WOMEN'S REPRESENTATION TO SCHOOL PRINCIPALSHIP POSITION IN SOME SELECTED PRIMARY SCHOOLS OF GIBE - RESSU ZONE OF AFAR REGIONAL STATE, ETHIOPIA

By

Shiferaw Mamo Tesega

Advisor:- Zeyin Engidasew (PhD)

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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School of Educational Science and Technology Teachers Education Department of Educational Planning and Management

As thesis research advisor, I hereby certify that I have read and evaluated this Thesis prepared, under my guidance, by Shiferaw Mamo, entitled women's representation to school principal ship positions: The case of primary schools of Gibe-Ressu zone in Afar Regional State. I recommend that it be submitted as fulfilling the Thesis requirement.

Dr. Ziyin Engdasew	_____	_____
Major Advisor	Signature	Date

As member of the board of Examiners of the M.A Thesis open defense Examination, we certify that we have read, evaluate the Thesis prepared by Shiferaw Mamo and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Art in Educational Leadership.

Dr. Lema Dadi	_____	_____
Chairperson	Signature	Date
Dr. Birhanu Sime	_____	_____
Internal Examiner	Signature	Date
Dr. Anteneh Wasihun	_____	_____
External Examiner	Signature	Date

BIOGRAPHY

The author was born in November 30, 1969 in Amahara Region. He attended his primary and junior education at Harebu Elementary and Junior Secondary School and his secondary education in Dubti Secondary School at Dubti town. He joined Harere Teacher Training Institution in 1988 and graduated with Certificate in 1998 He joined kottebe Teacher Training College and graduated with Diploma
and in 2007 he has also graduated from Alfa university College with BA Degree in Development Management.

The author had worked in different governmental organizations. From 1988-2004, he was a teacher, school principal and vice principal From Elementary up to Secondary school and also from 2005-until he joined the school of Graduated studies at Adama University he has been worked in Afar Region Awash Fentale woreda Education office.

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LIST OF ABREVATIONS/ACRONYMS

ARS	Afar Regional State
ASTU	Adama Science and Technology University
ESDP	Education Sector Development Program
ETP	Education and Training Policy
ETUCE	European Trade Union Committee For Education
FDRE	Federal Democratic Republic of Ethiopia
MOE	Ministry of Education
OECD	Organization For Economic Cooperation and Development
Ps	Primary Schools
REO	Regional Education office
UN	United Nations
UNSECO	United Nations Educational Scientific and Cultural Organization
WEO	Woreda Education Office

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ABSTRACT

The purpose of this study was to investigate factors that women's' representation in primary schools principal ship positions. To attain the stated objectives, basic questions were asked. These questions are related to the extent of women's' representation in principal ship positions; the barriers to women applying for principal ship positions; the interest of women coming to school principal ship positions; the attitude of the school society towards women in school principal ship role and encouraging measures to enhance women's' representation in schools principal ship positions. Descriptive survey mix with qualitative and quantitative methods were employed to conduct the study and the sampling techniques were purposive and systematic random sampling used. In order to collect data researcher used questionnaires, interviews and secondary sources. Questionnaires were distributed to 152 teachers, 7 principals and 13 WEO expertise's of which 144 of the teachers, 7 of the principals and 13 WEO expertise were filled and returned. In addition to this, 3 WEO heads were interviewed. The respondents selected through systematic random sampling. The data collected from respondents and secondary sources were tailed, tabulated and organized in systematical form. To analyze the data percentage, mean and rank order were used. Accordingly, the study revealed that there is a low number of females represented in principal ship positions, women principals are less confident in decision-making process, there is gender discrimination regarding to recruitment, selection and development of women in principal ship position, women's' self interest related factors played a great role in the low representation in educational leadership positions, women have not freed themselves from the long lived negative attitude of society and they have not strived for their own rights as required and accepted their inferiority to men, the education system does not encourage women to form their own net work and less motivated, the sex role stereotype is still highly prevalent. It was further identified that the major causes that women's' representation in primary schools principal ship positions were; societal attitude towards women ,interest of women, lack of role models and mentors, gender inequality in work place, lack of professional network and lack of equal employment opportunity .Thus, to improve the situation, it is recommended that ;forum for female teachers should be established ,women themselves should strive for breaking the bondages that hinder them from participating in the leadership positions in education, authorities must back up females who are in different school management positions, the primary schools should create conducive grounds for both female teachers and female students so as to exercise decision-making by empowering themselves as chairpersons of clubs, committees and school boards. Finally, polices should be practical in reality and not be theoretical, and they should be implemented properly.

CHAPTER ONE

INTRODUCTION

This chapter deals with the problem and its approach that includes background of the study, statement of the problem, objectives of the study, significance of the study , delimitation of the study, limitation of the study and Definition of the key tterms.

1.1. Background of the study

Globally, Schoolwork has been largely polarized and stratified by sex, with large number of women teaching and relatively few men serving in teaching. The presence of women in leadership roles at Primary school level and above contributes to sensitivity with in schools for the well-being of adolescent girls and provides girls beginners to consider career choices with role models of decision makers and leaders. For women to be active participant in the changing and development process, they must be present and provided with necessary skill and understanding needed to participate level (Kagode, 2000). Yet women remain under-represented in educational leadership position in most developing countries, of which Ethiopia in east Africa is one. Equal opportunity and gender perspective play an important part in the national agenda which recognize that the attainment of power by women results in greater well-being for humanity (ESDP, 2001).

The opportunities of women in many sectors of the Ethiopia economy have been improved by the provision of educational opportunities for girls and the acceptance of women's in the work place, but women representation in educational leadership position remain still low(MOE,2002). Nuwagaba (2001) noted that men have for decades dominated the administrative and professional jobs while the few women who managed to secure employment mainly took on low-level jobs as such as clerks, secretaries and bar ladies.

A study of women in educational leadership positions in education undertaken by (Brown and Ralph) (1996) indicated that women were making little progress in achieving equity with men in an attaining leader positions in educational administration and policymaking. As the study suggests that both internal and external barriers, which keep them from advancing to leadership, hinder women. The study was conducted in Uganda (Kagode, 2000) confirmed the many barriers women must overcome before assuming leadership roles in the school system including

family commitments, low self-esteem, and lack of opportunity and encouragement within the educational administration system this is the same is true in Ethiopian case(Kagode,2000).

Education was emphasized in both Dakar and Beijing plat forms for action as a key to women's empowerment. It expands women's opportunities, enhances their capacity and develops their full potential, contributes to more equal gender relations and ultimately enables women to benefit from development intervention (UNESCO, 2000 and UN in Gelial, 2007). In the case of Ethiopia, right from outset the system of education has never been encouraging for women. Policies of education are highly affect by the religious, cultural and other values, which consider the education of girl's low priority. The type of lesson given to males and females are different, limiting women's education to reading only not writing (Emebet, 2003).

Similarly, in Ethiopia school administrators has been male dominated to this consequence the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women at leadership position (MoE, 2006). In line with this, some sectors has been seen in increased the proportion of female school leaders such as principals, vice- principals, unit leaders, department heads and clubs heads (MOE,2006). For instance, in Harare region there were 13 primary school female teachers in the Principal position, as it is all dominated by male *(www.wojde.org)*.

According to Beruk (2004), in many part of the world, women are either excluded or marginalized from higher-level political, social, economical and cultural arrangements. Indeed, the proportion of men elected and appointed as leaders or decision makers compared to women in the same positions is highly skewed with men over whelming dominating the political field across the board. Prior researches suggest that the situation in Ethiopia is not different. Women are undoubtedly under represented with in different organizations and institutions. There are a number of women teachers in Primary school in zone; however, their participation is too low in school principal-ship positions. That is why the researcher initiated to find out the problems that hinder them to come in school principal ship positions.

According to Developed countries Latest OECDdata from 2009 showed female school leaders were generally significantly represented in primary education, whereas male school leaders were overrepresented in secondary education. The results of the ETUCE(European Tread Union Committee for Education 2009) survey show that this remains widely the case in Europe.

However, the overall picture shows a gender balance in school leadership positions. Female school leaders are significantly represented in Hungary, Latvia, Sweden, France and Norway, while they are under 50% in Spain, Germany and Finland. On the other hand, there is a greater degree of gender balance in school leadership in Italy, Ireland and United Kingdom. A closer analysis of the data indicates that female school leaders tend to be over represented in primary schools (especially in France and Hungary) and to be underrepresented in secondary schools. For example, less than 25% of upper secondary school leaders in Germany and nearly 40% of upper secondary school leaders in Spain are female. Throughout the commentaries to this study made by teachers' trade unions, the school leadership positions in upper secondary education have been generally described as more demanding in working time:

"*There is a marked decline in the number of women applying for such posts, on the basis of impossible workload and no work-life balance.*"

Still, almost 70% of teachers' trade unions across the surveyed countries have noted an increase in the number of female school leaders especially the primary school level, whereas at secondary school level the gender balance is little changed. This means that male over-representation at secondary school level may remain so in the years to come, unless concerted efforts are made to encourage and support more women to take up leadership positions at this level.

In order to create a better gender balance, some countries have put in place programmed aimed at increasing diversity of school leadership. In some countries, various reports are published that monitor the trend in appointments and point out gender imbalances.

In the African context, lack of female role model among teachers of adolescent girls may have contributed to the unpopularity of teaching as career choices for girls in the past (Coleman, 2001). Some African countries like Zambia have been implementing the policy of balancing leadership position in school following the rules of selection of school leadership in such a way that when there is a male school director, the deputy must be a female. Besides, when there is a female school director, the deputy must be male. This simple regulation has meant that school leadership is now less gender biased that balance leadership (MOE, 2006). In practice, however, it had been observed that they are underrepresented in the leadership positions within the education system (ESDP IV: 2010).

Among the developing countries, there is a considerable variation of female teacher's

participation in primary school leadership. In African countries, especially in sub-Saharan Africa the gap is very wide. According to Kane (2004:39) current trends in sub-Saharan Africa reflect a predictable pattern previously emerging in some regions (under less difficult circumstances), a widening of gender gaps, as participation increase from a very low base could be a temporary phenomenon.

1.2. Statement of the Problem

The role of women in development, especially in sub-Sahara Africa countries is usually ignored, underestimate and over look(Kane,2004:39). They are often in a disadvantage position in terms of participation, prestige, promotion, pay level etc. they are constrained by certain dominant attitudes that prevail in their societies which regard them as inferior and being suited only to housekeeping, cooking, sewing and serving their husbands. If given any employment opportunity, women face an arrow choice of occupations compared to men. Women are usually engaged in low –skilled, low productive and low status occupations. With respect to these, Newman (1995) stressed that despite the entrance of women in the paid force in un-precedent numbers; they tend to occupy low status jobs that are typically considered "Female". Men tend to hold occupational positions that confer more wealth and power than those typically held by women.

In Ethiopia, girls and women make up large illiterate population, this show, the inequitable distribution of education. In light of this, the Federal Democratic Republic of Ethiopia (FDRE) has strongly emphasized importance of education of women in its policy (MOE, 1994). The MOE (2002), quotes, the saying "educating a mother is educating a whole family" therefore, the education of women and their involvement in all aspect of development is imperative.

Yalew (1997) conducted the study by role stereotype attitude of the society as major contributing factors that could make the number of female leaders minimal. Findings indicate that the attitude of society toward female as a leaders are traditional. Society viewed females as "in capable to lead, intolerant, fearful, suspicious and ineffective leader" and irrespective of differences in age, educational level, sex and religion, the society had traditional stereotypic attitudes to woman leading and their decision making abilities.

Even if researches are conducted on women representation in educational leader ship position in

international as well as in national level, the researcher found out no research done on issue of women representation in school principal ship positions in Afar. In addition to these, the researcher has served for more than ten years as principal of Primary &secondary school in Gibe-Ressu Zone, and he has observed the gap. For instance, when principals of Primary schools are called numerous time for workshop and meeting at regional education office, there is a dominant number of male principals than that of women principals. That is why the researcher is motivated to conduct research on factors that women participation in position to primary school principal ship in Afar Region Gebe - Ressu Zone.

1.3 Research Questions

In this study, one of the most fundamental question that the researcher attempts to answer:
"What are factors that women's representation in school principal ship position in Primary schools of Gebe-Ressu zone?" with this general framework, the study tried to answer the following basic questions:

1. To what proportion of women representations in primary schools principal ship positions in Gebe - Ressu Zone?
2. What are the interests of women for coming to school principal ship positions in Gebe-Ressu Zone?
3. What are the attitudes of school community towards women in school principal ship in Gebe-Ressu Zone?
4. What measures to be taken to enhance women's representation in primary schools principal ship positions in Gebe-Ressu Zone?
5. What are the barriers to women applying for, and being an appointed to principal ship positions in Primary school of Gebe-Ressu Zone?

1.4. Objective of the Study

The overall objectives of this study were to answers women's involvement and to investigate the barriers to woman applying for, and being appointed to principal ship position in Primary schools of Gibe-Ressu Zone, and to come up with remedial solutions in order to improve their involvement. With this general framework, the specific objectives of the study were to:

1. Find out the proportion of women representations in primary schools principal ship positions in Gebe - Ressu Zone?
2. Assess the interests of women coming to principal ship positions in Primary school of Gebe-Ressu Zone.
3. Study the attitude of school community towards women in school principal ship in Gebe-Ressu Zone.
4. Suggest some measures that could be taken to enhance women's' representation in school principal ship positions in Gebe-Ressu Zone.
5. Identify the barriers to women applying for, and being appointed to principalship positions in primary school of Gebe-Ressu Zone.

1.5. Scope of the Study

This study focus on women's' representation to Primary school principal ship in Gebe-Ressu Zone. It includes the extent of women representation, the barriers to women applying for and being appointed, interest of woman's for coming, the attitude of school community towards women and measures to be taken to enhance women's' representation in primary school principal ship position. Finally, research was delimited to thirty one primary schools out of sixty one primary schools in Gebe-Ressu Zone.

1.6. Significance of the Study

The purpose of the study was to investigate the barriers to women applying for and being appointed to principal ship position and suggest future possible solutions to the barriers. In this respect, the present study may help Gebe-Ressu Zone and Woreda Educational Offices to get valuable information on existing practice of school principal ship and the barriers, help to find out of factors that to promote women's' representation in principal ship positions, it will also

provide the opportunity for female teachers to involve in school principal ship position and also it may help to find remedial solutions for barriers. Finally, the study may also use as a base for those who want to conduct further investigation regarding the issue of women's representation to primary schools principal ship positions.

1.7. Limitation of the Study

While conducting this study, the researcher has faced the following major problems:

1. Shortage of reference material on women leadership in education took the researcher much time for searching reference.
2. As a result of routine tasks and preparation of rosters, the respondents were busy, additionally the season of data collection was very hot, and hence they were frustrated.
3. Primary schools were dispersedly located, hence unable to conduct frequent travel and spend more time to review documents.

Nevertheless, the researcher has done all the possible efforts and the study has come to reality.

1.8 Organization of the study

The study was organized into five chapters. The first chapter deals with the problem and its Approach that includes Back ground of the study, Statement of the problem, Objectives of the study, Significance of the study, Delimitation of the study, Limitation of the study and Definition of the key terms. The second chapter covers Review of the Related Literature. The third chapter presents the Materials and Methods. The four chapter deals of Data presentation, Analysis &Interpretation&also chapter five gave summery, conclusion & recommendation.

1.9 Definition of Key Terms

Educational Leaders: - Principals, vice principals, department heads, unit leaders and heads of WEOs and REO

"Gebe";- Refer to it is Afar language means southern part

Gender Equality: - the way women and men enjoy the same status that men and women have equal condition for realizing their full human rights and potential to contribute to national, political, economic and cultural development

Leadership:- educational leadership of ps, WEOs and REO

Principals:– the administrative heads and professional leader in charge of secondary schools.

Primary schools: – the Primary educational level from grade 1-8 (MOE, 1994)

Representation:- an action done or speech made on the behalf of another, specially as an agent or deputy.

Woreda:- refers to Lower government administrative structures that are accountable to the zone and consists of many pastoralist associations and urban dwellers.

Zone: – the level of government administration that is below region and above woreda

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This part of the study comprises of some key important concepts regarding to women representation to primary school principal ship positions, so that different sources including books, journals and other relevant materials were used to review the topic.

2.1. Definition of Leadership

Leadership has no simple and universal definition because of different leadership researchers define leadership based on their feelings. Some leaderships researchers have focused on the personal physical traits, or behaviors of the leaders; others have studied the relationships between leaders and followers; still others have how aspects of situation affect the ways leaders act. Some have extended the later viewpoints so far as to suggest that there is no such thing as a leadership, they argue that organizational success and failures often get falsely attributed to the leader but the situation may have a much greater impact on how the organization functions that does any individual, including the leader (Hughes, Ginnett, and Curphy, 2007).

2.1.1. LEADERSHIPS AND MANAGEMENT

In trying to answer, "What is leadership?" it is natural to look at the relationship between leadership and management. To May, the word management suggests word like efficiency, planning paper work, procedures, regulations, control, and consistency. Leadership is often more associated with the words like risk taking, dynamic, change, creativity, and vision. Some say leadership is fundamentally a value choosing, and thus a value-laden, activity, whereas management is not. Leaders are thought to do the right things, whereas managers are thought to do things right. Here are some other distinctions between managers and leaders (Bennie, 1989): Managers administer; leaders innovate, Managers maintain; leaders develop, Managers control; leaders inspire, Managers have a short-term view; leaders have a long-term view ,Mangers ask how and when; leaders ask what and why ,Managers imitate; leaders originate, Managers acceptable the status quo, leaders challenge it.

This is not at all to say one is better than the other, only that they are different. Their differences,

in fact, can be quite useful, since organizations typically need both functions performed well in order to be successful. They complement each other, and both are vital to organizational success.

2.1.2. STYLES OF LEADERSHIP

All mangers develop a style of leading or motivating subordinates. A leadership style can be defined as a pattern of behavior. As suggested in role analysis, the specific exclusion of that responsibility can take many forms. As a consequence, there have been developed various frame works or schemes that depict the types of leadership styles from which a manager may select organizational needs. One of the commonly cited frameworks consists of a simple continuum from total autocracy to almost total democracy (Flippo, 1980).

2.1.3. FEMALES AND MALES LEADERSHIP STYLE

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be also in part to men seeing leadership as leading and women seeing leadership as facilitating. 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 completion tasks, achieving goals, hoarding of information, and winning. Women educational administrations focus on instructional leadership in supervisory practices and are concerned with students' individual difference, knowledge of curriculum teaching methods, and the objectives of teaching (Conner, 1992).

Men in leadership positions tend to lead from the front, attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling others to make their subordinate contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers, students, parents, non-parent community members, professional colleagues and super ordinates (Conner, 1992).

2.1.4. WOMEN LEADERSHIP BEHAVIOR

Aburdened and Naisbit (1992) described in their book, mega trends for women, as behaviors that

characterize women's leadership. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure teach, provide role models, encourage openness, and stimulate questioning. Gillet-karam (1994), on the other hand used four behaviors, vision behavior in this category, women leaders would take appropriate risks to bring about change. People behavior, women are acting collaboratively' value behavior in which women leaders spend time building trust and openness (Pynes,2004,) No matter
how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational administrators.

Gross and Trask (1976) listed capabilities of women in leadership: Women principals have a greater knowledge of and concern for instructions supervision ,Superiors and teachers preferred women over men , Students' academic performance and teachers' professional performance related higher under women principals, women were more effective administrators, Supervisors and teachers preferred the decision making and problem solving behaviors of women ,Women principals were more concerned with helping deviant pupils and Women principals placed more important on technical skills and organization responsibility of teachers as a criterion for evaluation.

2.1.5. WOMEN AND LEADERSHIP

Good school administration is more attuned to feminine those masculine modes of leadership behavior female attributes of nurturing, being sensitive, empathetic, initiative, compromising, caring, cooperative and accumulative are increasingly associated with effective administration. While these characteristics are innate and valuable, women processing the quality of a good leader still fact higher attrition and slower career mobility (Porat, 1991). Date on equality of opportunity in educational leadership or administration reveals that gender, more than age, experience, background or competence determines that role an individual will be assigned in education (Whitker and Lane, 1990). Since gender in a hindrance to women leaders, some believe compelled to lead to the manner that is considered the norm; that is, the way that men lead. Utilizing men's method of leadership is the easiest way for a woman to be hired for administrative position or any position of leadership, especially since this approach to leadership

has repeatedly been established as acceptable to the public and successful in attracting promotion and recognition. Those women who had a desire to become administrators have found their institutions and distract not to select or recruit them for training programs in the administration field, making it harder to break in to the system (Allen et al., 1995; Lindsay, 1990).

2.1.7. GENDER DIFFERENCE IN MANAGING VERTICALLY

As Hughett, Ginnett and Curphy (2007) reported that both male and female mangers in fortune 100 companies were interviewed and completed surveys about how they influence up ward-how they influence their own bosses. The result generally supported the idea that female managers influence attempts showed greater concern for others, while male mangers; influence attempts showed greater concur for self. One of the most surprising finding of the study was that, contrary to prediction, female mangers were less likely than male managers to compromise or negotiate during their influence attempts.

2.1.8. CONCEPT OF EDUCATIONAL LEADERSHIP

Leadership was thought as in terms of the head teachers. This is not so nowadays, with the prevailing view that leadership is a permeable process that is widely distributed throughout in educational insidious. It is also distributive concept in that it helps followers to empower and to exercise leadership (Brundent, Burton and Srith, 2003)

2.1.9. QUALITY OF EDUCATIONAL LEADER

Research results show s that, as cited in Pardey (2007) leaders are born, not made but some of the qualities which commonly used and that make leader good. Collaboration and participation (Pounder, 1998), which is the ability to empower others, to collaborate and share power and human relation attitude including emotional balance with empathy (ability of leaders to look at things from other point of view). Motivation as stated in Sergiovanni (1985), inspiring effort and commitment among followers through motivation, intelligent ability to think scientifically and analyze problem with sense of responsibility including vision and for sight having higher degree of imagination to aerating difference through compromise is a cove leading quality.

Good leader is planner (Quong*et al*.,1998) with visioning and strategic planning with technical

decision making, for efficiency, the ability to produce higher volume with the same or fewer resources is accented with leadership quality.

According to Goldring and Rallis (1993), stated that interpersonal communication with a communication with his subordinates is a key leadership practice that is vital in enabling to understand and sharing of knowledge and information and managing conflict with in school community is another basic quality of educational leader.

New performance standard require improving skills and competencies for employees throughout the organization regardless of position (Bush & Bell, 2002). As stated in Pynes (2004), skill deemed to be necessary in clued the academic basic including professionally in reading, writing and competition, self-management skills, such as self-esteem, motivation, goal setting ability and willingness to participate in carrier deployment activities, social skills communicate clearly and influencing skills on leadership ability.

Total quality of educational leadership stated in Mosley (1996), an organization commitment to quality and continuing improvement in all areas of its operations including process as well as goods and services. Generally, the school leader should possess above-mentioned quality in order to achieve the goal of the school.

2.2. The Barriers to Women Applying For and Being Appointed to Leadership Position

Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline order students, particulars male students; females are too emotional; too weak physically; and males resent working with females (Whitaker and Lane, 1990). The problems, which women face in educational leadership, are many and they range from the area of getting in to jobs to getting on jobs. The sources of these problems are many and varied.

2.2.1. LACK OF ROLE MODELS AND MENTORS

If women want to succeed, they need to be mentored in to these positions traditionally help by men and with a suitable mentor; they would have as much greater chance of understanding the same called working Collins (1983) strengths this ideas by starting that mentors are very important to women since they give lots of encouragement; share their aspirations; have absolute

faith in women ability boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, import valuable information; introduce themselves to the organizational structure and give feedback on one's progress. Lacking a mentor meant that women leaders experienced limited career advancement. To help a women's career; it's frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers.

Finn (1980) state that progress in a career requires access to inner circle of association that is different to attain. Elite position is in organization having traditionally been served for men. If women want to function effectively and efficiently as organizations members, they need to access to inner circle support. Women who are serious about a career are beginning to discover that it is possible to enhance credibility through mentoring.

2.2.2. LACK OF PROFESSIONAL NETWORKS

Women's networks can be a powerful impact to the culture and policy of organizations and professions. They provide women avenues to develop talents build relationships and support job equality. Women leaders need support, encouragement and a sense of connection with others who understand the word in which they line.

Like mentor lack of professional next works was perceived as more of a barrier to their career advancement due to that perception more women administrators also felt that they were excluded from the informal socialization processes in to the profession known as the good old boy' network (Allen *et al*., 1995). Networking is enemas of making long term contact which serves as an insurance for one's profession.

2.2.3. INSTITUTIONAL BARRIERS TO WOMEN'S PRINCIPALSHIP

It appears easy for women to gain employment of lower levels of the organization. It is proving very difficult for them to reach management positions. The institutional resistance to women that it presents in all areas of the work, which is a reflection of social and economic gender inequality.

2.2.3.1. OCCUPATIONS SEGREGATION AND DISCRIMINATION

Occupational segregation and discrimination by gender constitutes a major social problem for working women. Goldin (1990), stressed that even participation in the work place by women has steadily increased along with a history of political and legislative action designed to eliminate (or at least ease) inequalities and discrimination, paradoxically gender differences in occupations remain constant. Today, half of the labor force is made up of women, yet only one tenth of all women workers are in management. Many of them are in middle –level positions from which there is little enhance for promotion.

Smith (1997) confirmed that women are rarely paid in positions of authority. The assignment of male supervisors to be predominantly female work force limits women's upward mobility, even in female dominated occupations. Outcome of occupational segregation is significant pay difference between men and women worker. Even though the principle of equal remuneration for work of equal value has been in corporate in to the labor legislation in many countries, salary differences continue to be one of the most persistent forms of gender in equalities (Writh, 2001).

2.2.3.2. STEREOTYPES OF WOMEN IN THE WORK FORCE

Like men, women manageress work in an environment that emphasizes achievement and goal accomplishment, however, organizations send different messages to men and women, giving men much more latitude. Men can use variety of command and control, persuasive and risk taking techniques whereas gender stereotypes hold women to more limited range. The work force is experiencing a slow evolution, not at revolution towards gender blindness that designed.

2.2.3.3. LACK OF EQUAL OPPORTUNITY OF EDUCATION

Mungai (2002) suggested female teachers find themselves taking longer to become a heads of departments than their men's counter parts due to gender oppressions in the promotion system as well as experience disrespect from boy students in communicates low social status compared to men's. The reason for lack of equal for women to education, vocational training and on the job training is a pre-requisite for women to obtain more highly and better paying job. Until sufficient number of women have the qualifications and skills required for moving in to "men's jobs, they can not constitute the cortical mass organizations needed to insure that all women, most just the exceptional fee, have the chance to advance (Wirth, 2001).

Even when women succeed in gaining education and enter the decision making mainstream, they are often marginalized by an institutional setting that reflect men's different needs and experience. Accordingly, some organizations are restricting in to smaller unit tending to become narrower, autocratic cost cutting necessary for survival. This meant shorten management hierarchies, which reduces opportunities for promotion for women who have narrow specialist expertise (Coopers and Danidson, 1984).

2.3. Societal Attitude towards Women's Leadership

According to Whitaker and Lane (1990), society's attitude towards appropriate male and female roles in an other factors that identified women as not task-oriented enough, too independent on feedback and evaluations of others and lacking independence to. Women receive little or no encouragement to seek leadership positions wile men were encourage to enter administration to a greater degree than women, despite the positive perceptions of principals toward female capabilities. Lack of encouragement exists even though women who ear doctorates are more likely than men to desire an academic career are, but are not being hired at equal rates. Women are excluded from decision-making and leadership since their childhood in different ways (Corner, 1997). The newborn baby girl in the cost is center of attention of her parents and family. Through the year as time progress, through playing games with her friends, through the example of her parents and later since learning at school, the childhoods have learned all the appropriate behavior and will being to regarded thin behavior as perfectly natural (Lindsay, 1990).

2.4. Women's Interest Come to School Principal ship Position

Even though women are interested to place in position to leadership but there are a number of obstacles that hidden them the lack of formal and informal social networks, or not being a member of the "clubs" as men, results in the lack of recognizing that often leads to advancement. Administration involves hard work, long hours and lots of in. House politics, which is stress ties are added, a woman, can work to or more hours per week-that may conflict with family responsibilities, since some administrative positions are located in another city or state one barrier is the reluctance of women to relocate. The lack of support from the school board, the attitude of a few women administrators that "we don't hire the competition". The

isolated associated with minority status, sex-typed expectations, and gender bias, the enormous amount of stress this part of the job,
and the lonely at the top feelings are the barriers women face. There also exists lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Whitaker and Lane, 1990). The current under representation of women in top administrative positions is reflected in several researches studies conducted on women in educational administration, when they try to enter or advance in administrative careers (Shakeshalf, 1989). Promotion argued by well and Catalyst (2001) was the fact that mangers don't like reporting to women where male has a difficult time being supervised by women.

As Outson cited in Sahra (2007) women prefer to evade competitions and appreciate collaboration in lies of their perception that they are not suited to the educational leadership positions. Furthermore, Pynes (2004) pointed out that females fear that success in competitive achievement situation will lead to negative consequences such as loss of femininity and unpopularity. This failure or success dilemma is the self-image women have regarding this lack of acceptance by male and female peers, superiors and subordinates. Every woman lives with a list of 'should', 'ought' and 'must' in her head. There internal voices represent what one thinks one must or should do. Women themselves exhibit forms of behavior that prevents them from attaining leadership positions or being appointed to management was confirmed strongly by Ndongko (1999) who stressed several factors attributing to their advantage.

Women tend turn down opportunities if they are not absolutely certain of the outcome: they tend to exhibit poor risk taking skill; their careers are focused on small function specializations that are close ended; fear of success and failure on their performance of their job; lack of prior planning strategically to accommodate the problems of combining work and family commitments and obligations; involving in activities that do not promote or increase their visibility; lack of awareness and knowledge of the organizational culture. Psychological stress is also created by the conformity to socially induced images of feminist to be the perfect wife, mother and home maker, this produces many burdens of guilt that inhibit career ambitions and performance (Cooper and Davidson, 1984). Women commonly feel a constant pressure to perform and prove themselves at the work place and simultaneously a persistent feeling of guilt in coping up with the expectations of the family at home. However, women are successful in

maintaining the balance between homes & work; not only have managed to assume leadership positions that are still considered mama's domain (Parikh, 2009).

Collin (1983) point out that woman can be destructive to each other in the same organization even in the same division and end up sabotaging their own chance of success. Many females in educational leadership positions experience a spectrum type of negative treatment from female teachers to horizontal violence. The concept of the term 'horizontal violence' was created by Freire (1972), who explored the effects of oppression/violence on minutes and/or women. To sum up the interest of women themselves come to school principal ship positions affected by several factors. These are administration involves hard work, long hours end lots of in-house politics may conflict with family responsibilities. In addition to these, women can be destructive to each other in the same organization even is the same division and end up sabotaging their own chance to success in position to leadership.

2.5 Policy Interventions

Policy makers and development specialists are faced with the challenge as to identify, which barriers are the prime ones in specific setting and which policy measures are appropriate. Usually policy and programs choice are not always rational or based on cost benefit calculations by government. Choices are often made in the ground of social and community pressures. In order for policy interventions to be successful, there has to be a clear and transparent policy along with a strong central leadership needed. King and Hall (1993) suggested broader
guide for the policy to be a sustainable program must be administratively feasible, cost effective and be consistent with other development policy prescription are solely needed and raisin women's education should be the concern of national educational policy, not just of special projects and must influenced or supported by other policies as well.

In summary, to strive and to advance women's education often means proceeding with best guess, guided by what has worked well under similar circumstances or what theoretically important and essential: however, as King and Hall (1993) concluded no simple or uniform prescription are possible.

2.6. Conceptual Frame Work of Leadership

The concept of leadership is an ambiguous term that can be defined in numerous ways depending on the theoretical perspective one uses to view the phenomenon and on cultural beliefs, organizational culture and personal beliefs. It is wrapped up in the paper of management and is highly knotted with the cords of incomprehension and confusion. In fact, the term has never been clearly defined. The survey of leadership theories and researcher point out that, there are almost as many different definitions of leadership as there are person who have an attempted to define the concept. Leadership has been defined interims of behavior, influence over other people, interaction patterns, role relationships, individual traits, perception of others regarding legitimacy of influence and occupation of an administration position (Yukl, 1994)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODLOGY

This chapter deals with research design, procedure of the study, sources of data, and instruments of data collection, sample population, sampling techniques and data analysis.

3.1. Research Design

In this study, descriptive survey design was employed. This method was chosen for its appropriateness to the nature of the topic, which needs wider description, investigation of facts and information related to it and complement to it. Descriptive method is also important and helpful to show situations, as they currently exist (Anderson, 1990). It is concerned with finding out the who, what, where and how of a phenomenon which is the concern of the study (Orodho, 2003).

3.2 Sources of Data

In order to get the data both primary and secondary sources were used. The primary sources of data through questionnaires and interview were collected from Woreda Education Office Experts and Heads, Principals and Teachers. The secondary sources of data will be collecting from various publications, journals, reference books, document reports written on women's representation on educational leadership positions.

3.3. Instruments for Data Collection

In order to conduct the study, We use mixed data collection approach. Quantitative method is selected because it is helpful to show situations as they currently exist. Moreover, it is economical and rapid, and turns around the data collection and identification attributes of the larger population from a small group of individuals (Cresswel, 2003). Quantitative study also seeks to render the research visible and to remove any influence the researcher might have in the research findings in the interest of the objectivity. Therefore, Principals, Teachers and Woreda Education Office Expertise were included for the source of data.

Qualitative data also collected in this study, which helps in understanding of major factors that women's' representation in school principal ship positions. It is believed that qualitative

research is devoted to develop an understanding of the human system and its subjective aspects of behavior are it small or large (Savenlye and Robison, 1996). Based on this Quantitative and qualitative research designs are appropriate for answering different kinds of questions. Besides, the two approaches can represent complementary components of the research process. So, applying combined research methods enable to learn more about the social world. Furthermore, one of the things that make feminism unique is that feminists employ so many different methods in a single research project and often combine quantitative and qualitative research methods in order to gather knowledge in different forms and from different perspectives(Hesses-Biber et al, 2004:15). Thus, although there are personal reflective accounts on the research process, in a study qualitative study included in order to achieve the research objective by interviewing Woreda Education Office Heads and analysis of secondary source it was written on women's representation in educational leadership.

The researcher used three types of data gathering instruments such as, questionnaire, interview and secondary sources to collect data that support the study. According to John (2007), employing multiple methods of data collection instruments help the researcher to combine the strength and amend some of the inadequacies when only one method used independently.

Pilot Testing

According to Mugenda and Mugenda (1999), Pilot testing is the process of subjecting the research instruments to a trial to determine its suitability in a given study area

To make the necessary corrections and modifications on the questionnaires, pilot testing will be conduct to the final one and distribute to the respondents. Out of the zone, two Woreda Education Offices (Awash Fental and Amebera) and two Primary schools, (Awash &ArbaTirap) will be taken, then draft questionnaires are dispatch to three (3) WEO expertise, three (3) principals and 14 (fourteen) teachers. After the questionnaires have been fill and return, the reliability of the items are measuring by using split half methods. The obtained result is 0.98. The observe correlation coefficient is, a good indicator of the internal consistency of the item, and each of the items in the questionnaires was thoroughly examined. In order to secure the validity of the items the questionnaires and interview questions were checked and corrected by the thesis advisors and other experienced people on the field of research. Ambiguous and unclear statements were corrected.

3.3.1 QUESTIONNAIRE

Questionnaire was prepared to collected information from School Principals, Teachers and Woreda Education Office Expertise. The same questionnaires were prepared for principals, teachers, and independent for Woreda Education Office Expertise. This is mainly because questionnaire used as a major instrument to collect information from the data sources of the study. It is appropriate too in collected the information from the source about the women representation on primary schools principalship position. In this type of instrument, open and close-ended questions are prepared and distributed to Principals, Teachers and Woreda Education Office Expertise.

3.3.2. INTERVIEW

In qualitative study, interview is one of the major tools used for data collection. In this study, interview has been undertaken in the form of person-to-person encounter using semi- structured questions, enabling respondents to address ideas in their own terms and words. Interview was prepared for Woreda Education Office Heads by the researcher. Interview item were prepared for then propose of cross checked and substantiated the result of the questionnaire.

3.3.3 SECONDARY SOURCE

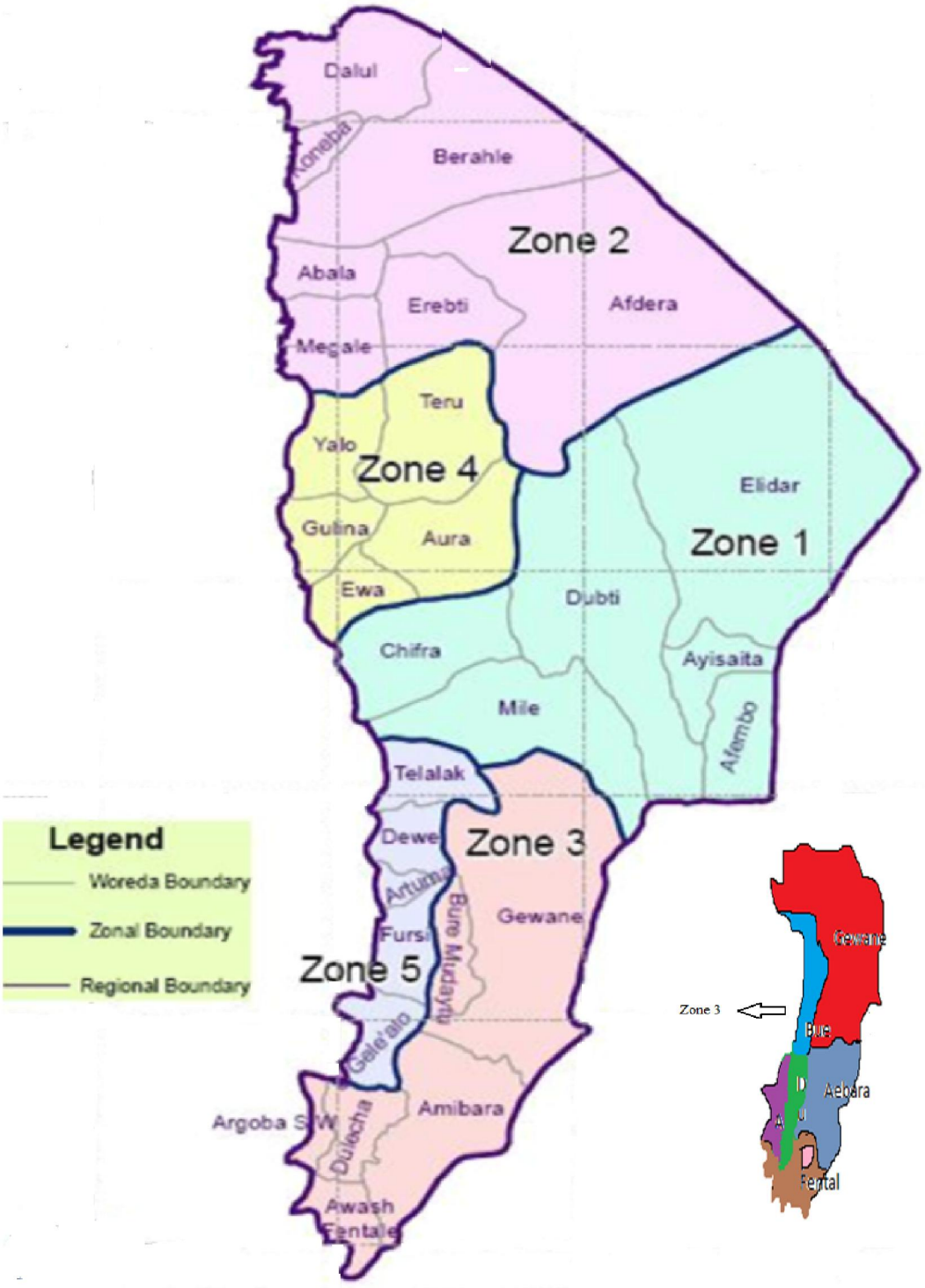
In order to find the facts in the study area, the researcher analyzed different documents in relation to the problems. Researcher used in order to cross check with the existing reality.

3.4. Population and Sampling Techniques

3.4.1. POPULATION

Gibe-Ressu Zone has 5 Woreda. Two Woreda & one Town Administration (Awshefentale, Awash 7 kilo Town & Amebara) were selected because a lot of primary school were founds in these Woreda . The school had long year service & great number of teachers in their woreda than the other. Besides, they were better for researcher due to their access to transportation, then from three woreda 61 primary school 31 primary school were taken in the study .

AFAR REGIONAL STATE ADMINISTRATION MAP



3.4.2. SAMPLING TECHNIQUES

From total population of the study systematic Random sampling techniques were be act on the study. Because it is better to the recommended the effect of that women's' representation to Primary school principal ship in Gibe-Ressu Zone. Sample population were be drawn simply on random basis sample were selected by types of respondents.

Table 1. Total population and sampling size based on types of respondents

Types of respondents	Total population			Sample size				Sampling techniques
	M	F	T	M	F	T	%	
WEO head	3	-	3	3	-	3	100	Purposive
WEO expertise	45	14	59	8	5	13	22	Radom sample
Principal	5	2	7	5	2	7	100	Purposive
Teachers	420	244	664	67	85	152	23.6	Radom sample
Total	473	251	724	107	92	199	30.8	

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The researcher selected teachers and Woreda education office expertise by using systematic random sampling techniques , select every 4^{th} and 3^{rd} of teachers and Woreda education expertise on a list and an element of randomness is introduced in to this kind of sampling by using random numbers to pick up the unit which to start

Table 2. Total number of primary Schools, Teachers and Principals in Awash Fentale woreda/2013/

No	Name of schools	Number 0f teachers			Principal			Vice Principal			Total	Sampling technique
		M	F	T	M	F	T	M	F	T		
1	Alola	14	16	30	1	-	1	-	-	-	11	Random Sampling
2	Dudub	10	11	21	1	-	1	-	-	-	12	
3	AsebolBora	18	12	30	-	-	-	-	-	-	3	
4	Deho	28	24	52	1	-	1	-	-	-	13	
5	KegenAzemach	10	6	16	1	-	1	-	-	-	13	
6	Unegaytu	14	11	25	1	-	1	1	-	1	21	
7	Wasero	13	14	17	1	-	1	-	-	-	5	
8	Kebena	13	10	23	1	-	1	-	-	-	9	
9	Boloytta	8	3	11	1	-	1	-	-	-	12	
10	Awusa	13	8	21	-	-	-	1	-	-	1	
	Total			246							102	

Table 3 .Total number of primary Schools, Teachers and Principals in Awash 7 Kilo Town Administration

No	Name of schools	Number 0f teachers			Principal			Vice Principal			Total	Sampling technique
		M	F	T	M	F	T	M	F	T		
1	Awash	31	24	55	1	-	1	1	1	2	60	Random Sampling
2	Luce	13	12	25	1	-	1	-	-	-	14	
3	Akadame	6	5	11	1	-	1	-	-	-	12	
4	Abuayub	8	3	13	1	-	1	-	-	-	14	
5	Zafeya	7	5	12	-	-	-	-	-	-	11	
6	Selam	4	6	10	-	-	-	-	-	-	11	
7	Dewaw	3	3	6	-	-	-	-	-	-	5	
8	Le-elaa	4	2	6	-	-	-	-	-	-	9	
9	Enketino	4	4	8	-	-	-	-	-	-	5	
10	Dine	6	4	10	-	-	-	-	-	-	2	
11	Kelem	5	4	9	-	-	-	-	-	-	2	
	Total			165							79	

Table 4 .Total number of primary Schools, Teachers and Principals in AmebaraWoreda/2013/

No	Name of schools	Number of teachers			Principal			Vice Principal			Total	Sampling technique
		M	F	T	M	F	T	M	F	T		
1	Areba	12	18	30	1	-	1	1	-	2	22	Random Sampling
2	Kusera	16	6	22	-	1	1	-	-	-	13	
3	Anededo	15	10	25	1	-	1	-	-	-	10	
4	Sidehfage	21	16	37	1	-	1	1	-	1	23	
5	Halaysumale	14	18	32	1	-	1	-	-	-	13	
6	Worer	33	24	57	1	-	1	1	-	1	32	
7	Serekamo	12	10	22	-	1	1	-	-	-	13	
8	Bedulale	8	4	12	-	-	-	-	-	-	13	
9	Adebtole	10	9	9	1	-	1	-	-	-	13	
10	Badahamo	4	3	7	1	-	1	-	-	-	20	
	Total			253							173	

3.5. Tools of Data Analysis

The data collected from respondents and documents were tailed, tabulated, organized in systematical form. To analyze the quantitative data, depended on the nature of the basic questions mean score, percentage and rank order were used to guide the analysis and interpretation of the findings. Data were collected through interview and documentary sources and analyzed correspondence to the main research questions and crosscheck with quantitative data for factual verification.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data that are categorized in to two major parts, part one presents the characteristics of respondents and the second part deals with the analysis and interpretation of the data obtained through, questionnaire, interview and secondary sources regarding factors that womens' representation in primary schools principalship positions in Gebe Ressu zone.

Questionnaires were distributed to 152 teachers, 7 principals and 13 WEO expertises. Among the distributed questionnaires, 144(95%) of the teachers, 7(100%) of the principals and 13(100%) of the WEO expertise were filled and returned. In addition to these, 3 WEO heads were interviewed. The responses WEO expertise, teachers and principals to each of the questions given was analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of the data is followed by discussion and interpretation in line with the basic research questions. For the sake of convenience of interpretation related questions were treated together

4.1 Characteristics of the Respondents

This part focuses on analysis of the demographic characteristics of the respondents. As indicated in table 1, regarding sex, out of the total 144 teacher respondents, which is 82 (56.9%) of female and 62(43.1%) of male. In the same table, a large number of principals were males which is 5 (71.4%) and only 2 (28.6%) were females, These statistical data show the lower number of females represented in Primary schools principalship positions, in Gebe- Ressu Zone. In addition to this, out of the total 13 Woreda Education Office expertise respondents, 8 (61.5%) and 5 (38.5%) of male and female respectively. From this, one can confirm that gender inequality shows to represent women in educational leadership positions is low, compared to their male counterparts.

As presented in table 3, the age distribution of the respondents reveals that WEO expertise, which is 6(46.2%), including both males and females were less than 36 years age, 4(30.8%) of WEO expertise live between the ages of 36 and 45years, whilst the remaining 3(23%) live between the ages 46 and 55 years . Regarding the principals, only1(20 %) of the principals was found between the ages of 36 and 45 years, the rest which 6 (80%) lies between the age 26 and 35 years, out of the total 144 teacher

respondents 62(43%) were less than 26 years age , 43 (29.91%) were between 26-35 years age, 25 (17.4%) were between 36-45 years age and 14 (9.7%) were lie between 46-55 years age. About the qualifications of the respondents, all (100%) were holders of first degree. Hence, it was thought that the information they provided would be dependable and logical, due to the academic backgrounds.

According to the service years, the majority of the WEO expertise i.e. 6(75%) of males and 2 (40 %) females have served for over 10 years and 3(6%) of females have served below or exactly 10 years and the remaining 2(25%) of male have served below or exactly 6 years .When we compared the service years of the teachers, it showed that 33(40.2%) of female teachers and 21 (33.9%) of male teachers have served between 6- 10 years and 22(26.8%) of female teachers and 15 (24.2%) of male teachers have served below or exactly 6 years and the remaining 27 (32.9%) and 26(41.9%)of female and male teachers respectively have served for over 11 years. From these findings, it is possible to suggest that most respondents are well experienced. Therefore, taking in to consideration their maturity age and long time work experience in the education sector, can be assumed that they have a better understanding about various issues and problems, related to the topic understudy and any response obtain from this group of respondents will assist in getting a more reliable information that would help the study to come up with reliable and concrete conclusion.

Respondents, regards to their marital status, 12(92.3%)of WEO expertise, 6(85.7%) of principals, 119(82.6%) of teachers and all WEO heads were married, from this anyone can infer that the majority of educational personnel was married.

Table 3. Characteristics of the respondents

No		WEO expertise				Principals				Teachers			
		Female		Male		Female		Male		Female		Male	
	Indicators	N	%	N	%	N	%	N	%	N	%	N	%
1	Sex	5	38.5	8	61.5	2	28.6	5	71.4	82	56.9	62	43.1
2.	Age (in years)												
	Below 26	-	-	2	25	-	-	-	-	39	47.6	23	37.1
	26-35	3	60	1	12.5	2	100	4	80	22	26.8	21	33.9
	36-45	2	40	2	25	-	-	1	20	15	18.3	10	16.1
	46-55	-	-	3	37.5	-	-	-	-	6	7.3	8	12.9
	Above 55	-	-	-	-	-	-	-	-	-	-	-	-
3	Qualification												
	Diploma	-	-	-		-	-	-	-	82	100	62	100
	Degree	5	100	8	100	2	100	5	100	-	-	-	-
	Master degree	-	-	-	-	-	-	-	-	-	-	-	-
	Above master degree	-	-	-	-	-	-	-	-	-	-	-	-
4.	Service year												
	Below 6	-	-	2	25	-	-	-	-	22	26.8	15	24.2
	6-10	3	60	-	-	2	100	4	80	33	40.2	21	33.9
	11-15	2	40	3	37	-	-	1	20	21	25.6	20	32.3
	16-20	-	-	1	12.5	-	-	-	-	6	7.3	6	9.6
	Above 20	-	-	2	25	-	-	-	-	-	-	-	-
5.	Marital status												
	Married	4	80	8	100	1	50	5	100	64	78	55	88.7
	Single	1	20	-	-	1	50	-	-	17	20.7	7	11.3
	Others	-	-	-	-	-	-	-	-	1	1.3	-	-

4.2 The View of Respondents on Major Barriers

In this part, major indicators of each factors were selected and presented to the respondents to be rated on a five likert scale from very high=5 to very low =1 were used. For analysis purpose, percentage and mean score were used. Mean scores interpreted as Mean $\geq$ 4.5 is very high practiced; 3.5 $\leq$ Mean < 4.5 is highly practiced; 2.5$\leq$ Mean <3.5 is moderate (undecided by respondents); 1.5 $\leq$ Mean < 2.5 is low practiced; and Mean < 1.5 is very low practiced.

4.3. Institutional Related Factors That Women's Representation in Primary Schools Principalship Positions

Research finding stated that it appears easy for women to gain employment of lower levels of the organization and it is very difficult for them to reach management positions. The institutional resistance to women that is present in all areas of the work, which is a reflection of social and economic gender inequality. This part comprises of item that are related with institutional factors that women under representation to schools Principalship positions, presented rated and interpreted use five likert type scales and mean.

Strongly Agree (SA) =5 Agree (A) = 4 Undecided (UN) = 3 Disagree (D) = 2 and Strongly Disagree (SD) =1

Table 4. Institutional related factors

No	Items	Respondent	Rating scale										Mean Value
			SA (5)		A(4)		UN(3)		D(2)		SD(1)		
			N	%	N	%	N	%	N	%	N	%	
1.	There is gender discrimination regarding recruitment, selection and development of women in education system	Teachers N=144	74	51.39	30	20.83	19	13.19	12	8.33	9	6.25	4.02
		Principals N=7	4	57.14	2	28.57	-	-	-	-	1	14.29	4.14
2.	Institution provides flexible working hours.	Teachers N=144	21	15.58	23	15.97	32	22.2	45	31.25	27	18.75	2.84
		Principals N=7	1	14.29	1	14.29	-	-	3	42.86	2	28.57	2.43
3.	Complexity of school principalship position hindered women	Teachers N=144	79	54.86	31	21.53	12	8.33	17	11.81	5	3.47	4.13
		Principals N=7	4	57.14	2	28.57	1	14.29	-	-	-	-	4.42
4.	Education system do not encourage women to form their own network	Teachers N=144	78	54.17	41	28.4	11	7.6	10	6.94	4	2.78	4.24
		Principals N=7	4	57.44	2	28.97	1	14.28	-	-	-	-	4.42
5.	Women are less motivated by supervisors in education system	Teachers N=144	22	15.27	74	51.33	19	13.1	23	15.97	6	4.17	3.57
		Principals N=7	2	28.57	4	57.14	1	14.29	-	--	-	-	4.14

As indicated in item 1 on table 4, the majority of respondents' i.e. 51.39% of teachers and 57.14% of principals were rated " strongly agree" that there is gender discrimination regarding recruitment, selection and development of women in school principalship while 6.25% of teachers and 14.29% of principals were rated "strongly disagree" on the issues. The mean value 4.02 of teachers and 4.14 of principals' shows positively support the stated ideas. From this, one confirms that there is gender discrimination regarding the recruitment, selection and development of women in principalship positions within educational system. To strengthen the idea Writh (2001) stressed that even though the principal of equal remuneration for work of equal value has been incorporate in to the labor legislation in many countries, sex differences continue to be one of the most persistent forms of gender inequality.

As can be seen on table 4, item 2, out of the total 151 teacher and principal respondents, 50% and 71.43% respectively were rated "disagree" that institution provides flexible working hours while 31.55% of teachers and 28.58% of principals were rated "agree", that institution provides flexible working hours to women with the mean values of teachers and principals were 2.84 and 2.43 respectively. Respondents suggested that school work has no flexible working hours, it provides full day time function and it needs serious administration. In addition to this, they confirmed that school administration is a hard task and women prefer simple task rather than hard task. From this, one confirms that school administration is too hard work and it has no flexible working hours thus, it contributes low representation of women in school principalship position in Gebe- Ressu Zone.

Regarding the third item on table 4, view of respondents on complexity of school principalship Position hinders women to become schools principal. The majority of respondents responded "strongly agree" that complexity of school principalship positions hindered women to become schools principals while only 3.47% of teachers rated "strong disagree" on the issue .The mean values of teachers and principals 4.13 and 4.42 respectively support the idea positively.

According to the interview conducted on WEO heads confirmed that school administration involves hard work and long hours and house politics which is stressed and added that many conflict with family responsibilities. That is why; women representation is too low in school principalship position.

Item 4, and 5 deals with women do not have encourage to form their own networks and less motivated by supervisors in education system. In response to item 4, 54.17% of teachers and 57.14% of principals were rated "strongly agree" that the education system does not encourage women to form their own networks. In item5, the majority of respondents' i.e.51.39% of teachers and 57.14% of principals were rated "agree" that women's are less motivated by supervisors in education system. The mean value 3.57 of teachers and 4.14 of principals' shows positively support the idea. From this, one can confirm that the education system does not encourage women to form their own net work and less motivated by supervisors.

4.4. Policy Issues Affecting Womens' Representation in Primary Schools Principalship Positions

The perceptions of respondents were obtained using the five point likert type of scales. Strongly Disagree (SD) = 1 Disagree (D) = 2 Undecided (UN) = 3 Agree (A) =4 and Strongly Agree (SA) = 5

Table 5. The view of WEO expertise on policy related factors that affect women's representation in Primary principalship.

NO	Item	Responses	WEO expertise	
			No	%
1.	Policies and programs designed does not encouraged women	5	-	-
		4	1	7.69
		3	1	7.69
		2	3	23.08
		1	8	61.54
		Total	13	100
		Mean value	1.6	
2.	Shortage of support, commitment and unwillingness of stake holders	5	-	-
		4	11	84.62
		3	1	7.69
		2	1	7.69
		1	-	-
		Total	13	100
		Mean value	3.77	
3	Lack of mentoring and evaluation of the policy during implementation phase.	5	1	7.69
		4	2	15.38
		3	2	15.38
		2	2	15.38
		1	6	46.15
		Total	13	100
		Mean value	2.23	
4	Ethiopian women have benefited a lot from the policy.	5	7	53.85
		4	3	23.08
		3	1	7.69
		2	1	7.69
		1	1	7.69
		Total	13	100
		Mean valve	4.08	

As item 1 of table 5, which deals with whether policies and programs designed do not encourage women to become schools principals the majority of respondents ,which is 8 (61.57%) expressed their strongly disagree on the policies and programs that designed not encourage women to become schools principals while only 1(7.69%) of respondents expressed his agreement on the issue. The mean values of respondents, 1.6 support the idea negatively. Form this, one can conclude that policies and programs designed encourage women to become principals but the problem is its implementation.

Regarding the second item, that is lack of support, lack of commitment and un willingness of stakeholders to place women in school principal ship positions agreement column rated by the majority which are 11(84.6%) of respondents. From this, one can conclude that lack of support, lack of commitment and un-willingness of stakeholders to place women in schools principal ship positions is one of the major factors that representation of women in Primary schools principal ship position in Gebi Ressu Zone.

As far as item 3 is concerned, lack of mentoring and evaluation of the policy during implementation phase, the majority of respondents which are 6 (46.1%) rated strongly disagree while 1 (7.69%) of respondents expressed contrast to the idea.

As can be seen on table 5, item 4, out of the total 13 respondents which are 10 (76.93%) rated agree column that Ethiopian women have benefited a lot from the policy while 2(15.38) of respondents rated disagree on the issue. From this, one can confirm that even if Ethiopian women benefited a lot from the policy, but their representation is low in schools principal ship positions. The reason already mentioned above item 2. In addition to this, the respondents were suggested that successful implementation of any policy requires that those implementing, if are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to be a waste of resources.

4.5. The View of WEO Expertise on Principal ship Capabilities and Competences of Women in the Primary Schools

This portion relate to principalship capabilities and competences of women in the Primary schools. The perceptions of respondents were obtained using the five point likert type of scales. Strongly Disagree (SD) =1, Disagree (D) = 2, Undecided (UN) =3, Agree (A) =4 and Strongly Agree (SA) =5.

Table 6: view of WEO expertise on principalship capabilities

No	Indicators	Scales										Mean Value
		SD(1)		D (2	)	UN(3)		A(4)		SA(5)		
		N	%	N	%	N	%	N	%	N	%	
1.	Women demonstrating strong interpersonal skills	-	-	-	-	1	7.69	4	30.76	8	61.54	4.53
2.	Women have strong abilities to delegate and empower other indecision making	1	7.69	1	7.69	3	23.08	5	38.46	3	23.08	3.6
3.	Women are being able to manage change for self and others	-	-	-	-	1	7.69	3	23.08	9	69.23	4.61
4.	Ability to develop supportive net work among colleagues	2	15.38	6	46.15	2	15.38	2	15.38	1	7.69	2.5
5.	Women have abilities to use reflection and honest feed back to develop self awareness.	1	7.69	2	15.38	2	15.38	3	23.08	5	38.46	3.69
6.	Women having a sound knowledge of and commitment to	-	-	1	7.69	3	23.08	7	53.85	2	15.38	3.76
7.	Ability a sound knowledge of administration and management	-	-	1	7.69	-	-	3	23.08	9	69.23	4.53
8.	Women are inspiring, visioning change for school in others	-	-	-	-	-	-	3	23.08	10	76.92	4.77
9.	Leading and reinforcing the teachers and identity of the school	1	7.69	2	15.38	2	15.38	4	30.76	4	30.76	3.62
10.	Women have abilities to plan and coordinate desired a activities	-	-	-	-	1	7.69	2	15.38	10	76.92	4.69
11.	Women Implement rules and regulations properly	1	7.69	-	-	1	7.69	5	38.46	5	38.46	3.77
12.	Women have ability to create conducive working environment	2	15.38	1	7.69	1	7.69	6	46.15	3	23.08	3.5
13.	Women provide professional counseling whenever it is necessary	-	-	1	7.69	3	23.08	6	46.15	3	23.08	3.85
14.	Women treat all-staff and students equal ground	3	23.08	5	38.46	1	7.69	2	15.38	2	15.38	2.6
15.	Women minimize hear says & gossips	2	15.38	5	38-46	1	7.69	3	23.08	2	15.38	2.84

Items 1,3,7,8 and 10, in Table 6, such as, women demonstrating strong interpersonal skills, women are able to mange change for self and others, ability and a sound knowledge of administration and management, a ability of inspiring, visioning change for school in others and ability to plan and coordinate desired activities for women rated higher in the "very good" column and also this can be supported with the mean values of 4.53, 4.61,4.53, 4.77and 4.69 respectively.

In the same table items 2, 5, 6, 9, 11, 12, and 13 such as, strong ability to delegate and empower other in decision making, processes to use reflection and honest feed back to develop self awareness, having sound knowledge of and commitment to work , leading and reinforcing the teachers and identity of the school, implement rules and regulations properly, create conducive working environment, and provide professional counseling whenever it is necessary for women were rated higher in good column and it positively supported by the mean values of 3.6, 3.69, 3.76, 3.62, 3.77, 3.5 and 3.85 respectively. To strength the stated ideas Conner (1992) suggested that men in leadership positions tend to lead from the front, attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling others to make their subordinate contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers, students, parents, non-parent community members, professional colleagues and super ordinates

While, items 4, 14 and 15 such as, develop supportive network among colleagues, treat staff and students on equal grounds, minimize hear says and gossips, were rated higher in poor column with the mean values of 2.5, 2.6 and 2.84 respectively support negatively the idea. This shows that there are some chauvinism and stereotype with regard to the characteristics and qualities of female principals compared with that of their male counterparts.

4.5.1 WOMEN LEADERSHIP STYLE

Research finding indicates that good leaders use all types of leadership styles, depending on the situation and the people involved, so as to be able to influence others in order to achieve the organizational goals and objectives. The most widely practiced leadership style is participatory approach in the school compound, but this does not mean the perfect style.

The view of the respondents was obtained using the five point likert type of scale. Strongly Agree (SA) =5 Agree (A) =4 Undecided (UN) =3 Disagree (D) =2 and Strongly Disagree (SD) =1

Table 7: Respondents view on the women's principal ship style in Primary schools

No	Items	Respondent	Ratings ale										Mean Value
			SA(5)		A(4)		UN(3)		D(2)		SD(1)		
			No	%	No	%	No	%	No	%	No	%	
1.	Women's control their emotion in the work place	Teachers (N=144)	15	10.4	18	12.5	20	13.88	28	19.44	63	43.75	2.26
		Principals (N=7)	1	14.28	1	14.28	-	-	2	28.57	3	42.86	2.28
2.	Women's understand their subordinate feeling	Teachers (N=144)	40	27.77	48	33.33	25	17.36	17	11.8	14	9.72	3.58
		Principals (N=7)	2	28.57	3	42.86	1	14.28	1	14.28	-	-	4.01
3.	Women's make people work being involved	Teachers (N=144)	65	45.13	33	22.91	22	15.28	13	9.03	11	7.64	3.88
		Principals (N=7)	3	42.86	2	28.57	2	28.57	-	-	-	-	4.14
4.	Women's show greater perseverance and patience to follow up things	Teachers (N=144)	43	29.86	45	31.25	24	16.67	18	12.5	14	9.72	3.59
		Principals (N=7)	2	28.57	3	42.86	1	14.28	-	-	1	14.28	3.71
5.	Women's solve problem systematically	Teachers (N=144)	63	43.75	37	25.69	18	12.5	12	8.33	10	6.94	3.83
		Principals (N=7)	2	28.57	4	57.14	-	-	1	14.28	-	-	4

As indicated in item 1 on table 7, the respondents were asked to rate their views on women's capability to control their emotions in the work place, 43. 75 % of teacher and 42.8% of principal respondents rated highly on strongly disagreement column, while 10.4% of teachers and 14.28% of principals expressed their ideas in contrast. The mean values of teachers and principals are 2.26 and 2.28 respectively. This one confirmed that, both respondents agreed women do exhibit poor in controlling their emotion.

As can be seen on table 7, Item 2, out of the total 151 teachers and principals, 61.1% and 71.43% respectively, expressed their agreement on women principals' capability to understand their subordinates feelings in the work place, while 21.52% of teachers and 14.28 % of principals were rated disagree on the ideas. The stated idea was positively supported by the mean values i.e. 3.58 and 4.01 of teachers and principals respectively. From this, one can conclude that women principals understand their subordinates' feelings in the work place.

Item 3 on tables 7, depicts the respondents' views regarding women's ability to make people work being involved in it, the majority of respondent i.e. 45.13% of teachers and 42.86 of principals showed they are strongly in agreement with the mean values of 3.88 and 4.14 respectively.

With regards to the fourth item of table 7, out of the total 151 teachers and principals, 61.1% and 71.43% respectively expressed their agreement on women's ability to show greater perseverance and patience to follow-up things, while 22.22% of teachers and 14.28% of principals of the total respondent reflected their ideas negative on the issue raised ,the mean values of teachers and principals are 3.59 and 3.71 respectively. According to the interview conducted on WEO heads they expressed the fact that females are careful in planning and in implementing school programs, not self-centered and showed Priority to their tasks to achieve the stated goals of the organization. In addition to these, they are Punctual, have high patience, never expose to corruption and administer the school in a democratic way.

As depicted on table 7, item 5, the ability of women principals to solve problems systematically, the majority of respondents which is 69.44% of teachers and 85.71% of principals were rated in "agree" column while 15 .27% of teachers and 14.28% of principals rated on "disagree column" for the stated ideas. The mean values of teachers and principals are 3.83 and 4 respectively, support the ideas positively. Regarding this, Pigford and Tonnsen (1993) stated this may be due to their women's vast experiences, when they were at home and managing family with child bearing, giving care to elders and the like. In addition to this, the majority of respondents suggested that women have been socialized to attend to the needs of others, that involve caring, understanding, supportive and the like, and have always involved people in decision-making, seeking support and approval from others.

4.5.2 Decision making skills of Women principals

Research finding suggests that decision-making is one of the management pillars of any organization. For any organization, achievement, success and better performance towards the desired objectives are the aggregate result for many activities .In this regard, seven items were presented to the respondents to be rated by the five point likert scales. Very good (VG) =5 Good (G) =4 Medium (M) =3 Poor (P) =2 and Very poor (VP) =1

Table 8. Respondents view on decision-making skills of women principals

No	Items	Respondent	Rating scale										Mean Value
			VG(5)		G(4)		M(3)		P(2)		VP(1)		
			No	%	No	%	No	%	No	%	No	%	
1.	Articulate and consistent in decision making	Teachers (N=144)	23	15.97	20	13.88	48	33.3	27	18.75	22	15.27	2.88
		Principals (N=7)	1	14.29	2	28.57	3	42.86	-	-	1	14.29	3.29
2.	Make decision that consider the situation	Teachers (N=144)	77	53.47	32	22.2	18	12.5	12	8.33	5	3.47	4.14
		Principals (N=7)	4	57.14	2	28.57	1	14.29	-	-	-	-	4.43
3.	View things from different perspective in advance of lie decision	Teachers (N= 144)	28	19.44	36	25	49	34.03	19	13.19	12	8.33	3.34
		Principals (N=7)	-	-	1	14.29	4	57.14	1	14.29	1	14.29	2.71
4.	Taking measures under the influence of social normal	Teachers (N=144)	13	9.03	9	6.25	20	13.88	28	19.44	74	51.39	2.02
		Principals (N= 7)	1	14.29	1	14.29	1	14.29	1	14.29	3	42.86	2.42
5.	Allow subordinate in decision making	Teachers (N=144)	77	53.47	30	20.83	14	9.72	16	11.11	7	4.86	4.07
		Principals (N= 7)	4	57.14	2	28.57	1	14.29	-	-	-	-	4.42
6.	Making decision that are not affected by nepotism	Teachers (N=144)	66	54.83	38	26.39	20	13.88	11	7.64	9	6.25	3.98
		Principals (N= 7)	3	42.86	1	14.29	2	28.57	-	-	1	14.29	3.57
7.	Lack of confidence in decision making	Teachers (N=144)	40	27.78	80	55.56	21	14.58	19	13.19	4	2.78	4.34
		Principals (N= 7)	2	28.57	5	71.43	-	-	-	-	-	-	4.29

Item 1, on table 8, shows the respondents views regarding women's ability to articulate and consistent in decision making. The majority of respondent's i.e. 33.3% of teachers and 42.86% of principals rated women principals are moderately competent to articulate and consistent in decision making, while 15.2% of teachers and 14.28% of principal respondents were rated women principals are very poor to articulate and consistent in decision making, this is also supported by the mean values of teachers and principals 2.88 and 3.29 respectively. From this, one confirmed that women principals are moderately competent to articulate and consistent in decision making compared with that of their male counterpart.

As can be seen on the table 8, item 2, out of the total 151 teacher and principal respondents 53. 47% and 57.14% respectively rated on very good column regarding to women principals capability to make decision that consider the situation. The mean value 4.14 of teachers and 4.43 of principals shows the positively support on the responded issue.

As indicated in item 3, on the same table, the majority of respondents, i.e. 34.03% of teachers and 57.14% of principals rated as moderately competent of women principals to view things from different Perspective in advance of lie decision, while 19.44% of teacher respondents expressed their ideas that women principals are very poor to view things from different perspective in advance of lie decision with the mean values of teachers and principals are 3.34 and 2.71 respectively.

With regards to item 4, on table 8, the majority of respondents which are 51.3% of teachers and 42.86% of principals rated very poor column on women principals to take measures under the influence of social norms, while 9.03% of teachers and 14.29% of principals expressed their idea in contrast. The mean value 2.02 of teachers and 2.42 of principals shows negatively the idea. From this one confirmed that women principals are highly influenced by social norms as compared to their male counterpart.

As it indicated in table 8, item 5, the majority of the respondents which is 53.47% of teachers and 57.1% of principals responded very good column regarding to women principals to allow subordinates to participate indecision making. The mean values of teachers and principals are 4.07 and 4.42 respectively, support positively the idea. To strengthen, the idea Mbua (2003) stated that democratic leadership style is successful in the school setting .According to the interview conducted on WEO heads expressed that women principals are generally more democratic in the way they operate in their school compared to their male counterpart.

Item 6, shows the respondents views regarding women's ability to be able to make decision that is not affected by nepotism. The majority of respondent's i.e. 54.83% of teachers and 42.86% of principals rated very good column on women principals make decision without affected by nepotism, while 6.25% of teachers and14.29 % of principals rated very poor on the issue. From this, one can conclude that women principals make decision without affected by nepotism.

As can be seen on table 8, item 7, out of the total 151 teacher and principal respondents, 55.56% and 71.43 % respectively rated on good column on women principals lack of confidence in decision making with the mean value 4.34 of teachers and 4.29 of principals . In addition to this, the majority of respondents suggested that women principals need to be involved in caring, understanding, supportive and the like, and have always involved people in decision-making seeking support and approval from others. From this, one can conclude that women principals lack of confidence in decision-making in their schools as compared to that of their male counterpart.

4.6. Interest of Women Becoming School Principalship Position.

This part of the analysis attempted to investigate the possible solutions to self-interest of women that prevent them from being appointed to school principal ship position.

The major factors were listed, presented and rated by the respondents using the likert type scale; strongly Agree (SA) = 5, Agree (A) = 4, Undecided, (UN) =3, Disagree (D) =2 and Strongly Disagree (SD) =1

Table 9: Self- interest of women related factors

No	Items	Respondent	Rating scale										Mean Value
			SA(5)		A(4)		UN(3)		D(2)		SD(1)		
			N	%	N	%	N	%	N	%	N	%	
1.	Women's still recognize the world as "masculine"	Teachers (N=144)	10	6.94	31	21.53	62	43.06	28	19.44	13	9.03	2.98
		Principals (N=7)	1	14.29	2	28.57	2	28.57	1	14.29	1	14.29	3.14
2.	Women's think themselves as lack of confidence on their ca1pabilities to lead school	Teachers (N=144)	70	48.6	38	26.39	18	12.5	21	14.58	7	4.86	4.2
		Principal (N=7)	3	42.86	2	28.57	1	14.29	1	14.29	-	-	4
3.	Women's having less aspiration to be came school principals	Teachers (N=144)	78	54.17	30	20.83	19	13.19	6	4.17	11	7.64	4.09
		Principals(N=7)	3	42.86	1	14.29	2	28.57	-	-	1	14.29	3.71
4.	women's forgo investing in education in fear of not getting their desired career	Teachers (N=144)	22	15.28	73	50.69	19	13.19	21	14.58	9	6.25	3.54
		Principals (N=7)	1	14.29	3	42.86	2	28.57	1	14.29	-	-	3.57
5.	Women's fear risk taking in school when they make decision.	Teachers(N=144)	79	54.86	32	22.2	17	11.8	11	7.64	5	3.47	4.17
		Principals (N=7)	4	57.14	1	14.29	1	14.29	1	14.29	-	-	4.14
6	Women's lack of awareness and Knowledge of the organizational culture and policies.	Teachers (N=144)	13	9.03	12	8.33	18	12.5	75	52.08	25	17.36	2.38
		Principals(N=7)	1	14.29	-	-	1	14.29	4	51.11	1	14.29	2.43
7	Women's fear of success in achievement will lead to negative attitudes from colleagues.	Teachers (N=144)	34	23.61	58	40.27	24	16.67	15	10.41	12	8.3	3.58
		Principals(N=7)	2	28.57	2	28.57	1	14.29	1	14.29	1	14.29	3.43
8	Woman's fear of balancing professional work & family responsibility.	Teachers (N=144)	24	16.67	82	56.94	16	11.11	13	9.03	9	6.25	3.69
		Principals (N=7)	1	14.29	5	71.43	-	-	1	14.29	-	-	3.86
9	Women's feeling about the jealousy and lack of supports from other female subordinates	Teachers (N=144)	21	14.58	75	52.08	18	12.5	24	16.67	6	4.17	3.16
		Principals(N=7)	1	14.29	3	42.86	1	14.29	1	14.29	1	14.29	3.29
10	Lack of mentors and role models	Teachers (N=144)	78	54.17	41	28.47	11	7.64	10	6.94	4	2.77	4.24
		Principals (N=7)	4	57.11	2	28.57	1	14.29	-	-	-	-	4.43
11	Lack of professional net works.	Teachers(N=144)	72	50	45	31.25	11	7.64	7	4.86	9	6.25	4.14
		Principals (N=7)	3	42.86	2	28.57	1	14.29	1	14.29	-	-	4

As indicated in item1, on table 9, the majority of respondents i.e. 43.06% of teachers and 28.57% of principals rated in the undecided column that women's still recognize the world as "masculine'' with the mean value 2.98 of teachers and 3.14 of principals support the ideas. From this, respondents agreed that women's acknowledgment that management as an occupation which require masculine traits could have a moderate effect on their minimal numbers in schools principalship positions.

As can be seen on Table 9, item 2, out of the total 151 teacher and principal respondents, 74.99% and 75.43% respectively rated agree on the women's lack of confidence on their capability to lead school, while 19.44%of teachers and 14.29% of principals rated in disagree on the issue. According to the interview conducted with WEO heads expressed women do not want to carry very hard tasks and they prefer simple tasks In addition to these, they consider themselves as incapable to lead school and they fear to manage male teachers in their schools because they consider males are more knowledgeable than women. From this, one can conclude that women lack of confidence in their skills to lead schools.

Regarding the third item, on table 9, views of respondents on women having less aspiration to become school principals, the majority of respondents, i.e. 54.17 % of teachers and 42.86% of principals rated in strongly agree, while 7.64% of teachers and 14.29% of principals were rated strongly disagree that less aspiration of women's to become school principalship position. The idea also positively supported by the mean values of teachers and principals, i.e. 4.09 and 3.71 respectively. In addition to these, respondents suggested that a combination of women's aspirations and experiences are what ultimately determinant factors, not to enter educational administration. To strength, the idea Wrusher and Sherman (2008) revealed that some women felt uncomfortable describing themselves as powerful.

Item 4 in the same table, respondents view on women for go investing in education in fear of not getting their desired career choice were rated by the majority of respondents i.e. 50.68% of teachers and 42.86% of principals on agree column with the mean values of teacher and principal

respondents are 3.54 and 3.57 respectively . Respondents state that this could be one of the factors that women's representation in schools principalship positions. This idea supported by literature i.e. Coleman (2001) noted that, for women, careers may be seen as only one part of life, so they are reluctant to progress to other positions. Further, she argued that women might not apply for a job, unless they truly believe they have all of the qualifications, where as men might apply, even if they do not believe they have all of the qualifications.

As indicated in item 5, on table 9, the majority of respondents i.e. 54.86% of teachers and 57.14% of principals rated strongly agree on women fear risk taking in school when they make decision, while 7.63% of teachers and 14.29% of principals rated disagree on the issues. Accordingly, respondents suggested that women principals need supports from their colleagues and other bodies to make decision, rather than they make them alone. From this, one can conclude that women fear of risk taking in school when they make decisions is another major factor that lead women's under representation in schools principalship positions.

Item 6, on the same table 9, the majority of respondents i.e. 52.08% of teachers and 57.14% of principals rated disagree that women's lack of awareness and knowledge of the organizational culture and Policies, while 9.02% of teachers and 14.29% of principals rated contrast the idea column with the mean values of teacher and principal respondents are 2.38 and 2.4 respectively. From this, one can confirm that women have awareness and knowledge of the organizational culture and policies.

As can be seen on table 9, item7, out of the total 151 teacher and principal respondents, 63.89% and 57.14% respectively rated agree that women's fear of success in achievement will lead negative attitude from colleagues, while 18.75% of teachers and 28.58% of principals rated disagree on the issue. From this, one can confirm that women's fear of success in achievement, will lead negative attitude from colleagues as one of the major factors that impede women's representation in schools principal ship positions. According to Pynes (2004) females fear that success in competitive achievement situation will lead to negative consequences such as loss of

feminity and popularity. This failure or success dilemma is the self-image women have regarding this lack of acceptance by male and female pacers, superiors and subordinates.

Item 8 deals with balancing professional work and family responsibility. In response to item 56.94% of teachers and 71.43% of principals rated agree that women fear of balancing professional work and family responsibility and also positively supported by the mean value of teachers and principals were 3.69 and 3.86 respectively. This is another major factor that impedes under representation of women in schools principalship positions in Gebi-Ressu zone.

Item 9, 10 &11 deals with feelings about the jealousy and lack of support from other female subordinates, lack of mentors and role models, and lack of professional networks. In response to item 9, 52.08% of teachers and 42.86% of principals rated agree on women's feelings about the jealousy and lack of support from other female subordinate that contribute under representation of women in principalship position. In response to item 10, 54.17% of teachers and 57.14% of principals rated strongly agree that women's lack of mentors and role model. Collins (1983) strengths this ideas by starting that mentors are very important to women since they give lots of encouragement; share their aspirations; have absolute faith in women ability boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, import valuable information; introduce themselves to the organizational structure and give feedback on one's progress. Lacking a mentor meant that women leaders experienced limited career advancement. To help a women's career; it's frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers.

In item 11, 50% of teachers and 42.86% of principals rated agree on the issue of women's lack of professional network. From this, one can conclude that lack of, support from other female subordinated, mentors and role models and professional network are the major factors that affect women's representation in schools principalship positions in Gebe-Ressu zone. Lack of mentor and role model, lack of professional network was perceived as more of barriers to their career advancement, due to that perception, more women administrators also felt that they are excluded

from the informal socialization processes in to the profession, known as the good- old- boys' network, (Allen *et al,* 1995).

4.7 Societal Factors that Affecting Women Representation in Primary Schools Principalship Positions.

Research finding indicated that the attitude of society towards women affect their participation on educational leadership position. The focus of this part of analysis is to assess that society related factors that hinder women from representation in school principalship positions in Primary schools of Gebe-Ressu zone. To do so, some 9 major indicators have been identified in the study and the response of principals and Teachers using five likert types scale below.

Strongly Agree (SA) = 5, Agree (A) =4, Undecided (UN) =3, Disagree (D) =2 and Strongly Disagree (SD) =1

Table 10: Ratings on societal related factors

No	Item	Respondent	Rating scale										Mean Value
			SA(5)		A(4)		UN(3)		D(2)		SD(1)		
			N	%	N	%	N	%	N	%	N	%2	
1	Women principals are generally more democratic in the way they operate in their schools.	Teachers (N=144)	30	20.83	63	43.75	22	15.27	19	13.19	10	6.94	3.58
		Principals (N=7)	2	28.57	3	42.86	1	14.29	1	14.25	-	-	3.85
2	There is no difference b/n men and women principals in the emphasis placed on maintaining school discipline	Teachers (N=144)	11	7.64	17	18.05	30	20.83	65	45.14	21	14.58	2.52
		Principals (N=7)	1	14.29	1	14.29	1	14.29	3	42.86	1	14.29	2.71
3	Girls and boys are socialized differently in the society to assume different roles &expectation.	Teachers(N=144)	66	45.83	40	27.8	17	11.8	12	8.3	9	6.25	3.99
		Principals (N=7)	3	42.86	2	28.57	2	28.57	-	-	-	-	4.14
4	Women were encouraged by their family to pursue their education.	Teachers (N=144)	10	6.94	23	15.97	24	16.67	56	38.9	31	21.52	2.48
		Principals (N=7)	1	14.29	1	14.29	1	14.29	2	28.57	2	28.57	2.57
5	Think women do not have ability, skill and competence.	Teachers (N=144)	72	50	31	21.53	20	13.89	10	6.94	11	7.63	3.99
		Principals (N=7)	3	42.86	2	28.57	2	28.57	-	-	-	-	4.14
6	The in fluency of patriarchal ideology in the society.	Teachers (N=144)	66	45.83	34	23.61	16	11.11	13	9.02	15	10.41	3.85
		Principals (N=7)	4	57.14	1	14.29	1	14.29	1	14.29	-	-	4.14
7	Women principals are better in reconciling conflict demands	Teachers (N=144)	7	4.86	17	11.80	20	13.89	68	47.2	32	22.2	2.29
		Principals (N=7)	-	-	1	14.29	1	14.29	3	42.86	2	28.57	2.24
8	Women principals display greater respect for the dignity of the teachers in their schools.	Teachers (N=144)	8	5.56	12	8.33	29	20.14	57	39.58	38	26.39	2.27
		Principals (N=7)	-	-	1	14.29	1	14.29	4	57.14	1	14.29	2.29
9	Women principals stronger leadership role	Teachers (N=144)	10	6.94	7	4.86	31	21.53	60	41.67	36	25	2.29
		Principals (N = 7)	1	14.29	1	14.29	1	14.29	3	42.86	1	14.29	2.71

As indicated in item1, on table 10, the majority of respondents i.e. 43.75% of teachers and 42.86% of principals rated higher in the agree column that women principals are generally more democratic in the way they operate in their school, while 13.19% of teacher and 14.29% of principal respondents rated disagree column, the mean values of teachers and principals are 3.58 and 3.85 respectively support positively the stated ideas. According to the interview conducted on WEO heads they expressed female principals are more democratic, honest, punctual and committed in their in their work.

Regarding the second item on table 10,view of the respondents on there is no difference between men and women principals in the emphasis placed on maintaining school discipline , the majority of respondents, i.e. 45.14%of teachers and 42.86% of principals expressed their disagree on the issue, while 18.05% of teachers and 14.29%of principals rated strongly agree on there is no difference between men and women principals in the emphasis placed on maintaining school discipline with the mean value 2.52 of teachers and 2.71 of principals support the ideas negatively.

Item three on table 10, which asked respondents to rate their views as to whether girls and boys assume different roles and expectation, the majority of respondents i.e. 45.83% of teachers and 42. 86% of principals rated in strongly agree column with the mean values of teachers and principals were 3.99 and 4.14 respectively. Both respondents agreed that women in the society to assume different roles and expectation based on their sexes. Regarding these Newman (1995) stressed that despite the entrance of women in the paid force in unprecedented numbers; they tend to occupy low status jobs that are typically considered “Female”. Men tend to hold occupational positions that confer more wealth and power than those typically held by women.

As can be seen on table 10, item 4, out of the total 151 teacher and principal respondents 60.42% and 57.14% respectively rated in disagree column regarding to family encourage women to pursue their education ,while 22.9% of teachers and 28.58% of principals expressed the contrast idea. The mean values of teachers and principals are 2.48 and 2.57 respectively support negatively. From that one can concluded lack of encouragements of women on their family side

to pursue their education is the major factor that women to represent in schools principalship positions.

As stated in item 5, of the same table was the fact that society thinks women do not have ability, skill and competence to be in school principalship position, the majority of respondents i.e. 50% of teachers and 42. 86% of principals were rated strongly agree on the issue with the mean values of teachers and principals are3.99 and4.14 respectively. This issue was the major cause, thus hindering women's representation in school principalship position.

As indicated on Table 10, item 6, respondents were asked to make their views as the influence of patriarchal ideology affects women's representation in Primary schools principalship positions. Out of the total 151 teacher and principal respondents, 69.4% and 71.43% respectively rated in agree column, while 19.43% of teachers and 14.29% principals were rated disagree column on the issue . The mean scores of teachers and principals were 3.85 and 4.14 respectively shows patriarchal ideology in the society affect women representation in schools principalship Positions. Form this one concluded that patriarchal ideology in the society is another factor that i women's representation in schools principalship position in Gebe Ressu Zone. To strength the idea Shakashaft (1989) stated that a male world view that elevates masculine pursuits to an ideal, enforcing male supremacy and undermining females experience, skill , knowledge and value as inferior .

As indicated items 7, 8 and 9, on table 10, the respondents were asked to rate their view on womens' reconciling conflict demands, to keep teachers dignity and emphasis in exercising stronger leadership role. Accordingly, 69.4%, s65.97% and 71.43% of teachers and 71.43%, 71.43% and 57.15 of principal respondents rated on disagree column with the mean values were 2.29, 2.27, 2.29, and 2.14, 2.29, 2.71 respectively. This shows that there are some chauvinism and stereotype with regard to the characteristics and qualities of female principalship compared to that of male counterparts.

4.8. The Degree of Seriousness of the Factors That Women's Representation in School Principalship Positions

This part shows the percentage and rank order of the responses, regarding the most serious factors that women's' representation in Primary schools principal ship positions

Table 11: Seriousness of the factors that hinder women's representation

No	Items	The way respondents ranked (N=164)																	
		1st		2nd		3rd		4th		5th		6th		7th		8th		9th	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Lack of role model & mentors	13	7.93	7	4.27	71	43.29	17	10.37	12	7.32	17	10.37	9	5.49	11	6.71	7	4.27
2.	Lack of professional net works	16	9.76	22	13.41	12	7.32	14	8.54	63	38.41	9	5.49	18	10.98	4	2.44	6	3.66
3.	Interests of women themselves	40	24.39	78	47.56	23	14.02	4	2.44	7	4.27	5	3.05	2	1.22	3	1.83	2	1.22
4.	Attitude of society	92	56.09	13	7.93	11	6.71	7	4.27	13	7.93	9	5.49	3	1.83	6	3.66	1	0.61
5.	Lack of equal employment opportunity	7	4.27	12	7.32	25	15.24	18	10.98	8	4.88	57	34.76	9	5.49	20	12.19	8	4.88
6.	Gender inequality in work place	3	1.83	2	1.22	32	19.51	77	46.95	17	10.37	13	7.93	8	4.88	5	3.05	7	4.27
7.	Lack of educational equality	2	1.22	4	2.44	9	5.49	17	10.37	19	11.59	25	15.24	48	29.27	22	13.41	18	10.96
8.	occupational segregation and discrimination	4	2.44	8	4.88	10	6.09	15	9.15	7	4.27	9	5.49	17	10.37	67	40.85	27	16.46
9.	Government policy towards women upward mobility	2	1.22	7	4.27	8	4.88	6	3.66	3	1.83	4	2.44	51	6.71	28	17.07	95	57.93

As table above depicts clearly, out of the 9 (nine) factors that were thought to hinder the women representation in school principal ship positions in Gebe-Ressu Zone, the societal attitude towards women took the first place, which is 92 (56.09%) rated as first, Interest of women related factors, took the second place which is 78 (47.56 %), lack of role models and mentors rated as third which 71 (46.95%) are the major factors that women's representation in school principalship positions. The data above, gender inequality in work place, lack of professional network, and lack of equal employment opportunity were ranked by respondents as 4^{th} ,5^{th} and 6^{th} major factors respectively; women's representation to school principalship positions in Gebe-Ressu Zone. In addition to this, though they are not as serious as the above six mentioned factors, such as lack of educational equality, occupational segregation and discrimination, and government policy towards women up-ward mobility. According to the rating, the issues ranked first, second and third required serious attention to tackle the problem under study through others; these were the areas of serious attention. This was also supported by the responses of the WEO heads through their interviews.

4.9. Respondents Suggestion to Enhance Women's Representation in Primary Schools Principalship Positions.

Respondents were asked to suggest solutions and recommendations that can address the problems in the Zone. They suggested that now days, there is good environment and formulated policies that appreciate women; this is not only in educational sphere but also in political, economical, and social spheres. However, the problem is on the implementation of the policy. In addition to formulating policy, the government should be committed to implement it at a grass root level. They further recommended that the base of all things is improving the educational status of women to further in higher institution, especially, in universities the number of women is increasing at alarming rate this should be encouraged and through serious awareness, creation of programs to uplift the attitude of the society towards gender equality and decreasing harmful tradition practice has to be seriously done .In addition to this they confirmed that creating gender awareness programs within school society, forming females club, representing equal number of female students in different school management positions beginning from assignment class room monitors to high managerial positions.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises of the summary of the major findings, conclusions and recommendations

5.1 Summary

The main purpose of the study was to investigate factors that women's representation in Primary schools principalship positions in Gebe-Ressu zone. Accordingly descriptive survey study was employed in this study and the related literature was reviewed.

In order to achieve the purpose of the study, the following basic questions were stated and dealt with.

1. To what extent are women representations in Primary schools principalship positions in Gebe-Ressu zone?
2. What are the barriers to women applying for, and being an appointed to principalship positions in Primary schools of Gebe-Ressu zone?
3. What are the interests of women in coming to school principalship positions in Gebe-Ressu zone?
4. What are the attitudes of school society towards women in school principalship in Gebe-Ressu zone?
5. What encouraging measures could be taken to enhance womens' representation in Primary schools principalship position in Gebe-Ressu zone?

Different data collected tools were employed to carry out the study. These included questionnaires, interviews and secondary sources. The questionnaires were distributed to 152 Primary school Teachers, 7 Principals and 13 WEO expertises. Among the distributed questionnaires, 144(95%) of the Teachers, 7 (100%) of the Principals and 13 (100%) of the WEO expertise were filled and returned. In addition to this, three WEO heads were interviewed. The response of WEO expertise, Teachers and Principals to each of the questions given was analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of the data in line with the basic research questions. For the sake of convenience of interpretation, related questions were treated together.

Finally, the study has employed different data analysis tools that the student researcher thought of as result to the study under consideration. These statistical tools used include percentage, mean score and Rank order. The analysis made therefore, justifies the following major findings.

5.1.1 BACKGROUND OF THE RESPONDENTS

- Regarding sex, out of the total 144 teacher respondents which is 82 (56.9%) of female and 62 (43.1%) of male. A large portion of principals were male which is 5 (71.4%) and only 2 (28.6%) were female. In addition to this, total 13 WEO expertise respondents, 8 (61.5%) and 5(38.5%) were male and female respectively. All WEO heads, which are 3 (100%), were male. From this one confirmed that gender inequality shows to represent women's in educational leaderships position is less compared to their male counterpart.
- Most of respondents are matured in age and they have long time experience in the education sector.
- About the qualification of the respondents, all (100%) were diploma and above . Hence, the information they provide would be dependable and logical due to their academic backgrounds.
- The study revealed that 12 (92.3%) of WEO expertise, 6 (83.7%) principal, 119 (82.6%) of teachers and all WEO heads were married.

5.1.2 INSTITUTIONAL RELATED FACTORS.

- The majority of respondents i.e. 51.39% of teachers and 57.14% of principals were rated strongly agree that there is gender discrimination regarding recruitment, selection and development of women in school principalship, while 6. 25% of teachers and 14.29% of principals were rated strong disagree on the issues.
- Out of the total 151 teacher and principal respondents 50% and 71.43 -% respectively were rated disagree that institution provide flexible working hours while 31.55% of

teachers and 28.58 of principals were rated agree that institution provides flexible working hours to women.

- The majority of respondents responded strongly agree that complexity of school principalship positions while only 3.47% of teachers were rated strongly disagree on the issue. According to the interview conducted with WEO heads, they confirmed that school administration involves hard work and long hours and house politics, stressed and added conflict with family that is why; women representation is too low in school principalship position.

  The study also revealed that women does not encourage forming their own network and are less motivated by supervisors in education system.

5.1.3 POLICY RELATED ISSUES

- Regarding the policies and programs that designed not encourage women to become schools principalship, majority of WEO expertise which is 8 (61.5%) of respondent expressed their strongly disagree while only 1 (7.69%) of respondents expressed his agree on the issue.
- The study shows that lack of support, lack of commitment and un willingness of stake holders to place women in schools principal ship positions, agreement column tarred by the majority which are 11 (84.6%) of respondents.
- Lack of mentoring and evaluation of policy during implementation phase, the majority of respondents which is 6 (46.1%) rated strongly disagree, while 1(7.69%) of respondents expressed contrast to the idea.
- The majority of respondents which is 10 (76.93%) rated agree that Ethiopian women have benefited a lot from the policy while 2 (15.38%) of respondents rated disagree on the issue. It can confirm that even if Ethiopia women benefited a lot from the policy but their representation is to less in schools principalship positions.
- Finally, respondents suggested that successful implementation of any policy requires that those implementing it are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to a waste of resources.

5.1.4. ISSUES RELATED TO PRINCIPALSHIP CAPABILITIES AND COMPETENCES OF WOMEN IN PRIMARY SCHOOLS

- The study revealed that women develop supportive network among colleagues, treat staff and students on equal ground, and minimize hearsays and gossips, were rated higher in poor column with the mean values of 2.5, 2.6 and 2.84 respectively support negatively the ideas. This shows that there are some chauvinism and stereotype with regard to the characteristics and qualities of female principals compared to that of their male counter parts.

5.1.5 WOMEN'S LEADERSHIP STYLE

- The study revealed that women exhibited poor in controlling their emotions in work place.
- The study finding indicated that women principals have capability to; understand their subordinate feeling in the work place, make people work being involved, show greater perseverance and patience to follow up things. According to the interview conducted with WEO heads expressed the fact that female are careful in planning and implementing school programs, not self centered and give priority to their tasks to achieve the stated goal of the organization . In addition to this, they are punctual, have high patience, never expose to corruption and administer the school in democratic way.

5.1.6 ISSUES RELATED TO DECISION-MAKING SKILLS OF WOMEN PRINCIPALS

- As indicated in the study, the majority of respondents, which is 51.3% of teachers and 42.86% of principals, rated very poor column on women principals to take measures under the influence of social norms, while 9.03% of teachers and 14.29% of principals expressed their idea in contrast. It was confirmed that women principals are highly influenced by social norms as compared to their male counterpart.
- The study revealed that out of the total 151 teacher and principal respondents, 56% and 71.43% respectively were rated on good column on women principals lack of confidence in decision-making. Respondents were suggested that women principals need for other involved people in decision-making seek support and approval from others.

5.1.7. INTEREST OF WOMEN RELATED FACTORS

- The finding of the study indicates that women's self- interest related factors that contribute under representation in Primary school principalship positions of women; recognize the world as "masculine" ,think of themselves as lack of confidence on their capability to lead school, having less aspirations, fear of risk taking in school when they make decision, fear of success in achievement will lead to negative attitudes from colleagues, fear of balancing professional work and family responsibility, lack of supports from other female subordinates, lack of role models and mentor, and lack of professional net works.

According to Pynes (2004) pointed out that females fear that success in competitive achievement situation lead to negative consequences such as loss of femininity and un popularity. This failure or success dilemma is the self- image women have regarding this lack of acceptance by male and female peers, superiors and subordinates.

5.1.8. SOCIETAL RELATED FACTORS.

- The study revealed that society; expect there is difference between men and women principals in the emphasis placed on maintaining school discipline, socialize boys and girls differently assume different roles and expectation, do not encourage women to pursue their education, think women do not have ability, skill and competence, influence of patriarchal ideology, assume women principals do not reconciling conflict demands, think women principals display less respect for the teachers in their schools, and assume women principals exercise weak leadership role. This shows that the attitude of school society towards women principals is one of the major factors that to represent women's' in Primary schools principalship positions in Gebi-Ressu zone.

5.1.9. THE DEGREE OF SERIOUSNESS OF THE FACTORS.

- The study depicts that, out of the 9 (nine) factors that were thought the woman representation in school principalship positions in Gebe-Ressu zone, the societal attitude towards women took the first place which is 92 (56.09%) were rated as first, Interest of women related factors took the second place which is 78 (47.56%) were rated by respondents, lack of role models and mentors at the third which is 71 (46.95%) respondents

were rated as the major factors women's representation in Primary schools principalship positions. Other factors such as gender inequality work place, lack of professional network, lack of equal employment opportunity, lack of educational equality, occupational segregation and discrimination, and government policy towards women upward mobility were ranked by respondents as 4^{th} , 5^{th} , 6^{th}, 7^{th} , 8^{th} and 9^{th} respectively that women's' representation in schools principalship positions.

- Finally respondents asked about the way to enhance women's representation in schools principalship position, they confirmed that creating gender awareness programs with in school society, forming females club, representing equal number of female students in different school management positions beginning from assignment class room monitors to high managerial positions.

5.2. Conclusions

From the findings, it is possible to conclude that there are a low number of females represented or involved in Primary schools principal ship positions in Gebe-Ressu zone. As indicated in the study, most respondents are well experienced, therefore, taking in to consideration, their maturity age and long time work experience in the education sector, it can be assumed that they have better understandings about various issues and problems related to the topic understudy and any response obtained from this group of respondents assisted in getting a more reliable information that would help the study to come up with reliable and concrete conclusion. Despite their abilities and competence, women in principalship are still in minority. In addition to this, women principals are less confident in decision-making process. The study revealed that the education system does not encourage women to form their own network and less motivated. From the study, it is concluded that there is gender discrimination regarding recruitment, selection and development of women in principal ship positions within the education system.

Despite positive moves on policy, the study indicates that there has been shortage of support, commitment and unwillingness of stakeholders in the education system to motivate women to assume principalship positions. The study has revealed that, apart from the external barriers, women's self-related factor played a great role in the low representation in educational

leadership positions in Gebe-Ressu zone. Women of the secondary schools and WEOs have not freed themselves from the long-lived negative attitude of society and they have not strived for their own rights as required and accepted their inferiority to men.

It has been concluded that societal factors are the most serious factors for the low representation of women in educational leadership position in Gebe-Ressu zone. The sex role stereotype is still highly prevalent in the zone. This seems that the society still has the negative attitudes towards women and they couldn't understand the importance, strength and quality of women in educational leadership (principalship). According to the response given regarding factors contributing to the low representation of women in schools principalship, the following has been stated and rank-ordered in their descending. In which most of it corresponds to what already has been stated above.

- societal attitude towards women
- Interest of women
- Lack of role models and mentors
- Gender inequality in work place
- Lack of professional network
- Lack of equal employment opportunity
- Lack of educational equality
- Occupational segregation and discrimination
- Government policy towards women upward mobility.

Finally, respondents were asked to suggest the possible solutions to enhance women's representation in Primary schools principalship positions and they confirmed that, creating gender awareness programs with in school society, forming females club, representing equal number of female students in different school management positions and beginning from assignment of classroom monitor to high managerial positions.

5.3. Recommendations

To control the problems that women's representation in primary schools principal ship, the following recommendations were proposed, in view of the above findings.

- Stakeholder, Parent, Government and Community were female teachers forum should be established. This will help to identify the needs, share experiences and develop the culture of mentorship and networks.
- Women themselves should strive for breaking the bondages that hindered them from participating in the leadership position in education, should avoid the inferiority complex and submissiveness that might have emanated from the societal attitudes, and they should attempt to beneficiary from the sound policies of the country like men. They have to develop self-confidence, the trend of helping each other and they have to break the silence so that their voices are heard better.
- As the organizational framework is concerned, authorities must back up females who are in different school management positions, provide opportunity based on equity to open doors for the involvement of women in educational management so that they would aspire schools administration and higher educational positions.
- The Primary schools should create conducive grounds for both female teachers and female students, to exercise decision-making and leadership at the base by empowering as chairpersons of clubs, committees and school boards.
- Furthermore, more female principals should be given opportunities for school management, as they will act as role models to the girls in their various schools.
- Female teachers and principals must be empowered; further education opportunities must be provided to develop their skills and became effective in the decision-making roles.
- The supervisory system of WEOs and REO should be encouraging for women.
- Finally, policies should be practical in realty and not be theoretical, and they should be implemented properly by community, Government, stakeholder and concerned person.

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APPENDIX

Questionnaire

School of Educational Science &Technology Teachers Education

Department of Educational Planning &Management

Questionnaire to be filled by principals and Teachers

The questioner is designed to collect data for a research thesis which is entitle, "women's representation to school principalship position the case of Primary schools of Gibe- Ressu zone in AFAR".

The purpose of this study is to gather information on the status and practice on women's representation in the principal ship positions at Primary schools of Gibe- Ressu zone in AFAR. The information obtained will help and recommend interventions that may contribute to enhancement of women's representation in the Primary schools principalship.

The result and success of the study depends on the quality of your responses thus, the researcher requests you to give accurate and honest responses to the items presented. Confidentiality is a priority and the data you give will be used for this purpose.

Direction

- Please do not write your name
- Put "X" mark in the box you agree with
- Give short answers in the space provided

Thank you for cooperation!

Part I. Back ground Information of respondents

1. Sex

   A. Male ☐ B. female ☐

2. Age (in year)

   A. Below 25 ☐ B. 26-35 ☐ C. 36-45 ☐ D. 46-55 ☐

   E. Above 55 ☐

3. Educational back ground

   A. Diploma (10+3, 12+2) ☐ Degree (12+4) ☐ C. Master Degree ☐

   D. above master degree ☐

4. Work experience (in year)

   A.1-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D.16-20 ☐ E. above20 ☐

5. Marital status

   A. Single ☐ B. married ☐ C. other ☐

Part II. Women's leader ship style

Listed below are some points on women's leadership style who are at the position of Primary school principal.

Please kindly rate the variable by putting an "X" under the scale you agree with use the following scales.

Very poor (1), poor (2), medium (3), good (4), and very good (5)

No	Indicators	Scales				
		1	2	3	4	5
3.1	Women leader ship/principal ship style					
1	Women control their emotion in the work place					
2	Women understand their subordinate feeling					
3	Women make people work being involved					
4	Women show greater perseverance and patience to follow up things					
5	Women solve problem systematically					

Parts III. Decision making skills of women principals

The following are points about the women who are at decision making of the primary school principalship positions. Please kindly rate the indicators by putting "X" under the scale you agree with by using the following scales. Very good (5), medium (3), poor (2), and very poor(1).

No	Indicators	Scales				
		1	2	3	4	5
1	Articulate and consistent in decision making					
2	Make decision that consider the situation					
3	View things form different perspective in a device of lie decision					
4	Taking measures under the influence of social norms					
5	Allow subordinate in decision making					
6	Making decision that are not affected by nepotism					
7	Lack of confidence in decision making					

Part IV. Societal factors that impede women's participation in primary schools principal ship

Put on "X" in one of the boxes provided for each possible factor, use the following scales. Strongly agree (5), Agree (4), Undecided (3), Disagree (2), and strongly disagree (1).

No	Indicators	Scales				
		1	2	3	4	5
	Attitude of the society wards women					
1	Women principals are generally more democratic in the way they operate in their schools					
2	There is no difference b/n men and women principal in the emphasis placed on maintaining school discipline					
3	Girls and boys are socialized differently in the society to assume different roles & expectation					

4	Women were encouraged by their family to pursue their education					
5	Think women do not have ability, skill and competence					
6	The influence of patriarchal ideology in the society					
7	Women principals better in reconciling conflict demands					
8	Women principals display greater respect for the dignity of the teachers in their schools					
9	Women principals exercise stronger leader ship role					

Part V. Women's interest to come on position to school principalship in primary school.

Put an "X" in one of the boxes provided for each possible factor, use the following scales, strongly disagree (1), disagree(2), undecided (3), agree (4), and strongly agree(5)

No	Indicators	Scales				
		1	2	3	4	5
	Women's interest					
1	Women's still recognize the world as "masculine"					
2	Women's think themselves as lack of confidence on their capabilities to lead school					
3	Women's having less aspiration to become school principals					
4	Women's forgo investing in education in fear of not getting their desired career choice					
5	Women fear risk taking in school when they make decision					
6	Women's lack of awareness and knowledge of the organizational culture and policies					
7	Women's fear of success in achievement will lead to negative attitudes from colleagues					
8	Women's fear of balancing professional work and family responsibility					
9	Women's feelings about the jealousy and lack of supports from other					

	female subordinates					
10	Lack of mentors and role models					
11	Lack of professional networks					

Part VI. Institutional factors that impede women's representation in the primary school principal ship position.

Put an "X" in one of the boxes provided for each possible factor. Use the following scales. Strongly agree (5), Agree (4), Undecided (3), Disagree (2), and strongly disagree (1).

No	Indicators	Scales				
		1	2	3	4	5
1	There is gender discrimination regarding recruitment, selection and development of women in education system					
2	Institution provide flexible working hours					
3	Complexity of school principalship position hindered women					
4	Education system do not encourage women to form their own net work					
5	Women are less motivated by supervisors in education system.					

Part VII. Suggested items

1. In your opinion, what are the factors that impede women in becoming primary schools principal ship positions?

_____

_____

2. In your opinion, whose concern to minimize the under representation of women in Leadership role?

_____

_____

3. If you are given a chance to select principal for your respective school, whom do you prefer? Male or Female. What are your reasons?

_____

_____

4. From you observation, what are the interests of women to come schools principalship position? High or low what are your reasons?

_____

_____

5. From your perspective, what major difference do you notice in the way females and males perform in the role of school principalship?

_____

_____

Part IIX. Rank the following factors that women's representation in the role of school principalship positions according to their seriousness.

Put the rank on the space provided by using 1 for very serious problem to 9 for least serious one.

No	Factors that impede women's' representation in to school principal ship positions	No
1	Lack of role Models and Mentors	
2	Lack of professional net works	
3	Interests of women them selves	
4	Attitude of society	
5	Lack of equal employment opportunity	
6	Gender inequality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards women upward mobility	

Part IX. What measure do you suggest to enhance women's representation in primary schools principal ship positions?

Adama Science &Technology University

School of Educational Science &Technology Teachers Education

Department of Educational Leadership &management

Questionnaire to be filled by WEO Expertise

Part I. Back ground information of respondents

1. Sex

   A. Male ☐ B. Female ☐

2. Age (in year)

   A. below 25 ☐ B. 26-35 ☐ C. 36-45 ☐

   D. 46-55 ☐ E. above 55 ☐

3. Educational back ground

   A. Diploma (10+3, 12+2) ☐ B. Degree (12+4) ☐

   C. Master degree ☐ D. above master degree ☐

4. Work experience (in year)

   A. 1-5 ☐ B. 6-10 ☐ C. 11-15 ☐

   D. 11-15 ☐ D. 16-20 ☐ E. above 20 ☐

5. Marital status

   A. Single ☐ B. married ☐ C. other ☐

Part II. This portion relate to principalship capabilities and competences of women in the primary schools.

Please kindly rate the variables by putting an "X" under the scale you agree with and use the following scale. Very good (5), Good (4), Medium (3), poor (2) and Very poor (1)

No	Indicators	Scales				
		1	2	3	4	5
2.1	Women's principalship capabilities and competence					
1	Women demonstrating strong interpersonal skills					
2	Women have strong abilities to delegate and empower other in decision making					
3	Women are being able to manage change for self and others					
4	Ability to develop supportive network among colleagues					
5	Women have abilities to use reflection and honest feedback to develop self awareness					
6	Women having a sound knowledge of and commitment to					
7	Ability a sound knowledge of administration and management					
8	Women are inspiring, visioning change for school in others					
9	Leading and reinforcing the teachers and identity of the school					
10	Women have abilities to plan and coordinate desired activities					
11	Women Implement rules and regulations properly					
12	Women have ability to create conducive working environment					
13	Women provide professional counseling whenever it is necessary					
14	Women treat all staff and students on equal ground					
15	Women minimize hear says and gossips					

Part III. Policy issue affecting women's representation in Primary schools principal ship.

Put an "X" in one of the boxes provided for each possible factor. Use the following scales. Strongly agree (5), Agree (4), Undecided, (3) Disagree, (2) and strongly disagree (1).

No	Indicators	Scales				
		1	2	3	4	5
1	Policies and programs designed not encouraged women					
2	Lack of support, lack of commitment and unwillingness of stake holders					
3	Lack of mentoring and evaluation of the policy during implementation phase					
4	Ethiopian women have benefited a lot from the policy					
5	Commutation and coordination of the stake holders during the implantation					

Part IV. Suggested items

1. In your opinion what are the factors that impede women in becoming primary schools principalship positions?

   _____

   _____

2. In your opinion, whose concern to minimize the under representation of women in Leadership role?

   _____

   _____

3. If you are given a chance to select principal for your respective school, whom do you prefer? Male or Female. What are your reasons?----------
   ----

4. From you observation what are the interests of women to come schools principalship position? High or low what are your reasons?

   _____

   _____

5. From your perspective, what major difference do you notice in the way females and males perform in the role of school principalship.

   _____

Part V. Rank the following factors that women's representation in the role of school principalship positions according to their seriousness.

Put the rank on the space provided by using 1 for very serious problem to 9 for least serious one.

No	Factors that impede women's representation in to school principalship positions	No
1	Lack of role Models and Mentors	
2	Lack of pro fissional net works	
3	Interests of women them selves	
4	Attitude of society	
5	Lack of equal employment opportunity	
6	Gender in equality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards women upward mobility	

Part VI. What measure do you suggest to enhance women's representation in primary schools principalship positions? ----------
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AST University

School of Educational Science &Technology Teachers Education

Department of Educational Leadership &management

Interview Guideline for WEO Head & female principal

Part I. Background information

1. Sex _____ 2.Age _____ 3.Educational background _____

4. Marital status _____ 5. Work experience (in year)

Part II. Suggested items

1. What is the extent of women's representation the Woreda school system?
2. Do you think female principalship performances affected by their sex?
3. Have you ever observed gender related problems that female principals encountered that needed your office intervention?
4. From you observation what major different do you notice in away female and male principals handle their school?
5. Do you think the organizational structure of schools affect women participation in their leadership position?
6. Do the government policy and your institution encourage women to school principalship position?
7. What do you think major factors that impede women's representation in school principalship?
8. If you have an opportunity to place/select school principal that do you select? Male or female why?
9. What is your impression about women to occupy leadership position in Woreda schools system?

   A. High B. Low

   If your response is low why? _____

10. What are your suggestion regarding the enhancement of leadership role by women in the Woreda schools system?
11. In your opinion what are the reasons for the problems by female encounter in school principalship?
12. What do think is the best way to minimize the under representation of women in principalship position in your schools system?

Thank you!

7.4. Appendix D

Item reliability check list

Respondents	Item responses										Sum of odd response (O)	Sum of even respons(E)	(O-E)	$(O-E)^2$
	1	2	3	4	5	6	7	8	9	10				
1	4	5	3	4	4	3	5	5	4	4	20	21	-1	1
2	5	4	5	5	4	4	3	5	5	5	22	23	-1	1
3	3	4	5	5	4	3	5	5	4	5	21	22	-1	1
4	2	3	4	4	5	4	4	4	4	5	19	20	-1	1
5	4	5	5	5	4	5	4	5	4	5	21	25	-4	16
6	5	4	5	4	4	5	5	4	5	4	24	21	3	9
7	5	3	4	5	5	4	3	4	4	4	21	20	1	1
8	4	5	4	5	5	3	5	5	5	5	23	23	0	0
9	4	4	4	4	5	5	5	4	5	4	23	21	2	4
10	3	5	3	4	5	5	4	5	4	3	19	22	-3	9
11	3	4	4	3	4	5	5	5	4	5	20	22	-2	4
12	4	5	4	4	5	5	5	5	5	5	23	24	-1	1
13	5	4	5	5	5	4	4	5	5	4	24	22	2	4
14	5	4	4	4	3	4	4	4	4	4	20	20	0	0
15	5	3	5	3	5	4	5	4	5	5	25	19	6	36
16	4	5	4	5	5	5	4	5	5	5	22	25	-3	9
17	5	4	5	3	4	3	5	5	4	5	23	20	3	9
18	5	4	4	4	4	4	5	3	4	4	22	19	3	9
19	4	5	4	5	5	5	4	5	5	5	22	25	-3	9
20	4	5	4	5	4	5	3	5	5	3	20	23	-3	9

N.B: 5 Type of likert scale used. $\sum O = 434$ $\sum E = 437$ $\sum(O-E) = 133$ $\sum OE = 9748$ $r = 1 -$