



Women Participation in Leadership Position: the case of selected Public Organizations in Dinsho Town, Oromia Regional State, Ethiopia

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Approval Sheet

As members of the Examining Board of the Thesis Defence, we certify that we have read and evaluated the thesis prepared by **Nigussie Bedada**, entitled “**Women participation in leadership position in the case of Dinsho town administration**”, and recommend that it be accepted as fulfilling the thesis requirements for the award of the degree in Master of Art in Civic and Ethical studies.

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Declaration

I, the undersigned, declare that this Thesis entitled “**Women Participation in Leadership Position: in the case of selected public organizations in Dinsho town**” is my original work carried out under the supervision of my advisor **Mr Birhane Gidey**. This thesis has not been presented in any other University and all sources used in this thesis have been recognized.

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Date

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This is to certify that the thesis entitled “**Women Participation in Leadership Position: in the case of selected public organizations in Dinsho town**” which has been carried out entirely by **Nigussie Bedada** under my direct supervision and guidance is a record of original research and it complies with the regulation of the University and meets the acceptable standards of the University with respect to originality and quality.

Therefore, I recommend that the student has fulfilled the requirements and hence can submit the thesis to the Department for further evaluation by board of examiners.

Advisor: Birhane Gidey

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List of Abbreviations and Acronyms

CSA	Combined Statistical Area
DV	Dependent Variable
FDRE	Federal Democratic Republic of Ethiopia
HPR	House of Peoples Representative
ILO	International Labour Organization
IV	Independent Variable
NCTPE	National Committee for Traditional Practices Eradication
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Science

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Abstract

Globally, dramatic progress is shown in number of women who participate in leadership positions. However, even though the extensive effort to increase the number of women in organizational leadership has been made, different researches on the participation rate of women in leadership shows modest results and there is scant knowledge and empirical evidence on status of women's participation in leadership positions in Dinsho town and factors affecting it. Thus, the main objective of this study was to investigate the status of women's participation in leadership positions in the case of some public organizations in Dinsho town. This study adopted descriptive and explanatory research designs and quantitative research approach. To obtain relevant data for the study, both primary and secondary data sources were employed. The primary data were gathered through self-developed questionnaires. 33 public organizations in Dinsho town were targeted in the research and 10 organizations were purposively selected from these organizations as samples. As such, 146 sample respondents were chosen from 244 employees of these ten purposively selected organizations through simple random sampling technique. The data collected was analysed and presented using both descriptive and inferential statistics such as regression analysis. The study examined the status of women participation in leadership position and factors affecting it such as social-cultural, organizational and personal factors. The study finding revealed that the status of women participation in leadership position in the study area found to be at moderate level with the overall average mean score of 3.36. Moreover, the regression analysis results indicated that social-cultural, organizational and personal factors have a significant impact on women's participation in leadership positions. Based on the finding, it is suggested that continued improvement is needed to increase women's participation in leadership positions in organizations under investigation.

Key word: *Female, Leadership, Dinsho town, social-cultural factor, organizational factor, personal factor*

Chapter One

Introduction

1.1. Background of the Study

Leadership is the action of leading employees to achieve goals. It plays an important role in employee performance and productivity. A good leadership guides employee by defining their role in the work process, providing them with the tools needed to perform and participating in their effort along the way (Lussier, 2005).

Ethiopia is a patriarchal society that keeps women at a subordinate position, using religion and culture as an excuse. These excuses have for many years been supported by laws and legislation, that uphold patriarchy and women's subordination (Haregewoin and Emebet, 2003 & Genet, 2007). This has brought about and maintained disparities between men and women, in division of labour, share of benefits, in law and state, in how households are organized, and how these are interrelated (Haregewoin and Emebet, 2003 & Genet, 2007). Traditional societies understood widely and wrongly that women are not born to lead. Their major responsibilities were assumed as giving assistance to their bosses than leading and direction an organization regardless of their educational accomplishments and experiences.

Accordingly, the numbers of women holding leadership position in any type of organization is lower in developing countries than the developed world (Adugna, 2013).

Thus, this study is intended to assess the current level of women participation in leadership position in some selected public organizations Dinsho town.

1.2. Statement of the Problem

In this globalization, dramatic progress is shown in numbers of women's who succeeded in managerial and leadership careers. Women in their capacity as leaders, are working through many public and private sectors and nongovernmental institution. Women constitute around 40% of the world labour 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).

Despite the progress made globally in improving the status of women, gender disparities still exist in regard to participation in leadership positions. Even though extensive effort have been made to increase the number of women participating in organizational leadership, recent research on the participation rate of women in leadership shows modest results. According to Mintewab (2005), internationally, in many centuries almost all organization are headed by men. Available literature shows that women still constitute an extremely small percentage of those participating in public decision making (Yalem, 2011).

Moreover, though women's employment has increased in Ethiopia public organization over the last decades, compared to men, still there is low women's participation in decision making (Chalchissa, 2011).

Recently, in many countries, women are participating in areas of public where they were not previously visible. They are slowly but increasingly occupying senior positions in the public and private sectors, including the judiciary, the academia and the media. However, men are still overwhelmingly the key decision-making activities and women participation in leadership activities in public organizations are low (Women Watch, 2007).

Women share half of the world population, but their participation in leadership is insignificant in different organizations than men. Prejudices, beliefs and habits have made it virtually impossible for women to come to higher position. The employed women are concentrated in very specific jobs like teaching, nursing, and technical professions but professions like architects and government administration positions are dominated by men (Anker, 1998).

Studies have shown that women are underrepresented in leadership position. Even though women often contributed much more than their share to society, inside and outside the house, they are frequently excluded from position of power. This situation has affected women in many ways and results violation of their rights. The low participation of women in any aspect of life has become an issue in all over the world (Thornton, 2012).

According to (CSA, 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 (Nigist, 2008). Due to these reasons, recently in Ethiopia various policies and strategies are adopted by the government to promote gender equality, protect women's rights, to promote the economic and political participation of women, to eradicate harmful traditional practices etc. Moreover,

Ethiopia is one of the countries which signed the international declarations affirming the legal rights and equality of men and women.

Likewise, in Ethiopia, women are also actively involved in all aspects of their society's life. They are both producers and procreators and they are also active participants in the social, political, economic and cultural activities of their communities. However, the varied and important roles they play have not always been recognized. The discriminatory political, economic and social rules and regulations prevail in Ethiopia have barred women from participating in organizational leadership positions. Without equal opportunities, they have lagged behind men in all fields of self-advancement (Ayferam, 2015).

Nevertheless, despite the adoption of various policies and strategies by the government to empower women in Ethiopia, as participating women in leadership position is relatively new in Ethiopia and Bale zone too, there is still a lack of evidence on the status of women participation and factors that affects the participation of women in leadership position in public organizations in Dinsho Town. As far as the knowledge of the researcher, the town has not been studied concerning the participation of women in leadership position. So, there is a literature gap on the extent of women participation in leadership position in Dinsho Town and factors that influence the status of women participation in leadership position in the context of Dinsho Town.

Due to the existence of the above-mentioned problems and absence of sufficient research made in relation to the subject matter in Dinsho town, the researcher initiated to conduct the study on this topic to contribute and fill this research gap and provides an understanding of the status of women participation in leadership position in Dinsho Town by assessing the leadership practices of these organizations for effective practices in maintaining gender equality and to enhance the status of women involvement in leadership position of the study area. Therefore, this study was focused on some public sectors in Dinsho Town to assess the status of women participation in leadership position in the case of Dinsho Town.

1.3. Basic Research Questions

Research questions are the expression of research objectives set by research in terms of questions (Zikmund, et al., 2003). So, based on the rationale of this study, to address the purpose and objectives of the study, the researcher formulated the following basic research questions:

1. What is the current status of women participation in leadership position in selected public organization in DinshoTown?
2. What are the socio-cultural factors that affect women participation in leadership Position in DinshoTown.
3. What are the organizational factors that hinder participation of women in leadership position in DinshoTown.
4. What are the personal factors that influence women leadership participation in DinshoTown.

1.4. Objective of the Study

1.4.1. General Objective

To assess women's participation in leadership positions in selected public organization in Dinsho Town.

1.4.2. Specific Objective

1. To assess the status of women participation in leadership position in public institution of Dinsho town.
2. To examine the socio-cultural factors that affect women participation in leadership Position in DinshoTown.
3. To explore the organizational factors that influence the participation of women in leadership position in DinshoTown.
4. To assess the personal factors that influence women participation in leadership position in DinshoTown.

1.5. Scope of the Study

Geographically, the study is confined to Bale zone Oromia Regional State on the public organizations in DinshoTown Administration in selected public sector, on the title of "the status of women participation in leadership position". Though there are numerous organizations and sectors in Dinsho Town which have been much better if this research work could have incorporated and the outcome of the study would be fruitful and realistic, this study focused only on selected public organizations. The study focused only on some organizations in DinshoTown due to lack of sufficient time and financial constraints as it is too costly and difficult to conduct overall organizations/sectors in Bale Zone. Moreover, in order to control for variations that

might occur due to regulatory differences between sectors, the researcher preferred to focus only on public institutions.

Conceptual, the study covered only issues related to status of women's participation in leadership positions and key factors influencing it in selected public organization in DinshoTown such as socio-cultural, organizational and personal factors.

Methodologically, the study is delimited to descriptive and explanatory research design and quantitative research approach.

In respect to the time frame, the study delimited to 2023/24 academic years.

1.6. Limitations of the Study

While conducting this research, the researcher faced different challenges due to some external elements which could not be managed. Some of the limitations are noted as follow:

Though it has been much better if this research work could have incorporated all organisations in Dinsho town, all regions and county and the outcome of the study would be fruitful and realistic, this study focused only on some public organizations in Dinsho town due to funding and time constraints. Thus, the result of this study can only lead to conclusions within the context of these organizations, which might constrain the generalisation of the findings to other organizations in the region and country. Thus, other organizations may not benefit from this study or the results may not apply to them. So, this may limit the applicability of this study results to other organizations.

However, in spite of these limitations, the findings gained from this research provide valuable insights, which can further develop the understanding of women's participation in leadership positions.

1.7. Significance of the Study

This study was conducted with the intention that the result of the finding obtained from the study will contribute a lot to different groups of people and parts in several ways. In general, the subject matter of this research and the resulting lessons drawn from the analysis are highly significant in enhancing knowledge in terms of leadership practices and the degree of women

involvement in leadership position in Dinsho town, managerial decision making, enriching reference material and serving as a policy framework.

Thus, for the organizations under investigation, the result of this study is important as it shows the value of participating women in leadership position in their organizations for the purposes of better performance. The results of the findings will also use as a valuable feedback for the organizations to evaluate their practices as well as to improve and bring changes as the results of the study will enable them to points out where corrective actions are required to make necessary corrections which in turn increase the success of these organizations.

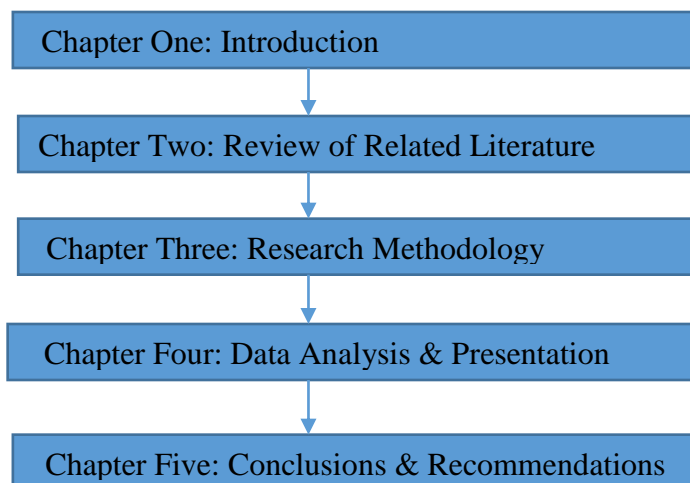
Likewise, the findings and recommendations of this research will provide insightful information for regulatory bodies and policymakers which help in making informed decisions as it will help the policymakers to provide better rules and regulations as well as in designing appropriate leadership requirements and policies that may regulate the organizations and can also use these results to set new policies, rules, and principles on the organizations' leadership practices.

Moreover, it also contributes to leadership literature and increase knowledge in the area.

The findings of this research can also be used to establish a framework for subsequent studies that will work with a more comprehensive data set. The study can provide information to potential and current scholars on this area and invites further research on area. The result of this study will also initiate scholars for further researches. Thus, it will use as an input for other scholars who intend to conduct further studies in this area.

1.8. Organization of the Paper

In order to achieve the objectives of this study aforementioned in the previous sections, this paper structured in five parts and the structure of this paper is illustrated in the chapter outline below.



Accordingly, the first chapter deals with the introductory part of the field of study and outlines the background of the study as well as the research problem in relation to the research topic. It comprises the introduction part of the research, followed by a problem of the study, a presentation of the overall objective of the study, the research questions to be investigated, significance of the study, and the demarcations of the study and organization of the paper.

The second chapter deals with a review of related literature on the background and theories of leadership. It illustrates what literature says about leadership practices. That is, it presents a summary of the literature on the concept and overview of leadership and determinants of women participation in leadership position. In addition, previous research and studies on leadership were also presented in this part.

Chapter three presents and discusses the research philosophy and strategy, methodological considerations, research design including research methods and tools that were used in this survey and provides justification for the choosing of the research design, procedures and instruments that were adopted. It also describes research methodology such as the research process, data collection techniques, and data analysis methods.

The fourth chapter deals with the analysis of the data that were collected from the selected respondents regarding the leadership practices of the organizations under investigation.

Chapter five deal with a description and discussion of the findings of the study, brief conclusions of the paper and presentation of some useful recommendations for better leadership practices. To sum up, this section summarized the main findings of the study and draws conclusions from the study results and forwarded possible recommendations for the concerned body.

Chapter Two

Review of the Related Literature

2. Introduction

This section broadly reviews literature on the previous related studies significant to the study topic. It discusses in detail the status of women participation in leadership position and some of the strategies that have been projected to improve their situation. It also outlines the theoretical, the meaning and concept of leadership, empirical review and conceptual frameworks.

2.1. Meaning and Concept of Leadership

There is no universal definition of leadership. Many authors defined leadership in different ways. Some of that definition of leadership that have been given by different scholars are as follow:

According to Davis (1989), leadership is the process of encouraging and helping others to work enthusiastically toward objectives.

Leadership is a complex and multidimensional phenomenon. It has been defined as: a behaviour; 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 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.

According to Gary Yukl (2006), leadership is influencing other how to achieve the goal, the processes of facilitating individual and collective effort to achieve share objectives. Additionally, Peter Northout (2010) defines leadership as a process whereby an individual influence a group of individuals to achieve a common goal.

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 (palm-Joronen, 2009). Others think that leadership should not be differentiated as women leadership at all. 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 are seen to work as sort of a reminder of the fact that there have not always been women leaders.

According to piha (2006), 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 advantage 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 general, the world needs leaders who will bring the agenda of peace, equality, and sustainable development.

Leadership literature has identified different styles of leadership based on leader's orientation towards task and people (Mitra, 2008). Transactional leadership behaviour is associated with the leader being more tasks oriented and with low consideration towards people. Transactional leadership is characterized by behaviour associated more with the "agentic attributes" (Mitra, 2008). While transformational leadership behaviour is associated with the leader having high consideration of people. It is characterized by behaviour focusing on relationship and consideration of people and is associated with the "communal attributes" of feminine gender. Communal behaviours at work include being concerned with the welfare of others (i.e., descriptions of kindness, sympathy, sensitivity, and nurturance), helping others, accepting others' direction, and maintaining relationships (Mitra, 2008). This indicating that gender characteristics impact on leadership behaviour. Thus, it could be influenced by the gender identification i.e. how individuals identify with characteristics attributed to males or females based on gender. People who see themselves as having more feminine characteristics are likely to exhibit the transformational leadership behaviour. Hence, for this study the definition of leadership as a process of encouraging and helping others to work actively toward objectives is

considered since the meaning of leadership is taking into consideration as facilitator (transformational leadership style) not as a power (transactional leadership style).

2.1.1. The meaning of 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 (palm-Joronen 2009, 172). Others think that leadership should not be differentiated as women leadership at all. 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

2.1.2. Women's empowerment in leadership

The term 'empowerment' as defined by the Cambridge English Dictionary (2022) is a process of gaining freedom and power to do what you want or to control what happens to you with respect to the discussion of the gender issue, although there are diverse agendas and discussions on women's empowerment, it is observable that there are notable similarities in the literature in conceptualizing the concept of women's empowerment.

There are a few terms that are often used in the process of defining empowerment: power, control and choice. These terms are used in a sense that refers to the ability of women to make her own decisions, and her ability to have control over her own life choices and resources. In essence, empowerment is understood as the ability to make choices, involving the ability to shape what choices are on offer (Oxaal and Baden, 1997). Women's freedom to shape and control her own decisions fully falls under the concept of empowerment.

On the other hand, Wallerstein (2001) defined empowerment -as a social-action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice. The World Bank (2007) described empowerment as enhancing the capacity of an individual or group to make purposive choices and to transform those choices into desired actions and outcomes. Here, empowerment is commonly understood as the ability to make

independent choices and decisions. In addition, empowerment is not only about the individual but it is also applied to a group or community.

Women's empowerment is here conceptualized as the process of uplifting of the economic, social and political status of women. Women's empowerment involves an environment where women can live without the fear of oppression, exploitation and discrimination (Dandona, 2015). Generally, women's empowerment is about recognizing and providing the opportunity for women to choose what is best for them in all aspects of their life. The point is that all efforts to conceptualize the term more clearly stresses that empowerment is a socio-political process, that the critical operating concept within empowerment is autonomous decision-making power, and that empowerment is about shifts in political, social and economic power between and across both individuals and social groups (Tanu, 2016). Moreover, it should be noted that empowerment is beyond the individual interest of women. Empowerment is one of the important concepts in the development discourse, where the role of empowering women is considered a necessary step to tackle poverty and promote development.

2.2. Theoretical Thoughts

2.2.1. An Overview of Leadership Theory

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010). Leadership has gone through many theories and study approaches to reach its today's status. These theories include trait (skills) theory, the behavioural approaches, contingency (situational) theory and the lately introduced transformational and transactional leadership theories. The trait approach was one of the earliest systematic attempts to study leadership. It emphasizes attributes of leaders such as personality, motives, and skills (Yukl, 2010). This theory essentially says that leaders are born with certain traits or characteristics that make them leaders (Bertocci, 2009). In other words, a person is born either with or without the necessary traits for leadership. According to Bertocci (2009) the behavioural approaches stressed that leadership can be studied and learned. That means it can be thought in terms of the manner in which the leaders actually behave as observed by subordinates. Task behaviour's facilitate goal accomplishment while relationship behaviours help subordinates feel comfortable with themselves, with each other, situation in which they find themselves. The

main purpose of this approach is to explain how leaders combine the two kinds of behaviours to influence subordinates in their efforts to reach a goal (Farah bakhsh, 2006). Situational (contingency) theory emphasizes the importance of contextual factors that influence leadership process. The major situational variables include the characteristics of followers, the nature of the work performed, the type of organization and the nature of the external environment (Yukl, 2010). In other words, it emphasizes the interactions among leaders, subordinates and forces within the organization.

Transformational theory-maintains that leadership is a process by which leaders and followers raise each other to higher levels of morality and motivation. Leaders inspire their followers to transcend their own self-interests for the good of the organization. Transactional leadership theory assumes the subordinates motivated by money and simple rewards that dictate their behaviour (Ibid). In general, from these, we recognize that no single theory holds a definitive view of leadership.

2.3. Empirical Thoughts

2.3.1. Male's Vs Female's Leadership Style

Many research studies have assessed the styles of male and female leaders since the fifties and found that there definitely exists the difference in leadership styles. However, these differences take the form of highly overlapping distributions of women and men in other words, the differences are small (Eagly, 2013). One of the differences, is that, the female leaders are seen to adopt a more democratic and participative style than their male counterparts (Merchant, 2012).

Men in leadership positions are found to adopt a top-down style, in general. This is the command and control style. Although female managers are not generally more interpersonally- or communally-oriented than male managers, this tendency emerged to some extent in less male-dominated roles, where the tendency for women to be more participative than men strengthened as well (Eagly, 2013). Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as leading and women seeing leadership as facilitating (Eba, 2012). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning.

Various literature provides evidences that men utilize the traditional top-down administrative style; while women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information. This type of leadership that is considered to be effective in the current environment of continual change, and rapid globalization, increased labour market participation of women & other excluded groups (Eagly, 1990). There is strong evidence to support the tendency for women to adopt a more collaborative, cooperative, or democratic leadership style and for men to adopt a more directive, competitive, or autocratic style; this emerged in all types of studies, even if the selection criteria for leadership positions may even out the gender differences (Bass, 1994).

2.4. Women and Leadership

2.4.1. Global Context

Even if women share half of the world population, their participation in leadership is low in different organizations than men. The employed women are concentrated in very specific jobs like teaching, nursing, and technical professions but professions like architects, engineering, managerial positions, and government administration positions are dominated by men (Anker, 1998).

Human Development Report (2011) confirms that from the Gender Inequality Index of 145 countries, the largest gender inequality is observed in sub-Saharan Africa followed by South Asia and the Arab Countries. According to this report, in sub-Saharan countries, the gender inequality arises due to disparities in education, maternal mortality, and adolescent fertility rates. Likewise, in South Asia, in education, national parliamentary representation, and labour force women are far behind than men. Moreover, the report indicates that women participation is low in decision making around the globe.

2.4.2. Women and Leadership in Ethiopia

Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin, 2003). Similar with that of other developing countries, the problem of gender inequality is a common phenomenon in Ethiopia. In our society, women involve mainly in domestic activities where as men involve in outdoor activities like education and community services (the FDRE gender perspective guide line, 2001). This is due to a belief that women are docile, submissive, patient,

and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004). Like many African country, many Ethiopian women hold low social status in the society. Different studies indicated low status of women in power and decision making in developing countries in general and in Ethiopia in particular (Almaz1991).

The contemporary world is male dominated in which gender-power relations are clearly adjusted in favour of men. The prevailing internationalized patriarchal system excluded women from every sphere of public life including leadership and decision-making structures (Hirut, 2004).

Women have been denied equal access to education, training, gainful employment opportunities and also their involvement in policy formulation and decision-making processes has been minimal. It's true that women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labour and suffer from political, economic, societal, cultural marginalization. According to Meaza (2009), although there are many women who have played important political and leadership roles in the history of Ethiopia, only few are visible in the existent literatures (Meaza, 2009). Additionally, Meaza (2009) indicated that women have played important political roles mostly by wielding proxy power through birth or marriage.

In addition to this, as Teshome (1979) stated, in Ethiopian history, women did great contributions in both out and in door activities especially in battles and other activities. They have been actively participating in rural and area in agriculture, commercial, undertaking reproduction social responsibilities.

Currently, FDRE government has adopted several enhancing instruments to raise women participation on nation's decision-making positions because of that FDRE constitution which is most promising binding one which had played a significant role for women participation on all decision-making level. Though some efforts have been made still the participation of women in leadership and decision-making position is minimal as per to their counterparts. This can be seen on all levels of decision-making position seem increasing from time to time, it is still minimal (Eba, 2014).

According to the international Parliament Union (IPU), in 2005 National election women accounts 21.3%, where as in 2010 national election, their number has increased to 152 (27.8%)

out of the total 547 seats of HPR members, with compared to Rwanda (56.3%), South Africa of which they account for 44.5% (<http://www.ipu.org/wmn-e/classif.htm>).

2.5. Factors that Affect Women's participation in Leadership Position

According to different study results, there are several major factors that affect women's participation in leadership position includes personal, institutional, cultural and societal. 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:

2.5.1. Social - Cultural Factors

According to 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. 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. 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).

2.5.2. Institutional 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 behaviour. 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 behaviours 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 behaviours, 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.

2.5.3. Personal Factors

2.5.3.1. Low Self-Confidence and Self-Esteem

According to Karl (2012), the reason why self-confidence and self-esteem are connected is because if you have no self-belief and you doubt yourself and your capabilities you will not challenge yourself and you will stick with things which are safe and this was genuine by the study conducted in Turkey showed that women do not apply to be principals, even when they areas well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience (Turan , 2006). This fear of being a leader is still even the educated female has the notion of masculine. Moreover, Morris (2000); strengthens this “The perception of management as masculine prevents women from applying for promotion positions, because they believe they do not have the qualities to be managers as cited by Commbs, (2004) Attitude can be negative or positive hence, the importance of curriculum designers to represent images that create in girls and boys, positive attitudes towards taking different responsibilities, including leadership.

2.5.3.2. Family and Home Responsibilities

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women’s lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shake shaft (1985), a direct impediment for females in attaining administrative positions is the reality-based factor of family responsibility and the study documented family responsibilities as one reason why women were not choosing to enter administration. Hewitt (1989) Personal and family impact ‘included the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours. These

factors interrupt into, and reduce, physical and psychological time and space which principals wish to allocate to themselves and their families. It would appear that an increasing number of senior leaders are re-assessing the extent to which becoming a principal enables them to maintain a preferred balance across the different dimensions of their lives.

2.5.3.3. 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 behaviours 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 are as 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.

2.5. 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 delays are both international and regional. Below are some of the researches findings that have been conducted in different countries under various settings on the factors affecting women participation in leadership

positions. The study undertaken by Mehrotra (2005) on the title of "Gender and Legislation in Latin America and the Caribbean" shows that women's barriers to leadership participations and decision-making process are not only restricted to the women in Latin America but also 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 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. 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 undertaken 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 ongoing male dominance in the areas of political and economic citizenship. Some changes maybe witnessed in the domain of rural development were 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 male constitutes 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 follows (Ogbogu, 2012). In the study, most of the females' respondents indicated that exclusion from political is emphasizing by the fact that most political party networking and caucus meeting are held in the nights. The timing of such meetings are 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 meeting 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 network. The researcher has shown that economy is critical factor to women's participations in politics. The number of men who have the kind money that is required to win 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 socio-cultural 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 of ten 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 leadership position.

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 leader ship position.

The findings of the researches done by Brenda (2015) on the title of "factors determining women's participation in decision making in Zambia revenue authority" identified socio-cultural factors as the factors that influence the upward mobility of women in top management positions.

Likewise, the other study undertook by Getachew (2014) on the title of "investigate opportunities and challenges of women's empowerment in leadership position" in Endamehoni Woreda identified socio-cultural, educational, institutional and personal and family responsibility as well

as other related issues as the major factors that hinder women's participation in leadership positions.

2.6. Conceptual Framework

A theoretical framework is a tool used by a researcher to develop awareness and understanding of the situation under study and to communicate (Kombo & Tromp, 2006). Mugenda (2008) define a theoretical framework as a concise description of a phenomenon accompanied by a graphic or visual depiction of major variables of the study. The description of the conceptual framework emphasizes the researcher's overarching view on how variables interact or could be made to interact under conditions that can be manipulated. A conceptual framework is made up of variables. A variable is defined as a measurable characteristic that assumes different values among units of a specific population (Mugenda, 2008).

Kothari (2004) define a variable as a concept that can take various numerical value such as height, weight, or income. Variables could be independent or dependent. Mugenda (2008) explains that the independent variables as predictor variables because they predict the amount of variation that occurs in another variable while the dependent variable is a variable that is influenced or changed by another variable. A dependent variable varies as a function of the independent variable or variables changes in the study.

As per Zikmund, W. G. et al., (2003) a dependent variable is a variable that is anticipated and/or described by other variables whereas an independent variable is a variable that is anticipated to impact the dependent variable in some manner. Since women participation in leadership position is influenced by different factors, as elucidated above, numerous factors that influence the participation of women in leadership position has been identified by different scholars. Thus, as one of the objectives of this study is to identify the factors that influence the women participation in leadership position, depending on those former studies and pertinent literature reviews, the researcher has identified three basic factors that are supposed to influence participation of women in leadership position. These factors are socio-cultural factors, institutional factors, and Personal factors. Hence, the theoretical framework for these determinants has been developed and is diagrammatic presented. The basic variables in this study comprise both the independent and dependent variables. The independent variables (IVs) are the socio-cultural factors, institutional factors, and Personal factors while the women participation in leadership position is

the dependent variable (DV). So, the below figure depicts the proposed theoretical framework for this study.

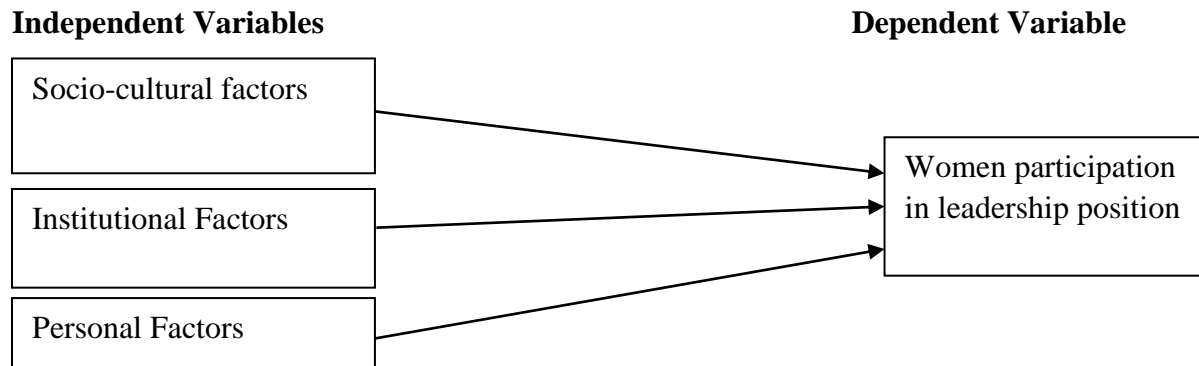


Figure 2.1. Conceptual Framework for factors affecting women participation in leadership position

Source: Developed by the researcher from literature, 2022.

Chapter Three

Research Methods and Tools

3.1. Introduction

Chapter two provided a review of the literature on leadership. In the previous chapter, a conceptual framework was presented, which detailed theories relevance to the purpose and research questions of this thesis. This chapter describes the methodology that was used in collecting, analysing and presenting the data in response to the research questions. It describes the basic research approach adopted in conducting this study and the research methodology used.

According to Bryman and Bell (2011), a research process consists of a number of sequential steps which is initiated with finding the research theme and articulating research questions. Then, the inquiry method needs to be chosen accompanied by research design and data collection techniques. Finally, the collected data is analysed and interpreted to drawing conclusions. Thus, this chapter describes the methodology, strategy, and procedures that were employed in carrying out the research. Specifically, it presents the detail and brief description of the research design that was employed, the sources of data that were used for the study, study population, sample size, methods of sampling, the data collection method, description of the research instruments that were employed for data collection, data analysis tools as well as presentation technique that were employed in this study

3.2. Description of the Study Area

This study has undertaken in Dinsho town Bale zone of Oromia regional state. Dinsho is a town in south-central Ethiopia. Located in the Bale Zone of the Oromia Region in the heart of the Bale Mountains, this village has a latitude and longitude of 7°05'N 39°45'E/ 7.083°N 39.750°E and an elevation of 3207 meters. It is the administrative centre of Dinsho Woreda. Dinsho is one of the woredas in Bale Zone with abundant forests; the Bale Mountains National Park extends into the woreda. Dinsho is located 400 km away from Addis Ababa and 35 km from Robe, capital city of Bale zone.

Demography of Dinsho Town

Based on figures from the Central Statistical Agency in 2005, Dinsho has an estimated total population of 3,609 of whom 1,772 were males and 1,837 were females. The 1994 national census reported this town had a total population of 2,019 of whom 961 were males and 1,058 were females.

Systems of governance and local institutions

The systems of governance in the local communities around Dinsho Town are complex. Both traditional and modern systems exist and run concurrently. The traditional system remains rooted to traditional Oromo cultural practices, reflected in the existence of the Elders as the main authoritative body in the villages. The modern system, based upon the election of Village/Town Chairmen and Committees appears to be democratic.

Climate

The climate of Dinsho district is characterized by dry cold and cold climate in summery and winter respectively. The average temperature range is 6 - 15 oC (World Weather Online, 2020), and average annual rainfall ranges between 900-1400 respectively"

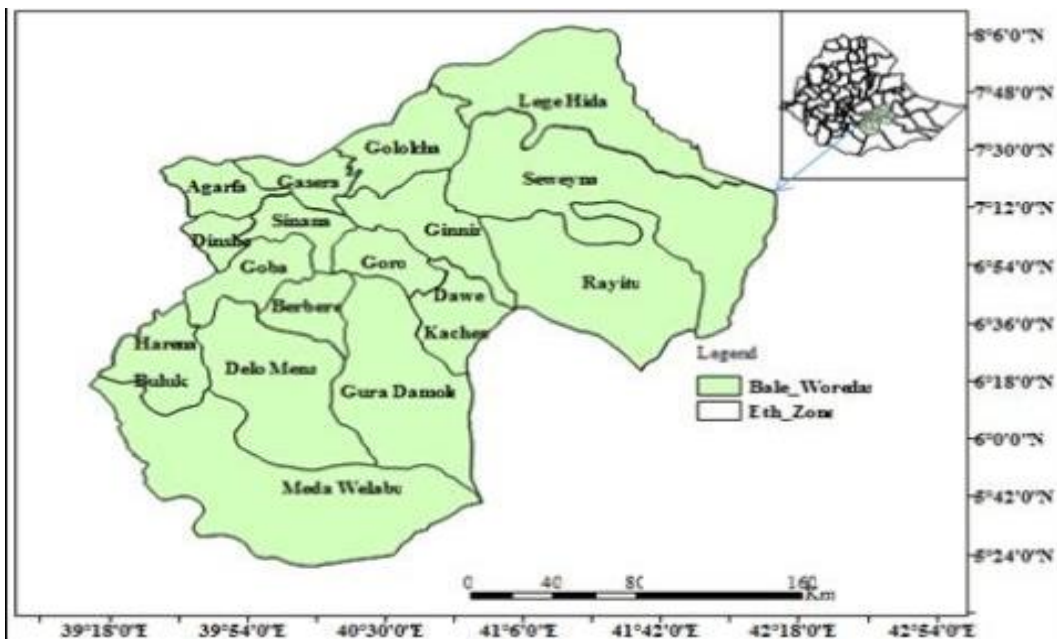


Figure 3.1. Map of study Area

Source: Google Map, 2022

3.3. Research Methodology

As per Sekaran (2008), the research methodology describes the entirely steps followed to undertake a study such as the way the study was designed, the research approach used, the type of research method chosen, method of sampling employed, the system used to collect data and technique employed to analyse that data. Additionally, Kothari (2004) described research methodology as a means to scientifically solve the study problem. Kothari (2004) also defines research methods as the techniques that the researchers use while conducting research activities. That is, according to Kothari (2004), research methods include all methods or techniques the researcher use while undertaking research. According to Morgan and Smirch (1980), the choice of the research method highly depends on the behaviours of the research problem.

3.4. Research Design

As this study intended to enlighten the current status of women participation in leadership position in Dinsho Town, the researcher employed a descriptive and explanatory research design. The main reason for using descriptive design is to the fact that this design help to briefly explain the existing fact as it is. Moreover, this design help to briefly explain and describing the existing situation. Moreover, explanatory research design was used to identify the relationship between dependent and independent factors and to give some inference.

3.5. Research Approach

In order to achieve the objectives of this study, the researcher mainly used quantitative research approach. A quantitative methodological approach refers to an approach dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. Creswell (2003) asserted, quantitative research is a type of research in which the researcher decides what to study, asks specific narrow questions, collects numeric (numbered) data from participants and analyses these numbers using statistics, and conducts the inquiry in an unbiased, objective manner.

3.6. Sources of Data and Data Collection Instruments

3.6.1. Sources of Data

In order to get relevant and reliable information on the issue under investigation which helps to achieve the objective of this study and gain a clear understanding of leadership practices of the

organizations, both primary and secondary data sources were utilized for this study. Primary data was gathered through self-administered survey questionnaire.

Kothari (2004) described the primary data as those original data which are newly collected for the first time and are afresh. Similarly, Mugenda and Mugenda (2003), also explain primary data as the first-hand data that are collected from the source for the first time. Primary data are those data that are obtained and organized for the specific activity at hand (Zikmund, W. G. et al., 2003).

3.6.2. Method & Instruments of Data Collection

According to Kombo & Tromp (2006), data collection refers to the process of gathering information to serve or attest some facts. Whereas, research instruments state about the means that are used to obtain data in social research such as observation schedules, questionnaires, and record analysis schedules (Kothari, 2009).

In relation to this, two instruments were employed to collect data for this study. The data collection instruments that were used to collect data in this study are questionnaires and record survey sheet.

3.6.2.1. Questionnaires

For this study, the primary data was gathered using a self-administered survey questionnaire that was developed based on the objectives of the study and distributed to the target respondents. The researcher chosen a questionnaire as one of the main instruments that was used to collect primary data for this research because of its advantages. Primary data was collected using pre-tested structured self-developed and modified questionnaires to be distributed to the respondents. The questionnaire consisted of both closed-ended and open-ended questions.

3.6.2.1.1. Methods of Collecting Secondary Data

According to Kothari (2004), secondary data are those data which have already been gathered by others and passed through the different statistical process. These data may be published or unpublished data. According to Cooper and Schindler (2011), secondary sources implies an interpretation of primary data. These data are collected from the academic journals, libraries, textbooks, annual reports, internet, newspapers, government documents and publications,

magazines, research findings, course work lecture notes and discussions in professional forums. According to Zikmund, W. G. et al., (2003), secondary data implies data that are collected and documented prior by other persons or organization for other purposes rather than the recent study. These data used to strengthen the arguments that were drawn from the primary data which at times is subjective based on the respondents' predisposition at the time of data collection. Additionally, even though secondary data were not collected for the purpose of study at hand, according to Zikmund, W. G. et al., (2003), they provide many advantages for the researchers including easily available, less expensive and faster to acquire especially when the researchers use electronic retrieval to access data stored digitally. Thus, they help the researcher to save money and time and also get data that cannot be found using primary data gathering techniques.

Likewise, for this study, secondary data was gathered via a record survey sheet. The researcher obtained the secondary data that help to obtain an overview of the leadership practices of these organizations from the organizations' internal documents about leadership, the annual report of these organizations' websites for the purposes of assessing the companies' leadership policies, directives and guidelines.

Furthermore, secondary data were also obtained from different academic literature concerning leadership, relevant books, various journals & articles and other published and unpublished materials to get inputs related to conceptual design and literature study as well as different websites.

3.6.3. The Study Population and Sampling Technique

3.6.3.1. Population of the Study

During data collection period, there were a total of 33 public organizations in Dinsho town (Public Service, 2022). However, the researcher has purposively taken ten (10) organizations which has many employees by assuming that these organizations have relatively many leadership positions. Thus, the target population of this study were 244 employees of these selected ten organizations in Dinsho town comprising both male and female. To this end, the sampling frame of this survey covered 244 employees of these selected institutions in Dinsho town. According to Kothari (2004), a sampling frame implies a complete list of the entire sets of a population from which the sample is to be

chosen. Below table exhibited the types and numbers of the Organizations that were participated in the Study.

Table 3.1. Type of the Organizations participated in the Study

S.No	Sectors	Number of Employees	Percent (%)
1	Education Office	24	10
2	Health Office	18	7
3	Agriculture Office	60	25
4	Women Affairs Office	7	3
5	Woreda Administrative Office	30	12
6	Public Service Office	20	8
7	Finance Office	36	15
8	Revenue Office	19	8
9	Court Office	25	10
10	Land Management Office	5	2
	Total	244	100

Source: Public Service Office, 2022

3.6.3.2. Sampling Technique

Saunders and Thornhill (2009) stated that there are a number of sampling techniques that help the researcher to reduce the amount of required data to be collected. This is done by considering only data from a sub-group rather than all possible cases which is called sampling. Kothari (2004) defines sampling as the process of choosing only some part (representative respondents) of the entire population in order to generalize or draw inferences about the entire population. While the selected respondents from the population are termed as a sample. A sample is some part or a subset of the total population (Zikmund, W. G. et al., 2003).

According to Zikmund, W. G. et al., (2003), the unit of analysis for a study specifies the individuals or entities that offer the data and the extent of aggregation. The unit of analysis individuals, organizations, departments, objects, etc. Accordingly, the unit of analysis for this study were ten organisations in Dinsho town and the participants of the survey were employees of the organisations with different levels of positions and experience.

Furthermore, the researcher employed a simple random sampling technique to select the needed respondents from each organization.

A sample design is a specific strategy (technique or the procedure) the researcher employed in order to obtain samples that enable to draw inferences about the population from the sampling frame. Sampling design needs to be specified prior to any data collection (Kothari, 2004).

This sampling technique can be utilized to get a representative sample (Patton, 2001). According to Cooper and Schindler (2011), respondents' selection greatly relies on the nature of the study, the kind and amount of comparison that are intended to be performed. According to Zikmund, W. G. et al., (2003), the main motive of sampling is to forecast the unknown features of a population. One of the probability sampling techniques that is frequently used in research is simple random sampling.

Sample size of the population was obtained by using Yemane (1967) sample size determination formula as shown below at 95% confidence level and e =0.05 precision is assumed for the equation.

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots (1)$$

Where;

n= sample size

N= total population size

e= margin of error (5%)

$$\text{Then, } n = \frac{244}{1 + 244(0.05)^2} = 152$$

The sample of this study was consisting of 152 respondents selected from the sample organizations and the questionnaires were distributed to these respondents.

In line with this, respondents from each organization were selected through simple random sampling technique. In addition to this, the respective sample size of each organization was determined through the methods of proportional allocation (Cochran, 2002) as follows.

$$n_i = \left(\frac{N_i}{N} \right) * n \quad (2)$$

Where: n=sample size; Ni=Population of each organization and N=Total population size.

Below table displays the respective number of study participants from each organization. **Table**

3.2: Number of Respondents from each organization

S.No	Sectors	Total Employees	Sample Size
1	Education Office	24	$\left(\frac{24}{244} \right) * 152 = 15$
2	Health Office	18	$\left(\frac{18}{244} \right) * 152 = 11$
3	Agriculture Office	60	$\left(\frac{60}{244} \right) * 152 = 38$
4	Women Affairs Office	7	$\left(\frac{7}{244} \right) * 152 = 5$
5	Woreda Administrative Office	30	$\left(\frac{30}{244} \right) * 152 = 18$
6	Public Service Office	20	$\left(\frac{20}{244} \right) * 152 = 12$
7	Finance Office	36	$\left(\frac{36}{244} \right) * 152 = 23$
8	Revenue Office	19	$\left(\frac{19}{244} \right) * 152 = 12$
9	Court Office	25	$\left(\frac{25}{244} \right) * 152 = 15$
10	Land Management Office	5	$\left(\frac{5}{244} \right) * 152 = 3$
	Total	244	152

Source: Researcher own Computation, 2022

3.6.3.3. Development of Research Instrument

3.6.3.3.1. Questionnaire Development Procedures

So as to achieve the objective of the study, the researcher used survey questionnaires as research instruments to collect relevant and reliable primary data by using a self-developed and modified questionnaire.

To confirm that all the important variables were included in the study and ensure content validity, items for this study were selected and adapted from various sources include previous studies and available literature after a thorough review.

Before developing a questionnaire, a thorough literature review on leadership was carried out to get in-depth knowledge and more understanding on the subject matter and the review covered all areas. Then, the researcher designed and developed the first draft questionnaire based on the information obtained from the literature reviews including articles and books as well as websites visited.

3.6.4. Reliability and Validity Test

Reliability and Validity are the two main criteria to measure the goodness of a research instruments used. Therefore, both reliability and validity tests were done for the study instrument and the validity and reliability of this study have been ascertained.

3.6.4.1. Validity

Validity is concerned with the accuracy of the results. Validity refers to how accurately a construct reflects what it is meant to measure. According to Cooper and Schindler, (2014), validity is the extent to which a test measures what we actually wish to measure. Joppe (2000) described validity as to whether the research truly measures what it was intended to measure or how truthful the research results are. Similarly, Mugenda (2008) defines validity as the degree to which an instrument measures what it purports to measure.

Cooper and Schindler (2014) described content validity, criterion-related validity, and construct validity as the three widely accepted types of validity. The content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study. Sekaran (2009) alluded that content validity ensures that the measure includes an adequate representative set of items that tap the concept. The more the scale items represent the domain or universe of the concept being measured, the greater the content validity. Thus,

before distributing the questionnaire, the instruments used in this study were verified for internal consistency and construct validity to ensure data collected was valid.

Hence, the content validity of the questionnaire, whether the questions measure what it is intended to measure, was tested through prima facie verification, literature review, discussions with key experts and pretesting. To examine the face or content validity of the items for inclusion/exclusion, the assistance was sought from experts (leaders and academicians).

3.6.4.2. Pre-Test

After designing the first draft questionnaire, pre-test was carried out with these draft questionnaires before the main research instrument was designed & prior to disseminating the questionnaire to the target respondents in order to detect weaknesses in the design and to check the construct and content validity of the questionnaire and to remove redundancies and inconsistencies in the instruments as well as to determine the maximum number of items to be included in the final questionnaire in order to obtain acceptable results.

According to , a pre-test is needed to be performed before distributing a questionnaire to survey participants in order to check the understandability of wording, scaling and terminologies, the design, the relevancy and structure of the questions, and the length of time it took to complete all the questions.

According to Cooper & Schindler (2011), the motive of the pretest was to establish the accuracy and appropriateness of the research instruments. A pilot study will be performed in order to assess the scales' content validity related to the questionnaire survey as well as to test whether the questions are understandable, easy to answer, unambiguous, etc. Coopers and Schindler (2011) also pointed out that in piloting, selection of respondents need not be done statistically. The pilot test can help to detect weaknesses in the design and instrumentation of the questionnaire.

Thus, in order to determine the validity of instruments, usability of the tool and clarity of the instructions and questions of each part based on the detail feedback they provide, a pre-test was conducted with selected experts to make the questionnaire more genuine and valid through their experts' opinion.

Accordingly, the pre-test was carried out with six professionals who are familiar with the subject matter to obtain their expertise valuable opinion, comments, and suggestions on questions. The selection of these experts is mainly based on their willingness to participate and the capability to

go through the questionnaire. According to Coopers and Schindler (2011), the choice of respondents need not be performed statistically in piloting.

Three of the professionals were academicians from MaddaWalabu University, Department of civics and ethical Studies and three experts were leaders from different public organizations in Bale, Robe City administration.

Fellow and Liu, (2003) advocated that the feedback from the pilot survey is important in improving the quality, finding gaps and determining the time required to complete the activities. To this end, the researcher was invite these specialists to solicit their opinions and comments on the number and contents of the questionnaire, possible problems with the phrasing and statements of the questions, understanding for the respondents, readability, comprehensiveness, and accuracy of the questionnaire as well as for clarity, ease of use, and value of the information that could be gathered in order to make possible adjustments and correction based on their opinion, suggestions and comments.

Then, the researcher made revisions and adjustment, exclude and reformulate some questions based on their valuable feedback to improve the quality of the survey questionnaire by incorporate their opinions.

Then the revised questionnaire was sent to the supervisors for further more suggestions and comments and then revisions was made and the improved and final questionnaire was subsequently constructed by incorporating all the comments and suggestions of the supervisors and then final version of the questionnaire was translated to Afan Oromo and distributed to the target respondents.

3.6.4.3. Reliability Test

Reliability is a measure of the degree to which a research instrument would yield the same results after repeated trials using exactly the same study and following the same procedures. Checking the reliability of the questionnaire is essential for any type of data collection. Sekaran (2010) stated that reliability indicates the extent to which an instrument is without bias (error-free) and hence ensures consistent measurement across time and across various items in the instrument. According to Gibbs (2007), good reliability would indicate that the researcher's approach is "consistent across different researchers and different projects".

The Cronbach's alpha coefficients reliability test was used to check for the internal consistency of the research measurement instrument and it ranges from 0 to 1. The Cronbach's Alpha score

of 1.0 indicate 100 percent reliability. An alpha value of 0.70 or above is considered to be acceptable for demonstrating internal consistency of the established scales (Cronbach, 1951). Sekaran (2008) suggested that Cronbach' alpha coefficient above 0.7 is acceptable and above 0.8 is good.

As such, in the present study, the researcher used Cronbach's alpha scale as a measure of reliability. Thus, depending on the suggestions provided above by the prominent scholars, the minimum coefficient measuring reliability of the variables in this study was fixed at 0.7 and the Cronbach's alpha coefficient was computed to test the reliability of the responses.

As it can be seen from the below table 3.3., as per the finding, all variables in this study have Cronbach's alpha value above 0.7 and the overall alpha value is 0.816 which shows the acceptability of the measurement scales used.

Table 3.3: Reliability Test each variable

Reliability Statistics		
Cronbach's Alpha	N of Items	Decision
.816	37	Accepted

Source: Researcher's own Analysis, 2022

As such, results of this study affirmed that the reliability of measure is above the minimum acceptable reliability with Cronbach's alpha 0.816. The table below shows the result of reliability analysis result- Cronbach's Alpha Value for the items used in the study.

In sum, as table above indicates, the score of the overall Cronbach's alpha coefficient value obtained for all criteria was 0.816 which was substantially greater than the minimum accepted reliability value of 0.70, indicated a high level of internal consistency of questions. Thus, the reliability value of this study is deemed acceptable according to Nunnaly (1978), Sekaran (2005) and Hair et al., (2014) and the questions therefore adequate for further analysis and subsequent interpretation. Thus, items used in the study had internal consistency and reliable since they all passed the minimum limit.

3.7. Method of Data Analysis

As stated above questionnaires was distributed to the survey participants in order to collect all the relevant data required for the study. After these distributed questionnaires were collected, they were compiled for analysis. Kothari (2004) specified that the collected data need to be processed and analyzed as per the per set mechanisms while developing the study plan after

collected as it helps to ensure that whether there are all relevant data for making anticipated comparisons and analysis. Kothari (2009) also suggested that since data collected is raw, they have to be processed via editing, coding, classifying and tabulating so that they are ready for analysis.

Then, the data collected for this study were cleaned, sorted, edited, coded, tabulated, organized in a structured way and then were entered into the SPSS software version 23 to make it suitable for analysis. That is, the data collected were first checked for correctness, completeness, applicability, reliability and consistency to make possible adjustment if needed. Then these data were analyzed using Statistical Package for Social Science (SPSS) version 23 software and various statistical analysis methods. The researcher employed both descriptive as well as inferential statistics. So, as methods of descriptive statistics, tools like frequency distributions tables, percentages, means and standard deviation were used to give a condensed picture of the data and draw a meaningful interpretation. In order to check the types of relationship exists among independent and dependent variable, inferential statistical tools such as Pearson correlation coefficient and multiple linear regression analysis was used.

3.8. Ethical Consideration

Without ethical consideration, it's impossible to conduct valid research that benefits both the researcher and the units of analysis. The main purpose of ethics in research is to confirm that no one is affected or suffers unfavourable situations resulting from research courses of actions (Cooler and Schindler, 2014). So, the ethical treatment of respondents, users, research promoters, and other researchers is very important in research so as to safeguard participant from suffering physical harm, anxiety, pain, embarrassment, or loss of confidentiality (Cooler and Schindler, 2014).

Thus, firstly the research topic and objective of the study were clarified to the organisations' responsible body and the respondents as well and a letter that has been written by the University that request co-operation was presented and permission was asked from the concerned bodies to collect data. Then, the respondents were asked for their willingness whether they co-operate or not in giving the reliable date and at the same time the researcher ensured them as their names will not be mentioned in the paper and keep their information confidential. Then, the researcher distributed the questionnaires only to voluntary participants. In addition to this, the researcher

was not asked information that leads the respondents' life to psychological, legal, economic and social harm.

Moreover, the study was conducted without affecting the interest of any organisation. The study respects the rights and confidentiality of the organisations and their employees who were participate in the study by filling out the questionnaires. Finally, the finding of the study will be given as feedback to the organisations as it helps for future planning and decision making.

Chapter Four

Data Analysis, Presentation and Discussion

4.1. Introduction

In the previous chapter, the research approach and instruments adopted for the study such as the method for data collection and analysis were described in detail. This section is concerned with making sense of data obtained from different sources. It deals with the analysis and presentation of data obtained from the respondents and discussing the results of the findings of the study.

As already specified above in the objective statement of the research, this study has many objectives that it intends to accomplish. Thus, in order to get relevant and reliable information needed to achieve these objectives and answer the research questions, data were obtained from both primary and secondary data sources. Primary data were obtained via survey questionnaires designed based on the objectives of the study and distributed to the target respondents. To collect primary data, different questionnaires were designed and distributed to sample respondents were collected back

On top of this, both descriptive and inferential statistics were employed to analyse the collected data and present the results of the study. A descriptive analysis was performed to provide the general overview of respondents that have participated in the study. Simple statistical tools such as tables, percentages and frequency distribution were used to describe the general characteristics of respondents. While regression analysis was employed to assess the factors influencing the status of women participation in leadership position in case of some selected public organizations in Dinsho town. So, different statistical tools such as frequency distributions tables, percentages, means, bars, charts, and other statistical summaries were used in order to illustrate statistical data & give a condensed picture of the data and draw a meaningful interpretation.

The target respondents of this research were employees of ten purposively selected public organizations in Dinsho Town. The respondents needed for the study were selected by using a simple random sampling technique from each organization and a total of 152 participants were selected for the survey and questionnaire was distributed to these sample respondents.

4.2. Response Rate

The researcher distributed a total of 152 questionnaire to the sample respondents. To get a better and more reliable response and increase the response rate to the survey, the questionnaires were personally distributed, administered and collected.

Out of the 152 questionnaires distributed, 148 (97.37%) questionnaires were returned while the remaining 4 (2.63%) of the questionnaires were unreturned due to certain problems like respondents' refusal and inability to return and other reasons. From 148 returned questionnaires, 146 were completely filled while the remaining two were found incomplete and hence were excluded from the analysis. Accordingly, the actual response rate of the distributed questionnaires for this study was 96.05%.

Hair et al. (2010) indicated that a response rate of 30% is acceptable for a survey while Kothari (2004) and Mugenda & Mugenda A. (2003) argued that a response rate of 50% is sufficient for a descriptive study. Babbie (2004) likewise stated that return rates of 70% is very good, 60% is good and 50% are acceptable to analysis. Thus, based on the affirmations of these prominent scholars, response rate of 96.05% was considered as a high response rate and sufficient for analysis. Therefore, the whole analyses given in this study were based on this response rate that is 146 (96.05%).

Table 4.1 below depicts the summary of the number of questionnaires distributed, returned and unreturned as well as response rate for the study.

Table 4.1: The number of Questionnaires Distributed and Rate of Responses

Questionnaire	Number	
	Frequency	Percent
Distributed	152	100
Returned	148	97.37
Unreturned	4	2.63
Incomplete (Rejected)	2	1.32
Complete	146	96.05
Usable	146	100.0

Source: Researcher's survey, 2023

Accordingly, data collected through questionnaires survey were analysed using the Statistical Package for Social Sciences (SPSS) Version 23 Windows and presented below as follow:

4.3. Demographic Characteristics of the Respondents

This section deals with analysing of the initial part of the questionnaires which comprises of the demographic information of the respondents to acquire information about their profile. This information includes sex, age, educational level, position of the respondents and number of years the respondents had served their respective organizations. A total of 146 respondents from different organizations took part in this survey and filled the questionnaires. In view of this, the profile of these 146 respondents are analysed, summarized and presented by using descriptive statistic as follows:

Table 4.2. Demographic Characteristics of the Respondents

S. No	Variables	Response	Frequency	Percentage (%)
1	Sex	Male	114	78.1
		Female	32	21.9

		Total	146	100.0
2	Age in years	Below 25	11	7.5
		26-35	44	30.1
		36 - 45	65	44.5
		46-55	19	13.0
		Above 55	7	4.8
		Total	146	100.0
3	Educational Level	10/12 complete	6	4.1
		Diploma/ Level	27	18.5
		BA/BSc Degree	98	67.1
		Master's Degree	15	10.3
		Total	146	100.0
4	Position/ Occupation	Manager	9	6.2
		Vice Manager	7	4.8
		Team leader	41	28.1
		Expert	83	56.8
		Guard	2	1.4
		Janitress	1	0.7
		Secretary	3	2.1
		Total	146	100.0
5	Work experience in year	Below 5	20	13.7
		5 -10	52	35.6
		11-15	42	28.8
		16-25	20	13.7
		Above 25	12	8.2
		Total	146	100.0

Source: Researcher's survey, 2023

Table 4.2 shows Respondents Profile. As depict in the table, the distribution of participants based on their sex represented 114 (78.1%) male and 32 (21.9%) female. This implies that majority of the respondents were male.

As shown in the same table, in the age category, 11 (7.5 %) of the respondents were aged below 25 years, 44 (30.1%) sample units were aged 26-35 years, those aged 36-45 years were 65 (44.5%), while 19 (13.0%) of the respondents were aged 46-55 years. The remaining 7(4.8%) of the respondents were aged above 55 years. This implies that majority of the respondents were in between age 36-45 followed by those respondents who aged 26-35 years which is 44 (30.1%).

Regarding to the distribution of the respondents with respect to educational level, most of the respondents were first degree holders that are 98 (67.1%). Whereas 6 (4.1%) of respondents were 10/12 completed, 27 (18.5%) of respondents were level/diploma holders. and the remaining 15 (10.3%) were Master's Degree holders. This implies that majority of the respondents were first degree holders.

In the same table, item number four indicates the occupation /position of the respondents in their respective organization. A number of employees with various job titles and serving the organizations under the investigation in different positions and roles took parts in this study. In view of this, out of 146 respondents participated in this study, majority of the respondents were experts that are 83(56.8%). Whereas 9(6.2%) of respondents were managers, 7(4.8%) of respondents were vice managers, 41(28.1%) of respondents were team leaders, 2 (1.4%) of respondents were guards, 1(0.7%) of respondents were janitress and the remaining 3(2.1%) of respondents were secretaries. Thus, the results of the survey indicate that most of the respondents were experts.

Generally, as the survey participants were from many designations, it is believed that their responses and opinions are representative and so that helps to acquire reliable results.

Regarding the work experiences of respondents, they were asked to specify the number of years they have worked in their organizations. As can be seen in the Table 4.2, based on their responses to the questions on number of years they have worked in their organizations, 20 (13.7%) of the respondents have worked in their organization for less than 5 years. On the other hand, 52(35.6%) of the

respondents had 6-10 years of work experience at their organizations, 42(28.8%) of the respondents had 11-15 years of work experience in the organizations whereas 20(13.7%) of the respondents have worked in their organization for 16-25 years and the rest 12 (8.2%) of the respondents have worked at their institutions for more than twenty-five years. Since the majority of the respondents had served their organizations for more than five years, it is assumed that they had well understandings of their organizations' practices, structure and planning as well as their organizations' current issue and concern. Thus, this can increase the reliability of the information provided by the respondents and increase the quality of the responses.

4.4. Descriptive Analysis of the Status of Women Participation in Leadership Position and Factors affecting it

Respondents were asked different questions related to Status of Women's Participation in Leadership Position as well as factors affecting it to acquire the general overview about the current status of Women's Participation in Leadership Position in their respective organisations and the factors influencing it. As such, a descriptive analysis of the responses gathered from respondents regarding these are presented below:

4.4.1. Status of Women's Participation in Leadership Position

To evaluate the current status of Women's Participation in Leadership Position in their organisations, respondents were asked to indicate the level of their agreement or disagreement with different statements prepared in five-point Likert scale method, where 1 stands for strong disagreement (very low) and 5 stands for strong agreement (very high).

As indicated below, eight statements were developed to assess the current level of Women's Participation in Leadership Position in respective organisations. The more the respondents agree with the statements, the higher level of Women's Participation in Leadership Position in their organisations and vice versa.

The average mean scores of each statement in the questionnaire measuring the current level of participation as well as the overall average mean score were calculated.

According to Huiping Wu and Shing-On Leung (2017) and Vichea (2005), the interpretation of mean value obtained from respondents using Likert scale is: Mean of 1.00-1.79 results indicates lowest/ strongly Disagree, 1.8-2.59 indicates lower/ Disagree/below average, 2.60-3.39 shows moderate or average/neutral, 3.40-4.19 shows good/agree, and 4.20-5.00 shows very good/strongly Agree.

Therefore, the results of the items presented below as follow and were checked and interpreted against these references.

Table 4.3. Status of Women’s Participation in Leadership Position

Items	N	Mean	Std. Deviation
1. Women participation in political issues is high in my organizations.	146	2.85	.850
2. The present status of women’s leadership in my organization is high.	146	3.82	.852
3. Women are empowered to excel in leadership in day to day practice in my organization	146	3.90	.767
4. Currently, the participation of women in leadership position increases in my organizations than before.	146	4.12	.789
5. The numbers of women in leadership positions are high as compared to men in my organization.	146	2.50	.798
6. Women are equally participating in leadership position as men.	146	2.98	.868
7. Unique opportunities are raised for women to participate in leadership position	146	2.83	.782
8. The participation of women in decision making positions in my organizations is high.	146	3.85	.833
Valid N (listwise)	146		

Source: Researcher’s Survey Result, 2023

Table 4.3. Depicts the Status of Women’s Participation in Leadership Position. Participating women in leadership position is one of the practices that have recently got more attentions. 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) to the economic sector (Collins et al., 2006). An increase in the acceptance of women in leadership imply a recognition of the value of women specific capabilities as well more opportunity for women to achieve gender equality and independence (Collins et al., 2006). In this globalization, dramatic progress is shown in numbers of women's who participated in leadership position and succeeded in managerial and leadership careers.

In relation to the organizations under study, the general response was that participants were more likely to mentioned average/moderate than agreement or disagreement with respect to the participation of women's in leadership position. As depicted in the Table, the mean scores of these statements ranged from 2.50 to 4.12.

As indicated in table 4.3, the items included in the summary were: The participation of women in decision making positions in my organizations is high (mean=3.85, SD=.833), Women participation in political issues is high in my organizations (mean=2.85, SD=.850), The present status of women's leadership in my organization is high (mean=3.82, SD=.852), Women are empowered to excel in leadership in day to day practice in my organization (mean=3.90, SD=.767), Currently, the participation of women in leadership position increases in my organizations than before (mean=4.12, SD=.789), The numbers of women in leadership positions are high as compared to men in my organization (mean=2.50, SD=.798), Women are equally participating in leadership position as men (mean=2.98, SD=.868), and Unique opportunities are raised for women to participate in leadership position (mean=2.83, SD=.782).

Averagely the item that states "the numbers of women's participation in leadership positions are high as compared to men in my organization" scored relatively low value while the item that received the highest rating was the statement which says "currently the participation of women in leadership position increases in my organizations than before".

In summary, as can be seen from Table 4.3, the overall mean score of this variable is 3.36 which fall between 2.60 -3.39 ranges. Hence, the analysis result shows that the level of the participation of women's in leadership position found to "moderate/Average, with the overall average mean score of 3.36

4.4.2. Factor affecting Women's Participation in Leadership Position

Women's participation in leadership position can be influenced by a number of factors. Thus, as one of the objectives of this study was to scrutinize the factors influencing women's participation in leadership position, depending on the previous studies and literature reviews, three basic factors that are expected to influence women's participation in leadership position have been identified. These factors are social-cultural, organizational and personal factors. To highlight and get insight, a descriptive analysis of these factors is performed below followed by inferential statistics.

4.4.2.1. Social-Cultural Factors

Social-Cultural factor was one of the factors that affect women's participation in leadership position. According to different study results, social and cultural factors such as discrimination against female child education and general beliefs about women's domestic roles have been identified those factors that influence women's participation in leadership position (Mbugua, 2007, Ogbogu, 2012 and Willis, 2000).

In connection with this, respondents were asked to indicate their agreement or disagreement with this issue and the more they agree with the statements, the higher they believe that social-cultural factor influences the women's participation in leadership position and vice versa.

Accordingly, ten items have been developed and the descriptive analysis of these items has presented. The average mean scores of each statement as well as the overall average mean score were also calculated and presented below.

Table 4.4. Social-Cultural Factors

Descriptive Statistics

Items	N	Mean	Std. Deviation
1. Women have less interest of leaders' position	146	3.86	.827
2. Most people still having attitude and perception that decision making power rests with men	146	3.50	.977
3. Women are more responsibly to home and families related issues	146	3.45	.940
4. Women have less attitude toward themselves in respect to leadership	146	3.18	.937
5. Women have lack of self-confidence and fear of failure in administration	146	3.57	.796
6. The community traditional culture does not favour women on leadership position, because they are believed to be mothers and home makers	146	3.35	1.054
7. Culture requires women to observe their male counterparts without much questioning	146	3.47	1.146
8. The community culture, males are appreciated more for their outward show and good character (behaviour) than women for their competence and intellectual skills.	146	3.40	1.048
9. Cultural attitude of society discourages women to think on key leadership position	146	3.47	.941
10. Participation of women in leadership is low because culturally women leadership is unacceptable by the society	146	3.46	1.004
Valid N (listwise)	146		

Source: Researcher's Survey result, 2023

As shown in the table above, the items included under social-cultural factors were: Women have less interest of leaders' position (mean= 3.86, SD=.827), Most people still having attitude and perception that decision making power rests with men (mean=3.50, SD=.977), Women are more responsibly to home and families related Issues (mean=3.45, SD=.940), Women have less attitude toward themselves in respect to Leadership (mean=3.18, SD=.937), Women have lack of self-confidence and fear of failure in Administration (mean=3.57,

SD=.796), The community traditional culture does not favour women on leadership position, because they are believed to be mothers and home makers (mean=3.35, SD=1.054), Culture requires women to observe their male counterparts without much questioning (mean=3.47, SD=1.146), The community culture, females are appreciated more for their outward show and good character (behaviour) than for their competence and intellectual skills (mean=3.40, SD=1.048), Cultural attitude of society encourages women to think on key leadership position (mean=3.47, SD=.941) and Participation of women in leadership is low because culturally women leadership is unacceptable by the society (mean=3.46, SD=1.004).

The general average response of the participants was more likely indicated agreement with respect to the influence of socio-cultural factor on the participation of women's in leadership position. As depicted in the Table, the mean scores of these statements ranged from 3.18 to 3.86.

In summary, as can be seen from Table 4.4, the overall mean score of this variable is 3.47 which fall between 3.40-4.19 ranges. Hence, from the result analysis, it was observed that respondents' agreement with respect to the influence of socio-cultural factor on the participation of women's in leadership position with the overall average mean score of 3.47.

4.4.2.2. Organizational Factors

According to different previous study results, another the factor that affect women's participation in leadership position is organizational factor. For instance, Getachew (2014) on his study identified institutional factor as the main factor that hinder women's participation in leadership positions.

Thus, to check their agreement or disagreement with this assumption, respondents were asked to indicate the level of their agreement or disagreement with different statements. Accordingly, eleven statements were developed and presented for the respondents and the more they agree with the statements, the higher they believe that organisational factor influences the women participation in leadership position and vice-versa. To this end, the responses of the

respondents are analysed, the average mean scores of each statement as well as the overall average mean score were calculated and presented below.

Table 4.5. Organizational Factors

Descriptive Statistics			
Items	N	Mean	Std. Deviation
1. There is unfair recruitment practices or gender in balanced practices	146	3.46	1.004
2. There is lack of necessarily Promotional practices	146	3.55	.969
3. There is lack of necessarily organized training/professional development opportunities	146	3.40	.883
4. There is insufficient leadership capacity building	146	3.32	.996
5. There is absence of formal mentoring programs and lack of supports	146	3.58	.713
6. There is unattractive work environment	146	3.65	.793
7. Clear policy and strategy that empower women and promote on the leadership position in the organization	146	3.62	.799
8. Policy and strategy have problem on achieving women participation on leadership position	146	3.19	1.006
9. Policy and strategy of the organization is effectively implemented in the organization related to women participation on leadership position	146	3.22	.891
10.Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation on leadership position	146	3.31	1.014
11.There is opportunity of promotion for women leaders in the organization to the next level.	146	3.25	.981
Valid N (listwise)	146		

Source: Researcher's Survey result, 2023

Table 4.5. Depicts organizational factor. As shown in the table, the items

included under organizational factors are:

There is unfair recruitment practices or gender in balanced practices (mean= 3.46, SD=1.004), There is lack of necessarily Promotional practices (mean= 3.55, SD=.969), There is lack of necessarily organized training/professional development opportunities (mean= 3.40, SD=.883), There is insufficient

leadership capacity building (mean= 3.32, SD=.996), There is absence of formal mentoring programs and lack of supports (mean= 3.58, SD=.713), There is unattractive work environment (mean= 3.65, SD=.793), Clear policy and strategy that empower women and promote on the leadership position in the organization (mean= 3.62, SD=.799), Policy and strategy have problem on achieving women participation on leadership position (mean= 3.19, SD=1.006), policy and strategy of the organization is effectively implemented in the organization related to women participation on leadership position (mean= 3.22, SD=.891), lack of careful monitoring and evaluation of the policy implementation that enhance women's participation on leadership position (mean= 3.31, SD=1.014), and there is opportunity of promotion for women leaders in the organization to the next level (mean= 3.25, SD=.981).

The average response of the participants was indicated agreement with respect to the influence of organizational factor on the participation of women's in leadership position. As depicted in the Table above, the mean scores of these statements ranged from 3.19 to 3.65.

In summary, as can be seen from Table 4.5, the overall mean score of this variable is 3.41 which fall between 3.40-4.19 ranges. Hence, from the result analysis, it was observed that respondents agreed with the influence of organizational factor on the participation of women's in leadership position with the overall average mean score of 3.41.

4.4.2.3. Personal Factors

As per the findings of previous researchers, personal factor is also another factor that influences the participation of women in leadership position (Morris, 2000, Hewitt, 1989, Mitra, 2008). Moreover, Getachew (2014) identified personal factor as another factor that impede women's participation in leadership positions.

Thus, similarly respondents were asked to indicate their level of agreement or disagreement with statements to check whether they agreement or disagreement with this assumption. Accordingly, eight statements were designed and distributed to the respondents and the more they agree with the statements, the higher they believe that personal factor influences the women's participation in

leadership position and vice-versa. Likewise, the responses of the respondents are analysed and presented below.

Table 4.6. Personal Factors

Descriptive Statistics			
Items	N	Mean	Std. Deviation
1. Women have interest in positions of higher responsibilities	146	3.33	.872
2. Women have confidence in being successful in administration	146	3.36	.821
3. In my organization, women have adequate academic qualification	146	3.36	.938
4. Women perceive leadership is given to males.	146	3.42	.952
5. Women fear in succeeding balancing professional work and with family Responsibility.	146	3.43	.886
6. Women employees have the right ambition to be a leader	146	3.58	.828
7. Women leaders have the right communication skills a leader should have	146	3.41	.819
8. Women committed on carrying out family responsibility	146	3.35	.944
Valid N (listwise)	146		

Source: Researcher’s Survey result, 2023

The above Table elucidates personal factor. As shown in the table, the items included under personal factors are:

Women have interest in positions of higher responsibilities (mean= 3.25, SD=.981), Women have confidence in being successful in administration (mean= 3.25, SD=.981), In my organization, women have adequate academic qualification (mean= 3.25, SD=.981), Women perceive leadership is given to males (mean= 3.25, SD=.981), Women fear in succeeding balancing professional work and with family Responsibility (mean= 3.25, SD=.981), Women employees have the right ambition to be a leader (mean= 3.25, SD=.981), Women leaders the right communication skills a leader should have (mean= 3.25,

SD=.981), Women committed on carrying out family responsibility (mean= 3.25, SD=.981).

As shown in the Table above, the average response of the participants indicated agreement. That is, they believe that personal factor influences the participation of women's in leadership position. The mean scores of these statements ranged from 3.33 to 3.58.

In summary, as can be seen from Table 4.6, the overall mean score of this variable is 3.40 which fall between 3.40-4.19 ranges. Hence, from the result analysis, it was observed that respondents agreed with the influence of personal factor on the participation of women's in leadership position with the overall average mean score of 3.40.

4.5. Inferential Statistics Analysis of Factors affecting Women's Participation in Leadership Position.

In previous section of this study, descriptive statistics analysis was conducted to acquire the general overview about the current status of women's participation in Leadership position and the factors influencing it in Dinsho town some public organizations. However, the descriptive analysis carried out above didn't indicate whether statistical relationship exists between women's participation in leadership position and the factors influencing it or not, though it provides some insight on them. Thus, it would be necessary to check through inferential statistics whether there is a relation between the identified factors and women's participation in Leadership position in the case of organizations under study.

In this section, inferential statistical analysis was conducted to assess whether relationship exist between women's participation in leadership position and independent variables of this study or not and types of relationship existed between them. Therefore, Pearson's correlation and multiple regression analysis were used to perform coefficient test and determine whether there is statistically significant relation between Women's Participation in Leadership Position and independent variables considered by this study in Dinsho town or not.

4.5.1. Correlation among Variables

Prior to the analysis of the regression model, first, the test for correlation needs to be carried out. Correlation in the broadest sense is a measure of an association between variables. The coefficient of correlation deals with the degree of association among two variables if they are shifting in a similar way or in a different course (Koutsoyiannis, 1977). In addition, it specifies whether these factors are not correlated, directly correlated or indirectly correlated.

To this end, if these variables changed together in a similar direction (i.e., if they are likely to increase or decrease together at the same time) the correlation is called positive and if they tend to change in the opposite direction, the correlation is termed as negative. A zero correlation or no correlation exists when two attributes are likely to change with no association with one other (Koutsoyiannis, 1977).

Most often, the term correlation is expressed as Pearson product-moment correlation. A correlation coefficient has a value ranging from -1 to 1. Correlation coefficients indicate the strength and direction of relationship. Values that are closer to the absolute value of one indicating there is a strong relationship between the variables being correlated whereas values closer to 0 indicates that there is little or no linear relationship.

As a general rule, Zikmund (2003) suggested that correlation can be a problem if the correlation coefficient exceeds 0.8 (i.e., correlation is a problem if the single correlation coefficient is greater than 0.8).

The criteria for interpreting the strength of correlations are often based on guidelines established by statisticians and researcher. One widely cited reference for interpreting correlation coefficients is the work of Cohen (1988). Cohen proposed guidelines for interpreting the strength of correlations based on absolute values of correlation coefficients. Here's a summary of Cohen's criteria: Weak Correlation: Absolute value of r less than 0.3., Moderate Correlation: Absolute value of r between 0.3 and 0.5. Strong Correlation: Absolute value of r greater than or equal to 0.5.

In this study, the researcher used Pearson’s Correlation (r) to examine the relationship between the variables by using a two-tailed test of statistical significance at the level of 95% significance, $P < 0.05$ as summarized in Table 4.7 below.

Table 4.72: Correlations Matrix

Correlations				
Variables	SWP	SCF	OF	PF
SWP	1	.730**	.529**	.475**
SCF	.730**	1	.409**	.257**
OF	.529**	.409**	1	.460**
PF	.475**	.257**	.460**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Source: Researcher’s own Analysis, 2023

NB. SWP=Status of Women participation in leadership position, SCF= Socio-cultural Factor, OF= Organizational/ Institutional Factor, and PF= Personal Factor

Table 4.7 depicts Pearson Correlations for factors affecting Women’s Participation in Leadership Position. For this study, a correlation test has been carried out to assess the model for collinearity and to detect the correlation among the variables and if collinearity is a problem or not.

To detect correlation in this study, bivariate regression analysis with SPSS was employed and Table 4.7 illustrate the results of collinearity exists between the variables of this study obtained by the analysis.

According to the Table, there is a strong positive correlation of .730** between women participation in leadership position and socio-cultural factor which is statistically significant at the .000 level ($p < .001$). There is a positive correlation of .529** between women participation in leadership position and organizational factor which is statistically significant at the .001 level ($p < .01$). There is a positive correlation of .475** between women participation in leadership position and personal factor which is statistically significant at the .000 level ($p < .001$).

And as per the criteria, only there is a positive weak correlation .257** between socio-cultural and personal factors

Moreover, from the analysis, it was observed that there is no variable that is highly correlated with one another and create problem. As can be seen from the Table 4.7, all the values of variables are below the value of 0.8 which exhibit that the model has no collinearity problem. So, as the correlation values are considerably below 0.8 and there are no high correlation coefficients, it can be concluded that there is no collinearity problem among the variables under investigation.

4.5.2. Multicollinearity Test of Factors Affecting women's Participation in Leadership Position

Prior to the analysis of the regression model, the test for multicollinearity also need to be carried out. According to Field (2000), this test is necessary because multicollinearity can affect the parameters of a regression model.

According to O'Brien (2007), the variance inflation factor (VIF) and tolerance are among the widely utilized statistics that are used to measure the degree of multicollinearity among the independent items in a regression model. According to Hair, et al. (2010) multicollinearity problem appears when VIF value is greater than 10 or tolerance is lower than 0.1. I.e., if the tolerance statistics is less than 0.1 and the value of VIF of variables are greater than 10, Multi-collinearity problem will exist.

For present study, a multicollinearity test has been carried out and table below (Table 4.8) indicates the results of the VIF and Tolerance of this study obtained by the regression analysis. The results of VIF and tolerance show the inexistence of the multicollinearity problem as all the values of VIF is below 10 and the tolerance statistics is more than 0.1 which implied that there is no multicollinearity problem among the variables. Thus, it is satisfactory and ensured that multicollinearity is not a problem in this study.

Table 4.8. Multicollinearity Test

Variables	Coefficients	
	Collinearity Statistics	
	Tolerance	VIF
SCF	.827	1.210
OF	.698	1.432
PF	.783	1.277

Source: Researcher's own Analysis, 2023

4.5.3. Multiple linear regression analysis and assumption tests of the model

In statistics, linear regression is an approach for modelling the relationship between a dependent variable and one or more explanatory variables (or independent variables). The case of one explanatory variable is called simple linear regression whereas multiple linear regressions are applicable for more than one explanatory variable. Hence, based on the research objective, by conducting multiple linear regression analysis, the researcher analysed the relationship and extent of the effect within components of the independent variables and against the dependent variable.

Assumption Tests of the Model

In multiple regression analysis, there are many assumptions about the model. If one or more of the assumptions is violated, the model proposed would no more reliable and not accepted in estimating the population parameters. Hence, the researcher has tested the following pre-regression assumptions before answering the research question.

4.5.3.1. Normality Test

Normality test is used to determine whether the sample data drawn from the normal distributed population or not. For the purpose of ensuring data for further analysis, normality test should be done to check whether the data provided was normally distributed or not. According to Curran, West, and Finch (1996), it is recommended to test the distribution of variables to ensure that the skewness should be less than two and the kurtosis should be less than seven in order to avoid severe non-normality. Thus, for this study, the normality test for factors affecting women's participation in leadership position was carried out using the

skewness and kurtosis to assess the nature of distribution of the variables and the results revealed that the skewness and kurtosis values of the data are within the acceptable limits, which provides confirmation that the data can be used for further analysis. That is, in the distribution, all the values of the skewness are less than two and the values of the kurtosis are also less than seven.

The researcher also used histogram and Normal methods for assessing normality by using Probability Plot (P-P) graph. In the Normal Probability Plot, points lie in a reasonably straight diagonal line from bottom left to top right suggesting the presence of a normal population distribution. On the other hand, Histogram should be approximately normal or it must be bell shaped distribution (<http://www.statisticssolutions.com>). Based on these facts, figure 4.1 below illustrated the population distribution.

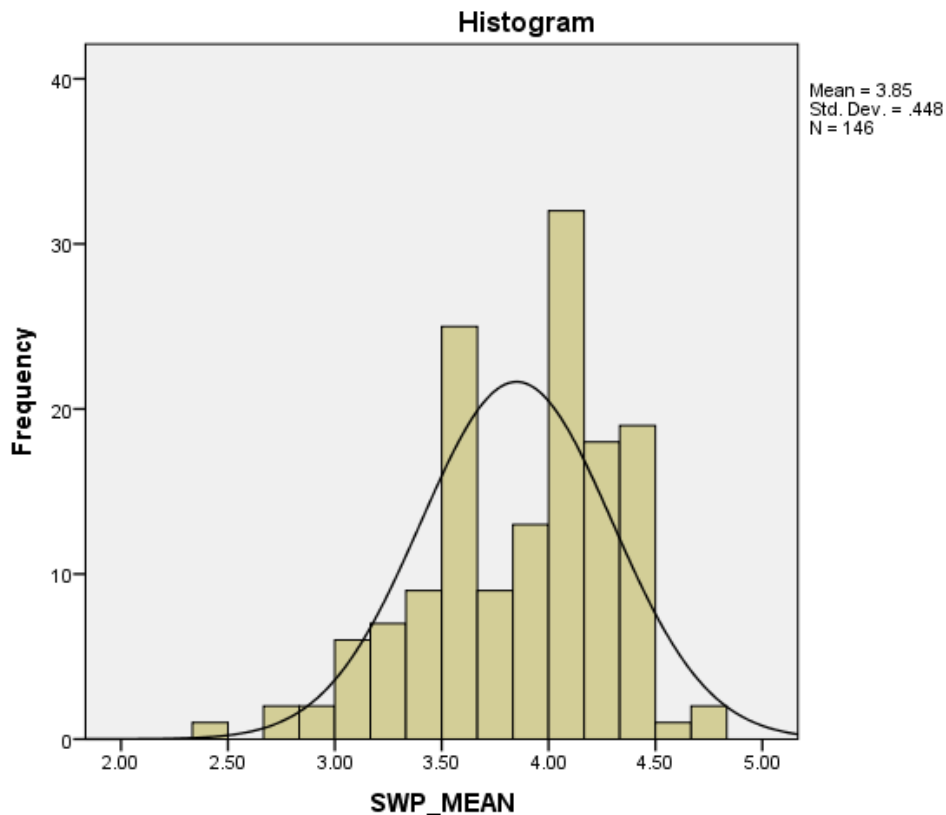


Figure 4.1. Histogram for Normality Test

Source: Author's Survey result, 2023

As shown in figure 4.1 above, the plotted points lie somewhat near to the straight diagonal line from bottom left to top right which depicted the distribution of population approaches to normal as bell shaped curve and the histogram plotted provided the sign of normality.

4.5.3.2. Linearity

Linearity is the relationship between the dependent and independent variable with respect to their parameter and can be checked by the scatter plot of dependent variable versus standardize prediction. Therefore, linearity is the straight-line relationship that the predictor variables in the regression have with the outcome variable. (<http://www.statisticssolutions.com>).

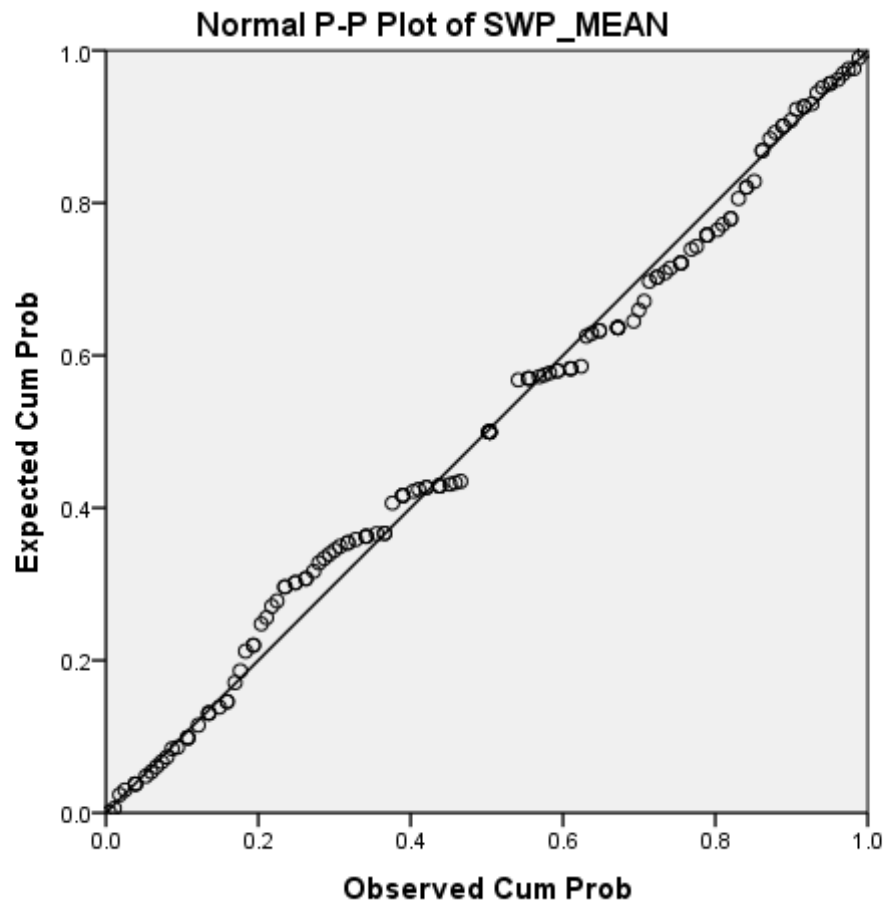


Figure 4.2: P-P Plot of regression standardized residual

Source: Author's Survey result, 2023

4.5.3.3. Multiple Linear Regression Analysis Model Summary

By conducting multiple linear regression analysis, the researcher analysed the relationship and the effect within the independent variables (social-cultural factor, organizational factor and personal factor) with the dependent variable (participation of women in leadership position).

R-squared is a goodness-of-fit measure for linear regression models. This statistic indicates the percentage of the variance in the dependent variable that the independent variables explain collectively. R-squared measures the strength of the relationship between the model and the dependent variable on a convenient 0 – 100%. And the importance of the adjusted R-squared (R²) in multiple regression is to measure how well a model explains the response variable from independent variables. Statistically, the larger the R² is, the better explanatory power the model has (Torrie, 1960).

Table 4.9: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801a	.642	.635	.27108

a. Predictors: (Constant), PF, SC, OF
Source: Author's Survey result, 2023

Table 4.9 presented the results of model summary of multiple linear regression analysis. The multiple correlation coefficients (r), with a value of 0.801, represent the correlation ratio indicating the existence of a relationship between women's participation in leadership position and its main determinant factors. The regression analysis explains the extent to which the independent variables predict participation of women in leadership position. As can be seen from Table 4.9, R-square, (0.642) indicates the relative contribution of independent variables in explaining the participation of women's participation in leadership position in Dinsho town. In other words, the R-squared value of 0.642 indicates that approximately about 64.2% of the variable women participation in leadership position in Dinsho town can be explained by the independent variables included in the analysis, namely social-cultural factor, organizational factor and personal

factor with other things remaining constant. The R-squared value of 0.642 suggests that the combination of social-cultural, organizational and personal variables collectively provides a strong explanation for the variance observed in women participation in leadership position.

This indicates that these factors, taken together, are highly influential in determining women participation in leadership position. Each independent variable (social-cultural, organizational and personal factors) contributes to explaining the variance in women participation in leadership position in selected public organization in Dinsho town.

4.6. Multiple Linear Regression Analysis Results

As one of the objectives of this study was to assess the factors affecting women’s participation in leadership position in Dinsho town, this section aimed at detecting these factors to addresses this objective of the study. So, to identity the factors affecting women’s participation in leadership position in Dinsho town context, depending on the former studies and literature reviews, the present study has identified three basic factors that are expected to affect women’s participation in leadership position in Dinsho town. On top of this, the researcher statistically tested the data through multiple linear regression to identify the prominent factors affecting women’s participation in leadership position in Dinsho town and the results of the test are presented in Table 4.10.

Table 4.10: Multiple Linear Regression Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.168	.244		.691	.491
SCF	.620	.057	.596	10.801	.000
OF	.204	.071	.174	2.898	.004
PF	.245	.057	.242	4.259	.000

a. Dependent Variable: SWP
Source: Researcher’s own Analysis, 2023

Coefficients of Regression Analysis

Multiple linear regression models for the relationship between dependent and independent variables is shown below:

The regression model expressed as: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$

Where: Y is the dependent variable (women's participation in leadership position),

X_1 = is Social-cultural factor

X_2 = is Organizational factor

X_3 = is personal factor

e: error term

$\beta_0 = .168$

$\beta_1 = .620$

$\beta_2 = .204$

$\beta_3 = .245$

Hence, regression analysis obtained was computed as follows

$Y = 0.168 + 0.620X_1 + 0.204X_2 + 0.245X_3$

The relations between independent and dependent variables in this study were tested and the results of the analysis are presented in Table 4.10. In regression analysis, unstandardized coefficients are often used when the variables have different units of measurement or when the focus is on the specific impact of each independent variable on the dependent variable in its original scale. Standardized coefficients are useful when comparing the relative importance of variables or when the variables are measured on different scales. Moreover, the unstandardized beta value shows the number of standard deviations that the outcome will change as a result of one standard deviation change in predictor/independent variable. The standard deviation units are directly comparable; therefore, they provide a better insight into the importance of a predictor in the model. The large value of beta coefficient implies that an independent variable has more important determinant in predicting the dependent variable. Thus, the researcher employed unstandardized beta value and significance levels for this study to interpret the results. That is, to interpret the regression results of the impact of independent variables on women participation in leadership position in Dinsho town, where the predictors are social-cultural

factor, organizational factor and personal factor, typically the coefficients and significance levels of each predictor variable were used.

To this end, the analysis results (Table 4.10) indicated that of the initially identified factors based on previous studies and literature reviews, all variables are found to have association with the women's participation in leadership position in Dinsho town context. The result of multiple linear regression in Table 4.10 reveals that variables such as social-cultural, organizational and personal factors are statistically significant at p-value of 0.05 which implies the existence of relationship between these factors and women participation in leadership position and hence they are more likely to influence women participation in leadership position.

In addition to this, the sign of B-values shows the direction of relationship that exists between each of the factors and women's participation in leadership position. Based on the results of multiple linear regression, it is indicated that there is a positive significant relationship between all independent variables in the model such as social-cultural factor, organizational factor and personal factor and women participation in leadership position at a p-value of 0.05.

4.7. Discussion of the Regression Result

Socio-cultural factor has a significant impact on women participation in leadership position in some selected public organizations in Dinsho town with a p-value of .000" suggesting that a clear relationship between socio-cultural factor and women participation in leadership position. The unstandardized beta value for socio-cultural factor 0.620 implies that the variable has relatively strong influence on women's participation in leadership position followed by personal factor and organizational factor with respective unstandardized beta values (0.245, and 0.204). And also, the coefficient value of 0.620 suggests that for every unit that increase in the level of socio-cultural factor of women participation in leadership position increases by 62% increase in.

This positive coefficient indicates that there is a direct relationship between socio-cultural factor and women participation in leadership position – as socio-cultural factor increases, so women participation in leadership position. The p-value of 0.000 indicates that the relationship between socio-cultural factor and women participation in leadership position is statistically significant. In other words, it is highly unlikely that this relationship is due to random chance.

Similarly, organizational factor has significant impact on women participation in leadership position with coefficient .204 and p value .004. The coefficient value of 0.204 suggests that for every unit increase in the level of organizational factor, women participation in leadership position increases by 20.4%.

This positive coefficient indicates that there is a direct relationship between organizational factor and women participation in leadership position – as organizational factor increases, so women participation in leadership position. The p-value of 0.004 indicates that the relationship between organizational factor and women participation in leadership position is statistically significant.

In the same way, personal factor has significant impact on women participation in leadership position with coefficient .245 and p value .000. The coefficient value of 0.245 suggests that for every unit increase in the level of personal factor, women participation in leadership position increases by 24.5%.

This positive coefficient indicates that there is a direct relationship between personal factor and women participation in leadership position – as personal factor increases, so women participation in leadership position. The p-value of 0.000 indicates that the relationship between personal factor and women participation in leadership position is statistically significant.

According to the regression equation established, considering all factors (social-cultural factor, organizational factor and personal factor) constant at zero, women's participation in leadership position will be 0.168 as a result of these independent variables.

In conclusion, the finding of the multiple regression analysis indicated that social-cultural factor, organizational factor and personal factor have significant

and positive effect on women's participation in leadership position in public organization in Dinsho town and the findings of this study are consistent with the findings of previous studies (such as Adonay, 2014, Eba, 2014, Getachew, 2014, Mbugua, 2007, Petty grove, 2006), Hirut, 2004, Willis, 2000, Almaz, 1991, etc.).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The analysis results of this study show that the status of women participation in leadership position in these organizations is moderate. That is, the current women participation in leadership position status in these institutions is at an early stage. The current state of women participation in leadership position in these organizations was assessed by using eight questions that can help to explain the level of women participation in leadership position in the stated organizations. The result of the analysis reveals that the current status of women participation in leadership position in some selected public organizations in Dinsho town is found to be in the “moderate stage” category which is Average and is still at an early stage. The overall average mean score was 3.36 which implies that the overall women participation in leadership position was moderate as this value falls within the semantic scale 2.60 -3.39 ranges five-point Likert scale.

The study also examined different factors that were expected to influence women’s participation in leadership position in public organization in Dinsho town and the analysis results advocate that of the factors initially considered as determinants of women’s participation in leadership position in some public organization in Dinsho town based on prior studies and literature reviews, all factors (social-cultural factor, organizational factor and personal factor) are found to be the factors that have a significant impact on women participation in leadership position public organizations in Dinsho town context.

5.2. Recommendations

Based on the results of the findings presented, the status of women participation in leadership position is moderate. The finding also revealed that socio-cultural, organizational and personal factors are the main factors that influence the women participation in leadership position in some selected organizations in Dinsho town which ultimately affect the participation of women in leadership position.

Hence, to further enhance the women's participation in leadership position, the following recommendations are forwarded for the betterment of women participation in leadership position to the concerned body.

- Even though, currently, the government has been made many efforts to raise women participations in leadership position still the participation of women in leadership position in organizations under the study is medium. So, these organizations should have to adopt different strategies which enable them to increase the participation of women in leadership position in their organization and optimize and fully embed it into their planning and resource allocation in order to improve the participation of women in leadership position.
- Finding result shown that socio-cultural, organizational and personal factors are the main factors that influence the women participation in leadership position in some selected organizations in Dinsho town. Thus, these organization should have to give due attention to these factors and give awareness creation education trainings to the general public and the women particularly remove organizational obstacles through well articulate policies, rules and regulations.
- A well-established and implemented women related policies, procedures, and regulations help to ensure the effectiveness of the women participation as they describe responsibilities and roles. Hence, these organizations should have to clearly set out women related policies, rules and regulations and make sure that they are applied at all levels of the organization in order to increase the participation of women in leadership position in their respective organizations.
- In addition, the institutions should continuously follow and monitor their practices and policies in order to increase the participation of women in leadership position.
- Moreover, the government regulatory body should have to encourage the participation of women in leadership position through creating a unified policy that can be adopted by all the organization. And then frequently

evaluate the practices of these organizations and take remedial actions if necessary to make sure that the organizations would improve the participations of women in leadership position as women play a great role in social, political and economic system of the country.

5.3. Future Research Direction

There are numerous industries and sectors in Bale Zone, Dinsho Woreda and in the county as a whole and it would have been much better if this research work could have incorporated them. However, the present study focused only on some organizations and few factors and this limits the applicability of the results to other organizations and sectors. As a result, other organizations may not be benefited from this study and the results may not apply to them. Thus, other researches are needed in several organizations, industries and areas such as the relationship of women participation in leadership position and organizational performance, other potential factors that affect women participation in leadership position but may not be included in this study and further research may also explore etc. So, it will be better if further researches are conducted on these areas in these organizations and other organizations, sectors and industries too in this perspective.

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Questionnaire

Mekelle University

School of Law and Governance

Department of Civics and Ethical Studies

Questionnaire to be filled by the Respondents

Dear Respondents, this questionnaire is designed to collect relevant information on “Women Participation in Leadership Position in selected public organizations in Dinsho town”. This assessment is under taken for partial fulfilment of the requirement for the awards of MA degree in Civics and Ethical Studies. It will be used for academic purpose only and at the same time, your information will be kept confidential. Your cooperation is very help full to the fulfilment of the research objective. Therefore, I cordially request you to help me by filling this questionnaire as completely as possible.

Thank you in advance for your kind cooperation!

Instruction:

- Writing your name is not necessary
- No need to consult others to answer the questions
- Put “√” or “X” for your choice in the box provided for close-ended question
- Write your answer on the space provided for open-ended question

Part one: Respondent Profile

1. **Sex:** Male Female
2. **Age (in years)**
 Under 25 26 – 35 36 – 45 46 – 55 Over 55
3. **Education Level**
 10/12 complete Level/ Diploma BA/BSc
 Masters
 Other (if any) _____
4. Your **Occupation** in the organization
 Manager Vice Manager Team Leader Expert
 Guard Janitress Secretary
5. Your years of work experience:
 Below 5yrs 5-10yrs 10 – 15yrs 16-25
 Above 25

Part II: Basic Questions related to Factors affecting the participation of women in leadership position.

Please suggest your opinion regarding each of the following variables that may be influence 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= undecided 2= disagree 1= strongly disagree

S.No	Status of women’s participation in leadership Position	Level of agreement				
		5	4	3	2	1
1	The participation of women in decision making positions in my organizations is high.					
2	Women participation in political issues is high in my organizations.					
3	The present status of women’s leadership in my organization is high.					
4	Women are empowered to excel in leadership in day to day practice in my organization					
5	Currently, the participation of women in leadership position increases in my organizations than before.					
6	The numbers of women in leadership positions are high as compared to men in my organization.					
7	Women are equally participating in leadership position as men.					
8	Unique opportunities are raised for women to participate in leadership position					
	Factor that affect women’s participation in leadership Position					
1	Social-Cultural Factors					
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					
1.6.	The community traditional culture does not favour women on leadership position, because they are believed to be mothers and home makers					
1.7.	Culture requires women to observe their male counterparts without much questioning					
1.8.	The community culture, females are appreciated more for their outward show and good character (behaviour) than for their competence and intellectual skills.					
1.9.	Cultural attitude of society encourages women to think on key leadership position					
1.10.	Participation of women in leadership is low because culturally women leadership is unacceptable by the society					
2.	Organizational Factors					
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 unattractive work environment					
2.7.	Clear policy and strategy that empower women and promote on the leadership position in the organization					
2.8.	Policy and strategy have problem on achieving women participation on leadership position					
2.9.	Policy and strategy of the organization is effectively implemented in the organization related to women participation on leadership position					
2.10.	Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation on leadership position					
2.11.	There is opportunity of promotion for women leaders in the organization to the next level.					

3.	Personal Factors					
3.1.	Women have interest in positions of higher responsibilities					
3.2.	Women have confidence in being successful in administration					
3.3.	In my organization, women have adequate academic qualification					
3.4.	Women perceive leadership is given to males.					
3.5.	Women fear in succeeding balancing professional work and with family Responsibility.					
3.6.	Women employees have the right ambition to be a leader					
3.7.	Women leaders the right communication skills a leader should have					
3.8.	Women committed on carrying out family responsibility					

GAAFII

YUUNIVARSIITII MAQALEE

KOOLLEJJII SEERAA FI BULCHIINSAA

MUUMMEE BARNOOTA LAMMUMMAA FI AMALA GAARII

Ani barataa yuuniversity Maqalee Koolleejjii seeraa fi bulchiinsaa Muummee barnoota lammummaa fi amala gaarii barnoota digirii Lammaffa gosa barnoota lammummaa fi amala gaarii kanan baradhu yoon tu'u, yeroo ammaa kana qorannoo mata duree “ women participation in leadership position in Dinsho town in selected public institution” jedhu irratti hojjechaa waanan jiruuf, ati immoo hirmaataa qorannoo koo keessaa nama tokoo waan taateef, galata guddaa waliin deebii gaaffanno koo amantummaa fi xiyyeeffannoo olaanadhaan akka naaf deebiftu kabajaan si gaafadha.

Hubachisa:

- Qorannichi dhimma barnootaaf qofa kan oolu waan ta'eef, maqaa keessan barreessuun hin barbaachisu
- Gaaffiiwwan deebisuuf namoota biroo mariisuu hin barbaachisu
- Filannoo keessaniif “√” saanduqa gaaffii cufameef kenname keessa kaa'aa
- Deebii kee bakka gaaffii banaa ta'ee kenname irratti barreessi

I. ODEEFFANNO WALIGALAA

1. Umrii: 25 gadi 26-35 36-45 46-55 55 oli

2. Saala: Dhi Du

3. Sadarkaa Barnootaa: 10/12 kan xumure Diplooma/Leevlii

Digirii 1^{ffaa} Digirii 2^{ffaa}

Kan biraa(yoo jiraate) _____

4. Gulantaa gita hojii kee isaa ammaa:

Hogganaa Itti aanaa hogganaa Abbaa adeemsaa Ekispartii

Barreessituu Qulqulleessituu Waardiyaa

Kan biraa/yoo jiraate/ -----

5. Muuxannoo hojii;

wagga 5 gadi waggaa 6-10 waggaa 11-15

waggaa 16-20 waggaa 21 - 25 waggaa 25 ol

Kutaa II: Gaaffiiwwan Bu’uuraa Qabxiilee hirmaannaa dubartootaa iddoo hoggansa irratti dhiibbaa geessisan waliin walqabatan.

Maaloo tokkoon tokkoon jijjiiramoota/variables/ armaan gadii hirmaannaa dubartootaa iddoo hoggansa irratti dhiibbaa uumuu danda’an ilaalchisee yaada keessan yaada kenni. Sadarkaa waliigaltee kee agarsiisuuf iskeelii armaan gadii fayyadami. Yaada kee wajjin walqabatee madaaliitii sana booda filannoowwan armaan gadii jalatti mallattoo (√) kaa’i.

5= cimsee walii gala 4 = Walii galuu 3= hin murtoofne 2= walii hin galle 1= cimsee walii hin galu

Lak	Sadarkaa /status/ hirmaannaa dubartoonni aangoo keessatti qaban	Sadarkaa				
		5	4	3	2	1
1	Waajjira koo keessatti hirmaannaan dubartootaa iddoo murtee kennuu irratti qaban olaanaadha					
2	Dhimma siyaasaa irratti hirmaannaan dubartootaa jaarmayoota koo keessatti ol’aanaadha.					
3	Waajjira koo keessatti sadarkaan hoggansi dubartootaa amma jiru ol’aanaadha.					
4	Dubartoonni dhaabbata koo keessatti shaakala guyyaa guyyaatiin hoggansa irratti akka caalan humna argatu					
5	Yeroo ammaa kana jaarmayoota koo keessatti hirmaannaan dubartootaa bakka hoggansaatti kan duraa caalaa dabalaa dhufeera.					
6	Waajjira koo keessatti dhiirota waliin wal bira qabamee yoo ilaalamu lakkoofsi dubartoota sadarkaa hoggansa irra jiran olaanaadha.					
7	Dubartoonni akkuma dhiirotaatti iddoo/position/ hoggansa irratti qixa hirmaachaa jiru.					
8	Dubartoonni bakka hoggansa irratti akka hirmaatan carraan adda ta’e ni kennaama					

T.Lakk	1. Dhiibbaa Hawaasummaa -Aadaa / Socio-Cultural factors/	Sadarkaa				
		5	4	3	2	1
1.1	Fedhiin dubartoonni hoggansarratti qaban xiqqaa dha.					
1.2	Namoonni baay'een ammallee ilaalchaa fi hubannoo aangoo murtee kennuu dhiirota irratti akka hundaa'u qabaachuu					
1.3	Dubartoonni dhimmoota manaa fi maatii wajjin walqabatan irratti caalaatti itti gaafatamummaa qabu					
1.4	Dubartoonni kabaja hoggansa ilaalchisee ilaalcha ofii isaaniif qaban xiqqaadha					
1.5	Dubartoonni ofitti amanamummaa dhabuu fi bulchiinsa keessatti kufaatii sodaa qabu					
1.6	Aadaan aadaa hawaasaa dubartoota iddoo hoggansa irratti hin fayyadu, sababiin isaas haadha fi mana ta'uun isaanii waan amanamuuf kan hojjetan					
1.7	Aadaan dubartoonni gaaffii guddaa malee gita isaanii dhiiraa akka ilaalan gaafata					
1.8	Aadaan hawaasaa, dubartoonni dandeettii fi dandeettii sammuu isaanii caalaa agarsiisa alaa fi amala gaarii isaaniitiin dinqisiifamu.					
1.9	Ilaalchi aadaa hawaasaa dubartoonni iddoo/position /hoggansaa ijoo irratti akka yaadan jajjabeessa					
1.1 0	Hirmaannaan dubartootaa hoggansa keessatti gadi aanaadha sababni isaas aadaan hoggansi dubartootaa hawaasa biratti fudhatama waan hin qabneef					
2. Dhiibbaa Jaarmiyaa /Institutional factors/		Sadarkaa				
		5	4	3	2	1
2.1	Hojiwwan madaalawaa ta'an keessatti gochi qacarrii haqa qabeessa hin taane ykn saala ni jira					
2.2	Barmaatilee Beeksisa dirqama ta'an dhabuun jira					

2.3	Carraan leenjii/guddina ogummaa/ qindaa'e dhabamuun ni mul'ata					
2.4	Ijaarsi dandeettii hooggansaa gahaan hin jiru					
2.5	Sagantaan gorsaa idilee dhabamuu fi deeggarsi dhabamuun ni mul'ata					
2.6	Haalli hojii hawwataa hin taane jira					
2.7	Imaammataa fi tarsiimoo ifa ta'ee fi dubartoota humneessuu fi iddoo hoggansa dhaabbaticha keessatti qaban irratti guddisan					
2.8	Imaammanni fi tarsiimoon iddoo/position/hoggansaa irratti hirmaannaa dubartootaa galmaan gahuu irratti rakkoo qaba					
2.9	Imaammataa fi tarsiimoon dhaabbatichaa iddoo hoggansa irratti hirmaannaa dubartootaa waliin walqabatee dhaabbaticha keessatti bu'aa qabeessa ta'ee hojiirra oola					
1.1 0	Hojiirra oolmaa imaammataa hirmaannaa dubartootaa iddoo hoggansa irratti guddisan of eeggannoodhaan hordofuu fi madaaluu dhabuu					
2.1 1	Hoggantoota dubartootaa dhaabbaticha keessatti sadarkaa itti aanutti guddisuuf carraan ni jira.					

T.L	3. Dhiibbaa Dhuunfaa/personal factors/	Sadarkaa				
		5	4	3	2	1
3.1	Dubartoonni iddoowwan itti gaafatamummaa olaanaa qaban irratti fedhii Qabu					
3.2	Dubartoonni bulchiinsa keessatti milkaa'uu irratti ofitti amanamummaa qabu					
3.3	Dhaabbata koo keessatti dubartoonni gahumsa barnootaa gahaa qabu					
3.4	Dubartoonni hoggansi dhiirotaaf akka kennametti yaadu					
3.5	Dubartoonni hojii ogummaa fi Itti Gaafatamummaa maatii waliin madaaluun milkaa'uu keessatti sodaatu.					
3.6	Hojjettoonni dubartootaa hogganaa ta'uuf hawwii sirrii qabu					
3.7	Dubartoonni hoggantoonni dandeettii walqunnamtii sirrii hoggantoonni qabaachuu qaban qabu					

3.8	Dubartoonni itti gaafatamummaa maatii raawwachuu irratti waadaa galan					
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