

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

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ABSTRACT

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

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

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

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