

close to each other i.e. 2.85, 2.50, 2.44, 2.42, 2.11 and 2.05. This implies that as to the responses of the respondents it is because of all about equal right for women and men, it would encourage other women to lead professional careers, women are as qualified for these position as men are, it would ensure better economic performance of the sector, it would ensure better risk management and it would make a difference in the way the sector are run respectively.

The response also tested by using t-test and one way ANOVA to see whether there was perception differences among respondents because of their sex, income and experiences. Accordingly, having 14.53 and 14.23 mean scores the t-test result of male and female respondents respectively is $t(198) = 0.743$, $p < 0.05$. This implies that because of differences in sex no significant perception differences were observed between male and female respondents.

Table 3: ANOVA table on respondents' perception because of variations in experiences

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.67	4	27.42	4.028	.004
Within Groups	1327.35	195	6.81		
Total	1437.02	199			

As it is indicated in table 4 above having 14.51, 13.62, 14.16, 14.40, and 17.44 mean deviations respectively the ANOVA test results of the respondents' perception is $F(6,189) = 4.028$, $p < 0.05$. The significance level is 0.004 which is less than 0.05. This stick out that there is significant opinion differences among the categories of respondents based on their experiences. i.e. respondents having 1 up to 3yrs, 4 up to 6yrs, 7 up to 9yrs, 10 up to 12yrs and 13yrs and above. The first four categories perceives similar to each other but the fifth category respondents' i.e. having 13 years and above experiences perceives differently from the other respondents categories regarding participation of women in leadership and development activities.

Table 4: ANOVA table on respondents' perception because of variations in income

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.155	6	11.192	1.548	0.165
Within Groups	1366.845	189	7.232		
Total	1434	195			

According to table 5 above, having 12, 15.5, 14.7, 14.6, 13.68, 15, 12.8 mean values respectively, the ANOVA result for these respondents earning different amount of income per a month is $F(6,189) = 1.548$, $P < 0.05$. This means at 6 degree of freedom, $N = 189$, F value is 1.548 when P value is less than 0.05. This implies that because of variation in income no significant perception difference was observed regarding participation of women in leadership and development activities.

2) Effects (EWLD) and sensitivity (SWD) of women in leadership and development activities

Effects of women and sensitivity of women in leadership and development activities were assessed and organized according to the following table by using percentage.

Table 5: Effects and sensitivities of women in leadership and development activities

	EWLD			SWD	
	Frequency	Percent		Frequency	Percent
Very low	7	3	No	28	13
low	22	10	Yes	183	87
medium	74	35	Total	211	100
High	52	25			
Very high	56	27			
Total	211	100			

From table 6 above it is possible to conclude that 35% percent of the respondents believe the effect of women in leadership and development activities was medium. Similarly, 27% and 25% of the respondents responded women effects in the same activities was high and very high. The percentage of the respondents who responded to effects of women in the activities was low and very low is 22% and 7% respectively. This mean the majority of the participants confirmed that the effects of women in leadership and development activities are high. Consequently, from the same table 87% of the respondents substantiated that women are sensitive in leadership and development activity.

3) Progresses (PW) and number of women (NWID)) involved in decision making position over the last 5 years

The results of the assessment the progress and status of women in decision making positions are putted in the following table

Table 6: Progress and involvement of women and men in decision making positions

	PW		NWID			NMID			Gap		
	F	P		F	P		F	P		F	P
Very Slow	5	2	Very low	11	5	Very low	2	1	No	23	11
Low	16	8	low	55	26	Low	6	3	Yes	185	89
Medium	92	43	Medium	123	58	Medium	13	6	Total	208	100
Fast	63	30	High	19	9	High	107	51			
very fast	36	17	Very high	4	2	Very high	84	40			
Total	212	100	Total	212	100	Total	212	100			

According to table 7 above, column one i.e. under progress of women (PW) column, 43% of the respondents argued that over the last five years the progress of women in leadership and development activities was medium. In addition, 30% and 17% of the respondents said the progress of women in the same years was fast and very fast respectively. Therefore, from this it possible to bring to a close that averagely about 47% of the participants agreed that the progress of women over the last five year was fast. The table also indicates that men highly involved in leadership and development activities than women.

4) The nature and level of work conditions women joins /NWCWJ, LWCWJ/

In the table below, two most important issues are described i.e. responses regarding the nature of work condition that women mostly join, the level of these work conditions.

Table 7: Nature and level of work conditions women joins

NWCWJ			LWCWJ		
W. condition	Frequency	Percent	Levels	F	P
Messengers	25	12	Low level work condition	116	56
Genitors	25	12	Medium level work condition	80	38
Secretaries	71	34	High level work condition	13	6
Team leaders	7	3	Total	209	100
Teachers	26	12			
Supervisors	3	1			
Tellers	3	2			
Officers	4	2			
Others	10	5			
Total	211	100			

As it can be seen from table 8 above the percentage score of each work conditions is described. From the work conditions the percentage score of secretaries is relatively high, i.e. 34% of the respondents said that most of the time women join work type like secretaries, record offers, and messengers. Mostly women join low level work conditions i.e. about 56% of the respondents said women are joining low level work condition and 38% of them join medium level work conditions.

5) Reasons for underrepresentation of women in leadership and development activities (WUDP)

The responses regarding the reasons for women under representing in decision making positions and development activities were tabulated as follows.

Table 8: Reasons for underrepresentation of women in leadership and development activities

Reason for WUDP	N	Mean	SD	GBD		
					F	P
RWUDP1	208	2.43	1.33	No	55	28
RWUDP2	207	2.35	1.26	Yes	145	72
RWUDP3	208	3.93	1.38	Total	200	100
RWUDP4	206	2.87	1.35			
RWUDP5	208	2.04	1.24			
RWUDP6	208	2.65	1.22			

From the above table the mean score of RWUDP3 is 3.93 which is better than the other reasons. This means the major reason for underrepresentation of women in leadership and decision making positions is relatively women have less freedom because of their family responsibility. In addition, the mean score for RWUDP4 is 2.87 which mean according to the responses of the respondents the women do not always have the necessary qualifications and skills to fill position of responsibility. The t-test score having mean score of male=16.26, female=16.24 then $t(203) = .976, P < 0.05$. This implies that because of sex variations no significant difference in response was observed regarding the reason that women underrepresented in leadership and development activities. Besides, 72% of the respondents argued that to minimize this problem there is a need to make a gender balance decision at national level.

Table 9: ANOVA table respondents' opinion because of variations in income

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	156.09	6	26.02	1.504	.179
Within Groups	3355.13	194	17.29		
Total	3511.22	200			

Having 13.00, 19.22, 16.46, 16.33, 15.20, 15.57, 17.25 mean score respectively, the ANOVA score for the above issue is $F(6, 194) = 1.504, P < 0.05$. This implies that because of difference in income no significant differences was observed among different categories of respondents regarding the reasons for women underrepresented in leadership and development activities.

Table 10: ANOVA table respondents' opinion because of variations in experiences

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	334.569	4	83.642	5.144	0.001
Within Groups	3219.618	198	16.261		
Total	3554.187	202			

The ANOVA score for the above issue is $F(4, 198) = 5.144$, $P < 0.05$. The significance level of the respondents is 0.001 which is less than 0.05. This implies having 15.6, 15.9, 19.8, 18.3, and 16.6 mean value respectively there was significant differences observed among different categories of respondents based on experiences Respondents having 7 up to 9 year experience perceives differently.

6) Possible reasons for women rarely found in a leadership and decision making position.

The following table shows the analysis of the responses of respondents regarding reasons for women rarely found in a leadership and decision making positions. The details of the analysis are described below in the table.

Table 11: Reasons for women rarely found in a leadership and decision making position

Reasons	Code	F	P	Rank
Aspiring women may not have the level of education necessary for entry-level leadership positions in the public sector.	RWRFLDP1	32	16	Second
The level of corruption in the country is another constraint as people lobby their way into leadership positions.	RWRFLDP2	17	8	Fifth
Women occupy the lower posts rather than the senior ones due to historical factors, completed their studies at later stages.	RWRFLDP3	29	14	Fourth
Lack of financial and managerial skills necessary for top-tier management positions	RWRFLDP4	15	7	Sixth
The existence of factors which prevents women from accessing higher echelon positions	RWRFLDP5	13	6	Eighth
Lack of access to credit.	RWRFLDP6	0	0	Eleventh
Gender role stereotyping and violence continue to be issues that prevent women from embracing leadership positions.	RWRFLDP7	30	15	Third
Women in academics do not climb up the ladder as fast as our male colleagues	RWRFLDP8	10	5	Ninth
Lack and confusions of affirmative action	RWRFLDP9	4	2	Tenth
Lack of leadership training and mentoring	RWRFLDP10	14	7	Seventh
Gender-based discrimination at many levels prevents women from getting senior positions traditionally held by men	RWRFLDP11	40	20	First

Table 12 above is the results of the respondents' perception. The reasons are putted in rank according to the followings. The first three reasons are

- 1) Gender-based discrimination at many levels prevents women from getting senior positions traditionally held by men (20%).
- 2) Aspiring women may not have the level of education necessary for entry to level of leadership positions in the public sector (16%).
- 3) Gender role stereotyping and violence continue to be issues that prevent women from embracing leadership positions (15%).

7) Challenges of women in leadership and development activities

The following table 13 shows the detailed results of the responses.

Table 12: Challenges of women in leadership and development activities

CHWLD	CODE	MEAN	SD
They are examined for what they wear especially if they have to address communities' meetings	CHWLD1	3.04	1.49
Boys tend to undermine their authority	CHWLD2	2.80	1.41
Boys tend to associate discipline with physical power	CHWLD3	2.76	1.43
Male educators find it difficult to submit to the authority of a woman	CHWLD4	2.32	1.32
Women in most cases find themselves not be in fully accepted by the communities they work with.	CHWLD5	3.02	1.55
Lack of parental involvement becomes common in female headed institutions	CHWLD6	3.04	1.46
Cultural issues become more obvious especially if the female works in a different cultural set up	CHWLD7	3.67	1.42
Some male colleague do not give them support	CHWLD8	3.05	1.56
Some male parents refuse to serve in the female headed offices	CHWLD9	2.92	1.48
They are challenged by educators who think that women are not knowledgeable on labor issues	CHWLD10	2.09	1.34
They are made to feel that their contributions to society are not important.	CHWLD11	2.26	1.4
They do not get the support from other female colleagues who would also like to work with male leaders.	CHWLD12	2.96	1.52

As it is indicated in table 13 above, the mean score of CHWLD7 is 3.67. This implies that the major challenge influencing women was cultural issues become more obvious especially if the female works in a different cultural set up. It is followed by some male colleague do not give them support and lack of parental involvement becomes common in female headed institutions i.e. mean score of 3.05 and 3.04. The t-score also done and the result of t-test

is, having mean score of male= 34.19, female =33.48, t (204) = 0.583, p<0.05. This implies that because of sex differences no significant perception was observed between male and female respondents.

ANOVA test was also done and the result seems like the following.

Table 13: ANOVA table on challenges of women in leadership & development based on income

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1210.57	6	201.76	2.78	.013
Within Groups	14133.58	195	72.48		
Total	15344.16	201			

From table 14 above, having 39, 42, 34.44, 34.77, 31.04, 30.71, and 32.2 mean value the ANOVA score for the responses regarding challenges of women in leadership and development activities is F (6, 195) = 2.784, P<0.05. This means because of respondents earning different incomes significant perception difference among respondents earning different incomes was observed.

Table 14: ANOVA table on challenges of women in leadership & development based on experiences

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	386.48	4	96.62	1.277	.280
Within Groups	15055.03	199	75.65		
Total	15441.51	203			

From table 15 above having 33.62, 34.55, 37.53, 31.33, and 32.1 mean value, the ANOVA score for the responses regarding challenges of women in leadership and development activities is F (4, 199) = 1.277, P<0.05. This means because of respondents having different experiences no significant perception difference was observed

8) Progress of women in line with MGD

The following table 16 shows brief analysis of the responses in terms of mean and standard deviation.

Table 15: progress of women in line with MGD

	N	Mean	SD
PWMDG1	212	2.12	.68
PWMDG2	212	2.12	.69
PWMDG3	207	2.07	.69
PWMDG4	212	1.82	.75
PWMDG5	212	2.00	.73
PWMDG6	212	1.94	.69
PWMDG7	212	1.96	.77

The mean score of PWMDG1 and PWMDG2 are 2.12. This means the within the sample woredas better activities were done regarding eradicating extreme poverty and hunger particularly, provisions of equal access for women to basic business, transport and infrastructure opportunities in the zone, and enhancing investment rate in women's health and

nutritional activities. In addition, important actions were taken to achieve universal primary education like increasing number of girls and women school enrolment in the zone, and level of mother's education regarding her children's school enrolment, attainment and their health and nutrition outcomes performed in a better manner relatively. Besides, having mean score of male =14.23, female = 13.78 the result of t-test is t (203) =0.391, P< 0.05. It implies that because of sex differences, no significant perception difference was observed between male and female respondents.

The following table shows the ANOVA result of progress of women in line with MDG due to difference in income.

Table 16: ANOVA table regarding progress of women in line with MGD based on income

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.26	6	4.87	0.369	0.898
Within Groups	2587.49	196	13.2		
Total	2616.75	202			

From table 17, having 13, 13.1, 14.22, 13.68, 14.38, 13.57 and 13.2 mean score respectively, the ANOVA score for the responses regarding progress of women in line with millennium development goals (MDG) is F (6, 196) = 0.369, P<0.05. This means because of respondents earning different incomes no significant perception difference was observed.

Table 17: ANOVA table on progress of women in line with MGD based on experiences

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	145.127	4	36.282	2.972	.02
Within Groups	2441.917	200	12.210		
Total	2587.044	204			

As it is indicated in table 18, having 14, 15.05, 12.25, 15.42 and 12.3 mean score respectively, the ANOVA score for the responses regarding progress of women in line with millennium development goals (MDG) is F (4, 200) = 2.972, P<0.05. The significance level of the respondents is 0.02 which is less than 0.05. This means because of respondents having different experiences significant perception difference was observed.

6. Conclusion and Recommendations

It was found that in the selected woredas though the progress of women over the last five was fast still there is a gap when compared with men counterpart. Men highly involved in leadership and development activities than women. In addition, according to the results of the finding mostly women join low level work conditions. Therefore, there has to be mechanisms like women capacity building through on-the-job organized and continuous professional training for women to enhance their leadership skills. For this, different government office, education institutions, NGOs and policy developers could be the primarily responsible bodies.

The major reason for underrepresentation of women in leadership and decision making position is relatively they have less freedom because of their family responsibility. Mainly, gender-based discrimination at many levels prevents women from getting senior positions traditionally held by men. Most women do not have the level of education necessary for entry to level of leadership positions in the public sector. Opportunities should be given for women to increase their education level to fit whatever decision making positions they are supposed to join. The concerned women are also responsible to update themselves and equally compete with their men counterparts. Because of some of our traditional thoughts regarding women performance sometimes gender-based discriminations happens. Such thoughts should be avoided and all stakeholders should cooperate women in all aspects. Major challenges influencing women were cultural issues become more obvious especially if the female works in a different cultural set up. It is followed by some male colleague do not give them support and lack of parental involvement becomes common in female headed institutions. Parents should have a time and develop concern to follow up and cooperate them in all aspects.

Less activities were done regarding, reducing child mortality and improve maternal health; provisions of mother's education, average mothers' income, and empowerment; ensuring environmental sustainability; gender equitable property and resource ownership policies that enable women (often as primary users of these resources) to manage them in a more sustainable manner; developing a global partnership for development to improve status of gender equality in the political sphere that lead to higher investments in development cooperation; and combating HIV/AIDS, malaria, and other diseases like increasing number of economically independent women in the woreda so that it is essential for preventing the spread of HIV/AIDS and other epidemics. The researcher believes that these areas are important indicators of development and have to be given special attention by the government if we intend achieve MGD successfully as planned. Finally, the researcher recommends other researchers to carry out a large scale study so that a rigorous mechanism for practices and challenges of women in leadership and development activities could evolved. Some more aspects of development activities may be added to achieve a wider and truer picture of the issues.

References

- [1] Acker, S. (1989), Teachers, Gender and Careers, Falmer Press, London.
- [2] CIA World Fact book, (2011). Ethiopian Demographics Profile.
- [3] Coffey, A. and Delamont, S. (2000), Feminism and the Classroom Teacher: Research, Praxis, Pedagogy, Routledge/Falmer, London
- [4] CSA, (2007). A National Report on Progress made in the Implementation of the Beijing Platform for Action: Ethiopia, Office of the Prime Minister, Addis Ababa.
- [5] FDRE, (1997). Constitution. Addis Ababa: Berhanena Selam Printing Enterprise.
- [6] Koul, L. (2005). Methodology of Educational Research. (3rd ed) Vikas Publishing House Pvt Ltd. New Delhi.
- [7] Limerick, B. and Anderson, C. (1999), "Female administrators and school-based management", Educational Management and Administration.
- [8] Limerick, B. and Lingard, R. (Eds) (1995), Gender and Changing Educational Management, Australia, 2nd Yearbook of the Australian Council for Educational Administration, Hoder Education.
- [9] Obi, C. (2005). Environmental Movements in sub-Saharan Africa: A political ecology of Power and Conflict. UN Research Institute for Social Development, Civil Society and Social Management Programme, Paper No. 15, January, (2005).
- [10] UNDP, (2005). Gender, Development and Sport. Taking Gender Equality seriously. University Press, Buckingham.
- [11] World Bank, (2007). Demography, Gender and Development. www.prb.org. www.maps of world.com. Ethiopian Political Map. Accessed January, (22, 2012).