory practice in hiring and appointment. Therefore, there was not discriminatory practice that affects the participation of women in leadership position.

*As indicate the finding of the analysis both education and women and child sectors the respondents view had score average mean 2.50 and 2.37 rating respectively was that discriminatory practice in hiring and appointment those factors low effect to the women's participation in leadership position. agreed with there was discriminatory practice in hiring and appointment. Therefore, there was not discriminatory practice that affects the participation of women in leadership position.*

As indicate on the table, out of 56 sample respondents for education with mean=2.25 SD=.995 there was unattractive work environment that affect the participation of women in leadership position. And also out of **51** sample respondents for women and child sector with mean= 1.92 SD=.627 there was unattractive work environment that affect the participation of women in leadership position.

*As finding of the analysis indicate that,both education and women child youth sector the respondents view had the score average mean 1.95 and 1.92 rating respectively was that unattractive work environment those factors moderatly affect the women's participation in leadership position.*

**Generally**, on may conclude from descriptive finding of organizational factors, formal mentoring, promotion, capacity building and training are the most potential variables on the participation of women in leadership position. This is similar to result of (Mbugua, 2007) and (Collins, 2006).

#### 4.3.1.3. Descriptive Results Of Gender Stereotype Factors

Gender stereotypes				
Items	sectors	N	Mean	Std. D
1. Women leaders are less aggressive enough than men	Education	56	1.87	1.113
	Women	51	1.51	.731
2. Women leaders are low decision makers and risk takers	Education	56	2.02	1.679
	Women	51	1.51	1.447
3. Women leaders are more kind enough than men	Education	56	2.34	.978
	Women	51	2.16	.834
4. Women leaders are more relational enough than men	Education	56	2.54	1.348
	Women	51	2.14	1.149
5. Women leaders are unable to coordinate organizational activities	Education	56	1.95	1.135
	Women	51	1.49	.505
6. Women leaders are not competitive enough to be successful in the public sectors	Education	56	3.66	.959
	Women	51	3.73	.981
Grand mean	Education	56	2.37	1.17
	Women		2.08	1.02

#### Source own survey, 2023

**Table 4.4** below shows the extent of influence of gender stereotypes factors on women participation in leadership position in education sector in this regarded out of **56** sample respondents with mean score =1.87SD=1.113 that women leaders are less aggressive enough than men. Therefore, women are not aggressive so that those factors were not affecting the participation of women in leadership position. And also, **women and child sector** table to shows the extent of influence of gender stereotypes factors on women participation in leadership position in this regarded out of **51** sample respondents with mean score =1.51 SD=1.679that women leaders are less aggressive enough than men. Therefore, women are not aggressive so that those factors were not affecting the participation of women in leadership position.

***Therefore, the finding support by women leaders are less aggressive enough than men, had the lowest rank mean value scores1.70 and 1.51 respectively, that means the data***

*shows most of respondents said women leaders are less aggressive enough than men would not affect the participation in leadership position.*

As seen in table the study find out of **56** sample respondents for education sector with mean= 2.02 SD=1.679 that women leaders are low decision makers and risk takers so that this factor has not potential to affect the participation of women to enter in to the leadership position. And also out of **51** sample respondents for **women and child sector** with mean=1.51 SD=1.447 risk takers so that this factor has not potential to affect the participation of women to enter in to the leadership position. This was supported by (Collins and singh, 2006).

*Therefore, may concluded the respondent had low mean (average) scores 1.63 and 1.51 rating respectively consider with that women leaders are low decision makers and risk takers. Most respondents disagreed that women leaders are low decision makers and risk takers so that this factor has not potential to affect the participation of women to enter in to the leadership position., As the finding support by literature review stated by (Collins and singh, 2006).*

As indicate on the table out of **56** sample respondents for education sector with mean= 2.34 SD=.978so that, kindness was not affecting women participation in leadership position, and out of **51** sample respondents for women and child sector with mean=2.16 SD=.834so that, kindness was not affecting women participation in leadership position.

*Therefore, the finding support by women leaders are more kind enough than men had the lowest rank mean value scores, 2.34 and 2.16 rating respectively that means the data shows most of respondents said women leaders are more kind enough than men had not effect on women participation in leadership position.*

As seen on the table indicate that, out of **56** sample respondents for education sector with low mean score =2.54 SD=1.348 and for women sector with mean =2.14 SD=1.149, this ,concluded the respondents had low mean (average) scores 2.54 and 2.14 rating respectively consider with women leaders are more relational enough than men. So that, relational character of women leaders was not affecting women participation in leadership position.

As indicate in table out of **56** sample respondents for education sector with mean =1.95 and SD=1.135on women leaders are unable to coordinate organizational activities.and also in table out of **51** sample respondents for women and child with mean =1.49 SD= .505 on women leaders are unable to coordinate organizational activities. *As finding of the analysis indicate that, the respondents view had low score average mean 1.95 and 1.49 rating was that unable to coordinate organizational activities. Therefore, women leaders can coordinate organizational activities, so that, those factor was not affecting women participation in leadership position.*

As indicate on the tables, out of 56 sample respondents for education with mean= 3.66 SD=.959 women leaders are not competitive enough to be successful in the public sectors. And also As indicate on the table, out of **51** sample respondents for *women and child sector* with mean= 3.73 SD= .981 women leaders are not competitive enough to be successful in the public sectors.

**Generally**, on may conclude from descriptive finding of gender stereotype factors and taking in to account data gain from women, children and youth affair head office through interview, there was no potential gender gap effects in the sectors that affect and hindered the participation of women in leadership position. As it has been indicated from descriptive statistics result of gender stereotype factors, most respondents agreed that competitiveness has an effect on the participation of women in leadership.

#### 4.3.1.4. Descriptive Results Of Work Place Policy Factors

Descriptive Statistics				
Items	sectors	N	Mean	Std. D
1. Women employees have not flexible working hour in the work place	Education	56	4.34	.745
	women	51	4.47	.578
2. Women employees have not part time work in the work place	Education	56	2.41	1.304
	Women	51	2.27	1.297
3. Women leaders have less childcare and breast feeding time due to maternal responsibility	Education	56	2.50	1.265
	women	51	2.20	1.132
4. There is lack of supportive policies and practices for women employees in the workplace	Education	56	4.38	.728
	Women	51	4.43	.539
Grand mean	Educts.	56	3.38	0.99
	Women		3.34	0.89

#### Source own survey, 2023

Table 4.5 below shows the extent of influence of work place policy factors on women participation in leadership position, in this regarded out of **56** sample respondents for education sector with mean= 4.34 SD=.745 women employees have not flexible working hour in the work place. And table on women and child sector to shows the extent of influence of work place policy factors on women participation in leadership position, in this regarded out of **51** sample respondents with mean =4.47 SD=.578 women employees have not flexible working hour in the work place. *As finding of the analysis indicate that, the respondents view had the second highest score average mean 4.34 and 4.47 rating was that on women employees have not flexible working hour in the work place. Therefore, women leaders needed to have flexible working hour, So that those factors affect the participation of women in leadership position which was supported by (Mbugua, 2007).*

As seen on table the study find out that out of **56** sample respondents for education sector that with mean =2.41 SD=1.304 women employees have not part time work in the work

place. and also for **women and child sector** As seen on table the study find out that out of **51** sample respondents with mean= 2.27 SD= 1.297 women employees have not part time work in the work place. *Therefore, may concluded the respondents had low mean (average) scores 2.41 and 2.27 rating consider with women employees have not part time work in the work place. Therefore, those factors were not affecting the participation of women in leadership position.*

As seen on table the study find out that out of **56** sample respondents for education with mean =2.50 SD=1.265 that women leaders have less childcare and breast feeding time due to maternal responsibility, and a **women and child sector also** as seen on table the study find out that out of **51** sample respondents for education with mean =2.20 SD=1.132 that women leaders have less childcare and breast feeding time due to maternal responsibility, so that, those factors were affecting the participation of women to enter in to the leadership position which was supported by (Gatrell, 2006).

*Therefore, may concluded both education and women and child sector the respondents had lowest mean (average) scores 2.50 and 2.20 rating consider with women leaders have less childcare and breast feeding time. Therefore, those factors were not affecting the participation of women in leadership position.*

As seen on table the study find out that out of **56** sample respondents none of the respondents with mean= 4.38SD=.728 that there is lack of supportive policies and practices for women employees in the workplace. And also A women and child sector as seen on table the study find out that out of **51** sample respondents none of the respondents with mean= 4.43 SD= 0.539 that there is lack of supportive policies and practices for women employees in the workplace.

*Therefore, the finding support by there is lack of supportive policies and practices for women employees in the workplace had the first highest rank mean value scores 4.38 and 4.43 that means the data shows those factors greatly affect the women's participation in leadership position, as support by literature review stated by (Mbugua, 2007).*

Generally, workplace factors also have its contribution on the under representation of women in leadership position. Workplace factors like flexible work time, child care and breast feeding time and supportive work place policies have also potential factors on the under representation of women in leadership position. This result agrees with the result of Mbugua (2007) asserts that pregnancy is a workplace issue that starts well before conception and ends long after birth. It is impossible to separate pregnancy and family

responsibilities. Anecdotal evidence suggests assumptions that women will resign when they have children are still widespread and continue to form the basis for not hiring women among some employers. Therefore considering the attribution of women for the leadership position; good work place supportive policies should be formulated to enhance the contribution of women in leadership positions in order to achieve sectors target as well as the country development program.

#### 4.4. Comparison analysis the two sectors towards women leader ship position.

**Table 4.6 comparison analysis for women and child scoter**

variables	N		Mean	Std. D
	Office	Statistic	Statistic	Statistic
socio culture	Women	51	2.6588	.26622
	Education.	56	2.8536	.61436
organization	Women	51	3.3333	.21125
	Education.	56	3.3852	.36944
gender gap	Women	51	2.0882	.36568
	Education.	56	2.3958	.74370
work place	Women	51	3.3431	.52669
	Education.	56	3.4063	.62625
Valid N		51		

**Source: output SPSS, 2023**

Comparative data on the two public sectors are provided in the table 4.6. As far as the table 4.6 is concerned the mean score shows the rate of employees feeling on different aspects of Leader position, their differences between the averages mean scores of the two groups. To compare the overall leadership position between public sectors the researcher used all four dimensions average mean. As far as the table 4.6 is concerned in all dimensions public sectors both (education and women and child sectors) are the same than factors that affect by organization and working place police so this implies that no one are better than the once sector .As we can see from the table 4.6 both education and women sectors were neither nor better in the above factors i.e. organization and working police.

Furthermore, as the survey result and the discussion with the general leaders of the both sectors indicated the concern of organization and working place factor were relatively higher having average mean of 3.33 then women sector (Average mean=3.38 education and mean for working place average mean for women sector 3.3431, average mean 3.4063, for education respectively).

**4.3.2.2. The Effect of, Socio-Cultural and organizational, factors On Women Participation on Leadership Position (ANOVA)**

**Table 4.7 means of the two different sectors in a gender**

<b>Report</b>			
female and male		<b>AVALLEDUCT</b>	<b>AVALLWOM</b>
Male	Mean	3.0556	2.88
	N	40	35
	Std. De	.48725	.20767
Female	Mean	2.8969	2.961
	N	16	16
	Std. D	.43690	.25616
Total	Mean	3.0102	2.8559
	N	56	51
	Std. D	.47501	.22180

**Source: output SPSS, 2023**

From the above table 4.8 the means of for the two sectors education and women and child sectors in gender types the mean of males and females in the two different sectors .the table indicates that for education sector the mean of male =3.055 SD=0.3055 and female mean of 2.896 SD=0.436 and for women and chilled sector the mean of male=2.864 and SD=.0207 so this implies that there is a significant difference between female and male for both sectors.it may be concluded that women sector more better than for education sector to participate women in a leader position.

**Table 4.8 ANOVA results of the two Groups on organizational factor,**

		Sum of Squares	df	Mean Square	F	Sig.
EDUCT	Between Groups	9.829	10	.983	17.137	.000
	Within Groups	2.581	45	.057		
	Total	12.410	55			
WOM	Between Groups	.678	10	.068	1.523	.167
	Within Groups	1.781	40	.045		
	Total	2.460	50			

**Source own survey, 2023**

From the above table 4.8: to show that the organization factor in both sectors, The F-test also 17.13 is a significance level of **sig**, 0.001 that a problem building variable with the education office. The organization is significantly influenced in education sector; hence, the hypothesis is accepted. Whereas, a women office also the F-test is 1.523 at significant level sig. 0.005 is 0.167, is higher value, hence the hypothesis is reject. *Whereas:* the other factors are a significant influence in both sectors, on the table below **table 3.9** like the socio culture other factors are also significant influence on the participation of women leader ship position in both sectors.

**Table 3.9 ANOVA results of the two sectors on socio culture influence**

		Sum of Squares	df	Mean Square	F	Sig.
AVALLE DUCT	Between Groups	9.444	9	1.049	16.27	.000
	Within Groups	2.966	46	.064		
	Total	12.410	55			
AVALLW OM	Between Groups	1.151	8	.144	4.619	.000
	Within Groups	1.308	42	.031		
	Total	2.460	50			

**Source own survey, 2023**

**Table 4.9 One Way ANOVA Comparison of the two Groups,  
i.e. Women and Education Sectors.**

ANOVA					
EDUCT					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.445	47	.158	3.142	0.188
Within Groups	.151	3	.050		
Total	7.596	50			

**Source own survey, 2023**

From the above table 4.9 two shows there is a no significant difference at least two of the groups in our data all of them is insignificant difference. The F-test also 3.142 is insignificance level of **sig**, 0.188 at, a **sig** level of 0.005. That a problem building variable with the two groups.

Generally: If a higher f-score gets the lower will be significance score value in this case the significance level; is 0.001 so there is significance difference between the two sectors. But if lower F-score gets the higher will be significance score value in this case the significance level; is 0.001 so there is insignificance difference between the two sectors, therefore the F-test also 3.142 is insignificance level of **sig**, 0.188 the value is higher value than 0.005, so there is no significance difference between the two sectors.

Additionally, an interview analysis from education office expert she said that all the problems have been conducted in the sector, specially the awareness of the community are very less but as our sector level the problems are faced at in the all. while in women child office also the problems are the same as for the other sector even though the main issues of women sector is to encouraging a women participation in our sector and in zonal level as well as country level, but to be encouraging a women leaders it is good performance for other sectors but problems are the same as to the other sector to be faced.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The objective of the study was to assess the factors that affecting women participation in leadership position among gurage zone selected sectors. Effort to meet the above stated purpose of the research, basic questions were stated and answered. In order to achieve this objective a sample of 108 employees have taken from the total of employees (experts, group leaders and office leaders) working in 2 public sectors. Two data collecting tools were used to carry out the study. These are questionnaires and interview. The entries questionnaires distributed to 108 respondents then 107 respondents returned. The interview was conducted for 2 selected public sectors head offices. At lastly the data obtained from those was carefully tallied, summarize, analyzed and interpreted. The relevant analysis tools like frequency distribution, percentage and mean score and ANOVA are used for analysis.

#### **5.1.2. Summary**

##### **5.1.2.1 Summary Of Sociocultural Factors**

First the association of independent and dependent variables the factors affecting the participation of women in leadership position have been analyzed by ANOVA. The result revealed that cultural attitude and perception, family responsibility, have a significant effect on the current position of women in the sectors. The attitude of the society or staffs towards women workers is also the potential factors for under representation of women in leadership position of the sectors. Women tend to be excluded from the informal networks dominated by men at the workplace, which are vital for career development. Traditional beliefs and cultural attitude regarding the role and status of women in society are still prevalent and top leadership in any institution is viewed as a masculine domain. Cultural attitudes and perception towards women were established as barriers that limit women potential to aspire to positions of leadership. Socio-cultural factor have not significant effect on the current position of women in the sector, as the result of the study.

### **5.12.2 Summary Of Organizational Factors**

The result of the study showed that, organizational factors have significant effect on the capacity building, promotion practice, formal mentoring program, training and work environment. So there should be given especial attention to promote women in the two sectors and the leadership position of the sectors should be occupied by women as equal as men.

The other action taken by the sectors to bring women to leadership position and make women leaders to be more capable on their assigned position is providing different capacity building trainings and formal mentoring program. The organizational and leadership values in the sectors tend to be characterized by stereotypical views of women's roles, men networking, preferences and promises than company. The result for both sectors the finding indicates organizational factors were the core factors that affect the participation of women's in leadership position . 5.1.2.3. Summary of gender stereotype factors

The result of the study showed that women leaders are not competitive factors greatly affect the women's participation in leadership position, has significant effect on the participation of women in leadership position. But the study also showed that there was no potential gender gap effect in the sectors that affect and hindered the participation of women in leadership position. Gender stereotype generally seen as no significant effect on the current leadership position.

### **5.1.2.4. Summary Of Work Place Policy**

As a result of ANOVA test workplace factors like flexible work time, child care and breast feeding time and supportive work place policies have significant effect on the under representation of women in leadership position. Large number of women report significant difficulties when they return to work due to the lack of supportive policies and practices in workplace. Therefore considering the attribution of women for the leadership position; good work place supportive policies should be formulated to enhance the contribution of women in leadership positions in order to achieve sectors target as well as the country development program. Therefore based on these good attributes of women for the leadership position; the strategies to enhance the contribution of women in managerial positions in order to achieve company target as well as the country development program.

## 5.2. Conclusion

Based on the above finding the following conclusion can be drawn

- The study concludes that, in gurance zone public sector the participation of women in leadership and decision making position is low in the two sectors . The emphases are given for assignment of women in lower position such as, clerical, line waiter, and routine manual.
- As the study finding shows that, socio-cultural, gender stereotype and work place policy factors have significant level in both sectors , therefore in the current position socio-cultural and gender stereotype factors are affect leadership position in that study area.
- As show in finding, organizational factors are the main factors that affecting women participation in leadership position in education sectors but in women office no significantly influenced in leadership position. Therefore, on my conclusion socio culture in office create gender gap in leadership position that prevent the entrance of women in leadership position in the two public sectors.

Generally, women capacity to participate in leadership position is restricted due to, socio-cultural factors like over burden of family responsibilities and public attitude and perception; organizational factors like lack of necessary promotion, formal mentoring, insufficient capacity building, training and work place policies are the main factors that prevent women participation in leadership position in both sectors. The other action taken by the sectors to bring women to leadership position and make women leaders to be more capable on their assigned position is providing different capacity building trainings and formal mentoring program. The result of the finding indicates organizational factors were the core factors that affect the participation of women's in leadership position education sectors.

### 5.3. Recommendation

Based on the major finding of the study the following recommendations were forwarded.

- One of the factors that prevent women participation in leadership position is socio-cultural factors. We can clearly understand that these factors can affect social and cultural development of women that in turn affect their participation in leadership. Therefore, men should develop positive attitude and think that women have equal ability with them and the society also could be trust women ability to lead through awareness rising by zone women children and youth affairs offices can develop work shop on them. so that to create positive attitude and to change community perception, it should develop and design warrens creation training and workshop to community, civil society, religion organization leaders, public sector leaders and employees.
- The parents could provide their daughter equal opportunity to develop their decision making and leadership capabilities and must train son to respect their sister as equals.
- Women have double responsibility in their home and at their office as employees their family and sectors should be supportive enough so to make successful.
- Regional and federal government should be approved and implement flexible working hours and additional breast feeding time to support women employees coming to a leadership position.
- Women could be empower themselves through Knowledge, skill in order to be successfully in their assigned position and they have to show their real abilities

## References

- Adugna. (2013). Comparative Analysis of Men and Women Leaders, MBA Thesis, St.Mary University School of Graduate Studies.
- Afroz, Maksuda 2010. Effect of organizational on women's participation in decision making, master in public policy and governance program, Department of General and continuing Educational, Bangladesh: North South University.
- Akpiner Sposito, 2013. Women in Management Research: Theoretical Perspectives, University of Jean Moulin, Lyon.
- Abebayehu Aemiro (1995). Women's participation in educational administration in Ethiopia: Master's Thesis: AAU (*Unpublished*).
- Adamu, M. & Mekonnen, S. (2009) Gender and Law: Teaching Material. *Prepared under the Sponsorship of the Justice and Legal System Research Institute. Addis-Ababa.*
- Africa Union (2008). Action on gender equality, women's empowerment and ending violence Against women in Africa: progress report on achieving gender equality and women's Empowerment in Africa. *The Six African Development forums (ADFVI): Addis Ababa. Ethiopia.*
- Amrot, Tadesse June, 1998. The participation of Ethiopia Women in the profession and practice of management: A case of Commercial Bank of Ethiopia, Ethiopia Airlines, Ministry of Transport and Communication and Ministry of Foreign Affairs, In partial fulfillment of the requirement for obtaining the Degree of bachelor of Arts in management, Addis Ababa University.
- Birikit, G/Michael, PADM, 2014.factor affecting participation of women's in management position in Ethio Telecom Company Ethiopia. Addis Ababa University, Addis Ababa. Master thesis.
- Biseswar, Indrāvati 2011. The Role of Educated/Intellectual Women in Ethiopia in the Process of Change and Transformation towards Gender Equality 1974 2005: Submitted in fulfillment of the requirements for the degree of PhD in the subject Sociology, university of South Africa.
- Collins, James & Singh, Val 2006. Exploring gendered leadership. In Mctavish, Duncan & Miller, Karen (eds). Women in leadership and management: New horizons in management.
- Creswell, W. J. (2003). *Research Design, qualitative quantitative and Mixed Approach, Second Edition*. University of Nebraska, Lincoln.

- Collins, James & Singh, Val 2006. Exploring gendered leadership. *Journal of Africa*
- Haregewoin C, Emebet M (2003). Towards Gender equality in Ethiopia. A Profile of Gender Relations. *Swedish International Development Cooperation Agency*.
- Hirut T (2004). Violence against Women in Ethiopia: A Strong Case of Civil Society Concern. In: Chowdhury, and Kahsai Wolde Giorgis (Eds) *Civil Society in Ethiopia: Reflections On Realities and Perspectives of Hope. African – Asian Studies Promotion Association*.
- FDRE (1994). FDRE Education and Training Policy. *Addis Ababa: St. George Printing Press*.
- FDRE (1997). FDRE Cultural Policy. *Addis Ababa: Artistic Printing Press*.
- FDRE \_ (1995). FDRE Constitution. Addis Ababa: *Berhanena Selam Printing Enterprise*.
- Federal Civil Service Commission (2005). Survey on the Status of Men and Women Employees And Strategies for Gender Equality. *Main Report. Addis Ababa*.
- Global Gender Gap Report (2014) Leadership and gender: A dangerous liaison. *Leadership and Organizational Development Journal, 26(7), 574-590*.
- Gurage zone Annual report civil service(2014)*
- Endale Alemu (20014). Factors that Affect Women Participation in Leadership Position and Decision Making Position. *Asian Journal of Humanity, Art and Literature. Volume 1, No 2*. CSA (2007). The 2007 population and housing census of Ethiopia: Results of country level. Addis Ababa.
- Gatrell, Caroline 2006. Management, Motherhood and Discrimination. In McTavish D. & Miller K.(eds). *Women in leadership and management: New horizons in management*.
- Genet 2007. Women as Victims/Perpetuators of Patriarchy: A case of women vendors in two localities. Addis Ababa University.
- Ginige, K., AmaratungaD. & Haigh, R. 2007. Gender Stereotypes: A Barrier for Career Development of Women in Construction. Built environment education conference. University of Salford:
- Guajarati (2004). *Basic Econometrics, Fourth Edition, the McGraw-Hill Companies*.
- Kothari. (2004). *Research Methodology Methods and Techniques, Second Revised Edition.* \ *New Age International Publishers*.
- Melaku Yimam, et.al. (2002). School organization and management. Distance education Material For in-service trainees: *Continuing and Distance Educational Division*.

- Meron Genene (2003). Gender and leadership-issues for discussion. *Paper Presented at the Conference entitled Bridge building between Ethiopia and Austria, Vienna: Austria.*
- MoE (1994), Transitional government of Ethiopia education and training policy. *Addis Ababa. Berhanena Selam printing Entegrise.*
- MoE. (2006). Education sector development programme III (ESDP III). *Joint review mission Final Report. Addis Ababa. Ethiopia.*
- MoE (2009). Guidelines of principals and supervisors career development. *Addis Ababa (Unpublished Materials).*
- MoE (2010). Education sector development program IV (ESDP IV). *Program action plan.*
- Morphet, E.L., Johns, R.L., & Reller, T.L. (1982). Education organization and administration: Concepts, practices, and issue. *Englewood Cliffs: Prentice-Hall, Inc. 126-162.*
- Mosley, G., Reller, T., & Hengst, H.R. (1993). Supervisory management. The art of empowering And developing people. *SanDiego State University.*
- Mumford, M. et al. (2007). The leadership skills strataplex: Leadership skill requirements across Organizational levels. *Leadership Quarterly, 18,154-166.*
- Mehrotra, A. (1998), Gender and Legislation in Latin America and the Caribbean: *UNDP Regional Bureau for Latin America and the Caribbean.*
- Miller, Karen (eds). *Women in leadership and management: New horizons in management.*
- Mbugua, W. 2007. An investigation of factors influencing women progression to leadership Positions in Kenya: a case study of four selected institutions. *A research report submitted in partial fulfillment of a degree of master's in business administration, Kenyatta University.*
- Ndongko, T. M. (1999). Women in educational management and special services: The case of Cameroon. *Unpublished Study Conducted by UNESCO, Paris.*
- Neumann, G. (2007). Leadership: Theory and practice. (4thed.). *California: Thousand Oaks, Sage Publications, Inc.*

## QUESTIONNAIRES



WOLKITE UNIVERSTY

COLLEGE OF BUSSINESS AND ECONOMICS

DEPARTEMENT OF MANAGEMENT

MBA -PROGRAM

**Dear respondents**

I am a graduate student in the department of management at wolkite University. Currently, I am undertaking a research on —**comparative study on the determinant of women participation in leader ship among selected guraghe zone public sector** .You are one of the respondents selected to participate in this study. Thus, I would kindly request you to answer these questions. Please assist me in giving correct and complete information to present a representative finding on the study. Your honesty and kindness would be of great help in many aspects.

Finally, the information that you will share will be kept **confidential** and only used for the academic purpose. **So, no need of writing your name.** Put a tick mark (√ ) under the choices below.

**Part 1: Demographic information of the respondents.**

1. Gender:

Male

Female

2. Age

a) 20-31  b) 31-40  c) 41-50  d) 51-60

3. Marital Status

a) Married

c) Separated

b) Single

d) Divorced

4. Educational level

- a) 12 grade complete       b) Certificate       c) Diploma   
 d) Degree       e) Master and above

5. How long have you been working in public sectors? \_\_\_\_\_ (years)

6. Current position in the sectors? \_\_\_\_\_

**Part 2: Comparative study on the determinant of women participation in leadership among selected guraghe zone public sector.**

Please suggest your opinion regarding each of the following variables that may be factors to the participation of women in leadership position. Use the following scales to indicate your agreement level. Evaluate them in relation to your opinion and then put a tick mark (√) under the choices below.

5= strongly agree    4 = Agree    3= neutral    2= disagree    1= strongly disagree

No.	Factor that affect women's to participate in public sector leadership	Level of agreement				
		5	4	3	2	1
1	<b>Social-cultural factors</b>					
1.1	Women have less interest of leaders position					
1.2	Most people still having attitude and perception that decision making power rests with men					
1.3	Women are more responsibly to home and families related issues					
1.4	Women have less attitude toward themselves in respect to leadership					
1.5	Women have lack of self-confidence and fear of failure in administration					
2.	<b>Organizational factors</b>					
2.1	There is unfair recruitment practices or gender in balanced practices					

2.2	There is lack of necessarily Promotional practices					
2.3	There is lack of necessarily organized training/professional development opportunities					
2.4	There is insufficient leadership capacity building					
2.5	There is absence of formal mentoring programs and lack of supports					
2.6	There is discriminatory practice in hiring and appointment					
2.7	There is unattractive work environment					
<b>3</b>	<b>Gender stereotypes</b>					
3.1	Women leaders are less aggressive enough than men					
3.2	Women leaders are low decision makers and risk takers					
3.3	Women leaders are more kind enough than men					
3.4	Women leaders are more relational enough than men					
3.5	Women leaders are unable to coordinate organizational activities					
3.6	Women leaders are not competitive enough to be successful in the public sectors					
<b>4</b>	<b>Work place policies</b>					
4.1	Women employees have not flexible working hour in the work place					
4.2	Women employees have not part time work in the work place					
4.3	Women leaders have less childcare and breast feeding time due to maternal responsibility					
4.4	There is lack of supportive policies and practices for women employees in the workplace					

## 2. Measures of women participation

1. Women are equally participating in leadership position as men.

a) Yes, they are participate                      b) not participate

**Part 3: open ended questionnaires**

1. In your opinion, what is the reason for low participation of women in leadership positions? -----  
-----

2. In your opinion, how do women achieve top level in the leadership position? -----  
-----

3. Do you think that women have equal opportunities to compete for leadership positions as men in the sectors? (Explain the reason) -----  
-----  
-----

4. In your opinion, what is the commitment of zone public sector to increase women representation in leadership positions? -----  
-----  
-----

## **Appendix II**

### **Interview questionnaires**

#### **Interview checklist for Women, Children and Youth affairs head office**

1. Do you think that women are equal in number with men in leadership position in the Public sectors? If it is not equal or which one is getting more position and why?
2. What is the impact of gender gap in leadership due to an imbalance of leadership in the Public sectors?
3. What are the major barriers that hinder women from moving up to the decision making position?
4. Does the office have any contribution to enhance the contribution of women to leadership position?

### **Interview Checklist for zone education office**

1. Do you think that the women are equal in numbers with men in the managerial position?  
If not, what is the reason for it?
2. Does the zone public sector have any criteria that used for promotion purpose in the leadership position?
3. Does the zone public sector maintain any rules or procedure to ensure women's participation in leadership position?
4. What are the major barriers that hinder women from moving up to the decision making position?
5. What are the most important things or strategy that the company considers for ensuring women's participation in leadership position?

**Thank you!!**