

**INFLUENCE OF GENDER DYNAMICS ON APPOINTMENT OF FEMALE
TEACHERS AS PRIMARY SCHOOL HEADTEACHERS
IN THIKA MUNICIPALITY, KIAMBU
COUNTY, KENYA**

By

MILLICENT ACHIENG GODE

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DECLARATION

This research project report is my original work and has never been presented in any other university for any other award.

Signature.....

Date.....

Millicent Achieng Gode

L50/69679/2013

Approval by the Supervisor

This research project report has been submitted for examination with my approval as University Supervisor.

Signature.....

Date.....

Dr. Naomi Gikonyo,

Senior Lecturer,

University of Nairobi

DEDICATION

I dedicate this work to my family for their love and care during my study, my children Douglas Opiyo, Vonnette Akinyi and Jarl Draux.

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Much appreciation goes to my supervisor, Dr. Naomi Gikonyo and Mr. Morris Masinde whose analytical skills helped hone my academic prowess. Their supervision, guidance, advice, positive criticisms, discussions, follow-ups and encouragement remarks throughout my work contributed a lot to completion of this project. May God, bless you abundantly.

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Above all and exceedingly great, I take this opportunity to thank my God for giving me such an opportunity to study. Glory to Him forever. Amen.

ABSTRACT

Achievement of female teachers in the education sector cannot be overemphasized. However, such achievements have mostly witnessed in lower cadres of education sector and not in positions of headteachers where their numbers are dismal. Thus, the purpose of this study was to investigate the influence of gender dynamics on the appointment of female teachers as primary school headteachers in Thika Municipality, Kiambu County, Kenya. The objectives were; investigating the influence of female teachers' attitudes, stereotyping and training on their appointment as Primary School Headteachers. The study was guided by The Pearson's Theory of Gender Relations and Feminism Theory. Mixed methods approach was applied and thus adopted concurrent triangulation design. The target population comprised of 24 headteachers, 435 teachers, the TSC Sub-County Director and the Sub-county director of education Ministry all totaling 730. Using the Central Limit Theorem, a sample of 150 respondents, that is, 20.5% of 461 respondents, was selected. Stratified sampling was applied to create three different strata based on the number of zones. From each zone, two headteachers, the TSC Sub- County Director and the Sub-County Director of Education Ministry were selected using purposive sampling whereas 44 primary school teachers were selected using simple random sampling. This procedure enabled the researcher to obtain a sample of 6 head teachers, the TSC Sub-County Director, the Sub-County Director of Education Ministry and 132 teachers. Questionnaires were used to collect data from headteachers and teachers whereas interview schedule was used to collect data from TSC Sub-County Director and Sub-County Director of Education Ministry. Piloting was conducted amongst one head teacher and 13 teachers to establish validity and reliability of the instruments. Validity was ascertained through expert judgment. Reliability was determined using split-half technique and reliability index, $r = 0.7$, was obtained using Cronbach Alpha Method thus indicating high internal reliability. Data analysis began by identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were then obtained to generate information about the respondents. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using One-Sample t-Test Analysis in Statistical Packages for Social Science (SPSS Version 23) and presented using tables. The study established that female teachers' attitude, stereotyping and lack of pre-requisite management training are a hindrance on female teachers' desire to seek positions of primary school headship. The study recommends that educational policy-makers come up with policies that create positions for women to eliminate gender imbalance in education administration. Policy makers to come up with a curriculum that include gender issues for purpose of sensitizing the community on the social and cultural barriers which cause gender imbalance in education administration. The Ministry of Education, Science and Technology should come up with a policy where attendance of workshops and seminars is a compulsory requirement for all teachers in order to build skills and knowledge on their careers and give women chances to compete favorably with men.

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LIST OF ABBREVIATIONS AND ACRONYMS

KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
TSC	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Gender dynamics such as attitudes, stereotyping and training levels have been established to feature in appointments of headteachers. Cognizant of these assertions, Fidler and Atton (2002), in a study conducted in England and Wales, posited that gender representation of the Primary School Headteachers in most schools in the country reflects, to a degree, this crucial difference in the composition and ensuing degree of autonomy of the governing bodies. Fidler & Atton further (2002) asserted that, in these countries where the local education authority monitors and moderates the decision, the representation of both men and female teachers is more proportional. Female teachers were 84% of the primary workforce and comprised 61% of the heads (Southworth, 2002).

In New Zealand, the future does not look so optimistic. In this country, where boards have total control over their choice of headteachers, men are disproportionately represented. In primary schools, female teachers represent 82% of the workforce, but are disproportionately underrepresented in leadership, occupying only 40% of headteachers' positions. Seen from another perspective, 60% of headteachers are appointed from the 18% male pool of the workforce (Court, 2006). Men are six times more likely to win a headteachers' position disregarding experience or qualifications, than female teachers.

In addition, 80% of senior management positions in primary schools (assistant and deputy head teachers) are held by female teachers (Court, 2006), indicating that there is a very large pool of well-qualified and experienced female teachers who may be hitting a glass ceiling (Livingstone, 2010). The reforms gave new roles, powers and functions to New Zealand boards of trustees, which in the case of recruitment of the headteachers were more unregulated than in any other country with similar policies (Wylie, 2002).

The high degree of autonomy that boards have in the headteachers' appointment means that this function is localized and not subject to any form of central control. In addition to appointing whomever they like, there is no accountability required at any level by central government in the appointment process. Boards are also protected against grievance claims from discontented applicants under the Employment Relations Act (Government, 2000), which only allows a grievance to be taken out against an employer of the applicant, rather than a potential employer. A similar scenario is replicated in the Netherlands where lack of gender diversity on school boards has been the object of intense scrutiny and debate over the last few years.

The case for having more female teachers at the top relies on two key arguments (Crampton, 2009). First, female teachers' drop-out rates in school management are increasing despite the fact that female teachers have similar or higher educational achievements compared to men. This has been attributed to women's attitudes, stereotyping, and levels of training. In countries like the US and the UK, there are more female teachers with graduate degrees than men (Higher Education Statistics Agency, 2003). However, the dramatic increase in the number of female graduates in education-relevant degrees is not translated into a proportional increase of female representation in school boards of management.

In 2005, a year-long study conducted by Caliper (2011), a Princeton, New Jersey-based management consulting firm, and Aurora, a London-based organization that advances female teachers, identified a number of characteristics that distinguish female leaders from men when it comes to qualities of leadership. Female leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders. Female leaders were also found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts enabling them to read situations accurately and take information in from all sides.

The female leaders are able to bring others around to their point of view because they genuinely understand and care about where others are coming from so that the people they are leading feel more understood, supported and valued. Nature of training teachers receive is a basic requirement for appointment to positions of primary school headship. Wylie (2002) posits that access to professional development opportunities determines the functioning and performance of all teachers including female teachers. Both preservice and in-service training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes.

In most countries from Sub-Saharan Africa, school leadership is perceived and portrayed as a masculine construct based on masculine values (Manwa, 2002; Schein, 2004). In the case of Zimbabwe, men dominate in school leadership positions while female teachers play a subservient role in most areas of endeavor (Dorsey, 2011). Peoples' perceptions have thus been attuned to associate leadership with males (Manwa, 2002; Pounder & Coleman, 2002). This conceptualization of males as leaders or headteachers, that is, the masculinisation of gender, has resulted in contemporary management theory being criticized for being based on masculine values and concepts (Watson & Newby, 2005).

In Kenya, the turn of the new millennium has witnessed invigorated female teachers' participation in primary school educational leadership (Republic of Kenya, 2005a). Their pronounced representation and participation has brought with it challenges they have to grapple with in positions of authority like primary school leadership. In Thika Municipality, appointment of men and female teachers in school management positions is pegged on a variety of factors which include; leadership skills, training and competency, service delivery and experience of service though the number of female headteachers is still below expectations (Republic of Kenya, 2005a). However, the question of gender disparities in the management structures of primary schools has received little attention, despite the fact that

there is recognition in education of both the importance of equal opportunity and the strengths that women bring to management. This is evidenced in its administrative structures and despite these progressive policies on gender equality, women are still concentrated in low income and low status positions like deputy head teachers and classroom teachers (Kamau, 2013). However, it is not known how gender roles, attitudes, perceptions, stereotyping, cultural traditions, negative perceptions from teachers and stakeholders to female head teachers act as impediments to appointment of women as headteachers; thus, the study.

1.2 Statement of the Problem

Appointment of female teachers as Primary School Headteachers has not been fully achieved as per the expectations of the education stakeholders. As stated in the background, in New Zealand, for example, the future of gender parity in the appointment of headteachers is not optimistic where school boards have total control over their choice of headteachers and male are disproportionately represented. In primary schools, female teachers represent 82% of the workforce, but are disproportionately underrepresented in leadership, occupying only 40% of top headteachers' positions. Similar views were echoed by Coleman (2007) who demonstrated the continuing preference for male leadership, which mostly manifests at the level of appointment.

In Kenya, the scenario is the same with most female teachers being at lower levels of appointment despite the constitutional threshold of 2/3. Considering Thika Township, concerns about gender disparities have focused on student performance, particularly in terms of under-achievement of girls, differences in access at various levels of schooling, dropout rates in subjects taken and these have evoked a range of explanations and policies around gender gaps in educational outcomes. However, the question of gender disparities in the management structures of schools and colleges has received little attention, despite the fact that there is recognition in education of both the importance of equal opportunity and the

strengths that women bring to management. Despite these observations, little has been done to interrogate the influence of attitudes, stereotyping and training as impediments towards appointment of women in positions of school leadership; thus, the study.

1.3 Purpose of the Study

The study aimed at investigating the influence of gender dynamics such as female teachers' attitudes, gender stereotyping and female teachers' training on appointment of Primary School Headteachers in Thika Municipality, Kiambu County, Kenya.

1.4 Objectives of the Study

This researcher was guided by three objectives which were;

- i. To determine the influence of female teachers' attitudes on appointment of primary school headteachers in Thika Municipality;
- ii. To examine the influence of gender stereotyping on appointment of primary school headteachers in Thika Municipality;
- iii. To investigate influence of female teachers' training on appointment of primary school headteachers in Thika Municipality.

1.5 Research Questions

The research questions derived from the research objectives were;

- i. How do female teachers' attitudes influence appointment of primary school headteachers in Thika Municipality?
- ii. To what extent does gender stereotyping influence appointment of primary school headteachers in Thika Municipality?
- iii. What is influence of female teachers' training on appointment of primary school headteachers in Thika Municipality?

1.6 Significance of the Study

The findings may help teachers aspiring for administrative positions. This is because they can reflect upon and act on some of the constraints that are a barrier to gender balance from the perspective of women occupying these positions.

The study findings may therefore be important in informing policy formulation processes. It can propose changes that may support gender balance in education administration among teachers in public secondary schools. This may lead to making informed recommendations for necessary policy changes. This could also lead to an increase in the number of female administrators being appointed in education administration in public schools.

The study may fill the gap in knowledge to the researcher on determinants of gender imbalance in education administration among teachers which has led to low women representation in top positions of education administration in public primary schools.

The study findings may help the community reflect upon and change on gender socialization and stereotypes issues which have placed women at a disadvantage when it comes to leadership. This is because the study addressed and made recommendations on some of the stereotypes like gender roles and sex stereotypes which have acted as an impediment to gender balance in education administration among teachers.

1.7 Delimitations of the Study

This study focused on the gender dynamics influence appointment of female teachers as primary school headteachers. Data was only collected from headteachers, teachers, TSC Sub-County Director of Education and Sub-County Director of Education Ministry

1.8 Limitations of the Study

The study encountered the following limitations:

- i. The results of the study could not be generalized to other regions within Kenya which may have a fair representation of female teachers as Primary School Headteachers.

- ii. Some of the respondents may be difficult, hostile and unwilling to volunteer truthful information for fear of victimization. In this case, the researcher explained to the respondents that study was aimed at providing a firm foundation of knowledge upon which they can improve fairness, equity and inclusivity.
- iii. The sampled respondents during the study may not reflect the entire population. In this case, the researcher involved as many respondents as possible in the sample.

1.9 Assumptions of the Study

The following were the assumptions of the study;

- i. That genders dynamics influence appointment of female teachers to positions of school management.
- ii. That female teachers' attitudes, stereotyping and training influence the number of female teachers appointed as headteachers
- iii. That all the respondents would be honest and would volunteer correct information
- iv. That all the participants would be competent to respond to the research questions

1.10 Organization of the Study

This study consisted of five chapters. Chapter one entailed; the background of the study and the primary goal of this chapter was to capture the attention and interest of the reader. Chapter two was the literature review which highlights what previous researchers have found in the same area of study. In chapter three, the methodology and research design which guided the study was presented. Chapter four of this study presented the data analysis, presentations, interpretations and discussions of the study findings. It was arranged according to the three research questions that the study sought to answer. The last chapter was chapter five that presented the summary of the findings, conclusions and recommendations of the study.

1.11 Operational Definitions of Terms

Appointment of headteachers Refer to officially assigning a female primary school teacher a position of primary headteacher.

Female teachers' attitudes Are female teachers' views or beliefs about headteachers' responsibilities. These include; positive or negative.

Female teachers' training Refers to the acquisition of pre-requisite skills to enable their appointment as Primary School Headteachers.

Gender dynamics Are aspects of gender which influence appointment of female teachers' appointment into positions of school management. These include; gender roles, attitudes, training and stereotypes.

Stereotypes Are beliefs held by different stakeholders about female teachers' abilities to perform school management functions. These include; societal norms and attitudes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the literature of the previous studies covered related to the researcher's area of study. The researcher provided divergent views that are critical to different authors who raised various versions related to the issues being investigated. The review is based on empirical literature review, concept of appointment of primary school headteachers, concept of gender dynamics, female teachers' gender roles, attitudes, stereotyping and training in relation to appointment as primary school headteachers. It also provides theoretical and conceptual frameworks which guided this study and a summary of the literature review showing the gaps identified during the review.

2.2 The Concept of Appointment of Primary School Headteachers

Schools categorization in Kenya portraying different status for not only the students but also teachers provides divergent perceptions and attitudes. According to Kamau (2013), primary school teachers' morale depends in part, on students' achievement with high achievers motivating teachers. Accordingly, admission of students in Kenya to different primary schools considering their level of academic achievements in pre-primary school may provide a basis of motivation and de-motivation respectively particularly due to the ranking of schools according to performance in national examinations which (Republic of Kenya, 2005b) entrenches disparities that condemns some schools.

This may explain why most appointments to deputy head teacher and head teachers by TSC in Kenya are done through transfer from established schools to less established schools hence less consideration of teachers in 'small schools' with necessary experience and qualifications. Gamboge (2006) makes an observation on 'uncompetitive appointment' from outside the institution noting that it reduces the morale of the teachers working in the school where the

vacancy arose. With respect to the disparities in schools, KSSHA (Silsil, 2011) advocated for declining to sign performance contracts until the differences were adequately addressed. Differentiation of teachers against Cowley's argument of teachers' dislike for differentiations (Cowley, 2003) is entrenched in primary schools particularly the perception that learners' performance in national examination indicates teachers' performance in their work. Hargreaves and Fullan (2006) note that pupils' achievement is inherent to existing schooling operations and therefore as observed by Okumbe (2008), teachers' effort does not necessarily lead to performance by learners since performance is greatly influenced by innate abilities, traits and role perceptions.

Most primary school students in Thika Municipality perform poorly in national examinations (Mwangi, 2010). Education inputs both human and physical were found to be un-uniformly distributed amongst schools particularly boarding facilities and laboratories affirming variations earlier discussed. Kimengi (2003), Shymala (2000), Karugu & Kuria (2001), Sifuna cited in Kamau (2013) found out that low appointment opportunities, advancement, recognition and general difficulties in upward mobility in the teaching profession among Kenyan primary and primary school teachers was causing job dissatisfaction. For instance, Kimengi's (2003) study on factors determining commitment and non-commitment of primary school teachers in Keiyo, Kakamega and Nyeri district, found appointment opportunities second to salary as a course of job dissatisfaction while Mutungi (2011) found job dissatisfiers amongst teachers as including lack of recognition, poor appointment methods and low chances of advancement.

Studies in Kenyan schools have over the years continued to underscore the link between teacher appointment and teacher satisfaction that potentially enhances motivation to perform better (Otieno, 2010). For instance, a study focusing on satisfaction levels of primary school teachers in Githunguri division in Kiambu district (Kamau, 2013) shows that policies and

procedures in appointment were a great source of dissatisfaction among 70 % of the teachers (73% for men and 67% for female teachers). Similar results were confirmed by Oketch (2003) in a similar research in Homa Bay district. A survey conducted by TSC (Siringi, 2010) to find out employer/customer satisfaction found that teachers wanted among other things faster appointments and review of methods used to reward hard working teachers. Appointment procedures were found to be slow and merit was not adequately considered resulting to stagnation in the same job group which negatively affects teachers' job satisfaction and motivation.

According to Oyaro (2010), application of policy on appointment of primary school teachers in Kenya does not seem to cater for the variety of school categories, thus eliciting concerns among teachers and stakeholders as to the criteria and consequent role of the appointment process. Further, allocation of vacancies for appointment and selection of a small group of teachers for appointment does not seem to be clear. These sentiments were echoed by the Kenya Education Sector Integrity Report (Transparency International, 2010) which observed apparent slow appointments of teachers. The Kenya National Union of Teachers (KNUT) questioned the value of in-service training program noting that the program does not earn merit during appointments.

Some teachers take up to twenty years before appointment beyond the common establishment grade (L) (Machio, 2011) unsuccessfully attending interviews (Mutungi, 2011) even when qualified and with necessary experience hence, the tendency to seek avenues for upward mobility outside their profession. The job groups for primary school teachers employed by the government in Kenya start at J for teachers with a diploma in education and K for teachers with a degree in education. The diploma holders move to job group K after three years and then to L after another three years automatically.

The degree holders progress automatically to job group L after three years. Any ascent beyond job group L for all teachers is through interviews held at TSC headquarters. Appointment opportunities in Kenya have remained relatively few for over two decades (Karugu & Kuria, 2001; Oyaro, 2010; Otieno, 2010; Silsil, 2011), suggesting that less attention may have been paid to their potential negative effects on the teaching profession. Furthermore, the use of common criteria of appointment of all teachers regardless of fundamental differentiation of, for example, school types, regional and historical diversities, among other issues, may be seen as in effect, unfair, thus reducing the morale of hopeful teachers, majority of who work in schools that are historically disadvantaged in terms of categorization which ranges from national, county, district boarding and district day schools.

The TSC criterion that gives much consideration to pupils' performance in national examinations as well as extracurricular activities, and recommendations from head teachers of schools amongst other factors (Oyaro, 2010) seems to favor national and county school teachers whose schools enroll better performing students. In addition, most national and county schools are more endowed with facilities than district schools and therefore their learners may perform better in national examinations and other activities. Poor performance in science and mathematics in many primary schools (Republic of Kenya, 2005b) also creates potential differences amongst teachers according to their subject specialization.

In these contexts, as observed by Bennel and Mukyanuzi (2005), even well intentioned in-service training programs designed to improve teaching methods and other forms of professional developments are rendered less productive if motivation through appointment criteria which many teachers perceive as insensitive to their working contexts is not addressed. It is due to these perceptions of presumed inadequate appointments that this study undertakes to conduct research driven investigation that includes female teachers' voices with

the view of yielding findings that could inform the said process in terms of policy and practice that would make it more receptive to the teachers involved.

2.3 The Concept of Gender Dynamics

Globally, lack of women in the top headteachers' positions, including educational leadership, has been the subject of much debate. Today, not only in the less developed countries, but also in the developed ones, there are some stereotypical images about women headteachers that become obstacles to their advancement as professionals (Carnevale, 2005). Traditionally, men have been seen as better suited than women to hold executive positions. The qualities associated with being a successful headteacher have been associated with masculinity; such as ambition, objectivity, and acting in an authoritative manner. Women have been seen as different from men, universally lacking the necessary personal characteristics, as they are dependent, submissive, and conforming (Carnevale, 2005), and therefore lack the abilities to make them good headteachers.

As a result of these negative beliefs, women make slow progress up the organizational hierarchy. In addition to these stereotypes, there are some other obstacles that prevent women from reaching headteachers' positions, such as low participation in male networks that limits their access to decision-making processes about promotion, discrimination against women in hiring and promoting policies, and the negative attitudes of employers and subordinates towards women headteachers. Aside from these negatives, the issue of under representation of women has been considered.

Researchers from different parts of the world (Cubillo & Brown, 2003) have given attention to the topic of women in educational leadership positions at various levels of the education ladder. Most of these studies have concluded that women are underrepresented in educational leadership, and that they face various challenges in their aspirations to attain and maintain these positions.

Moreover, with the exception of a few countries, the teaching profession is dominated by women; but despite the large numbers of women in the profession, they are greatly under-represented in positions of management (Cubillo & Brown 2003). The disadvantaged workplace status of women is due to a set of historical, social, economic and organizational dynamics, although the reasons for these persistent and pervasive inequalities vary somehow across national, cultural and occupational contexts (Bobbitt-Zeher, 2011). These stereotypical perceptions against women have made it difficult for most women to be appointed as heads of primary schools. Though some women already hold leadership positions in educational institutions, the number is not proportionate compared to number of men in leadership positions.

Another explanation advanced for the underrepresentation of women in school headship positions is concerned with women's low self-esteem, and lack of confidence. Interestingly, myths, stereotypes and prejudices relating to the abilities and attitudes of women were seen to be among obstacles encountered for a higher representation of women in management positions. Coleman (2007) observes that in surveys conducted in the 1990s and in 2004 in the UK, women were found to be more likely than men to refer to lack of confidence or their own perceived faults that stopped them from thinking they could become school heads. Such responses were also noted by Coleman (2007) when she commented that studies that look at the reasons why women were less likely than men to become head teachers, revealed lack of confidence on the part of women in applying for jobs and a relative hesitancy in developing career plans.

Some people perceive women in leadership positions as more emotional, affectionate, talkative, patient, creative and less courageous than men (Davies, 2004). Accentuating the limited women representation regarding the myth and stereotypical images of women concerns the responsibility imposed on women leaders, as they relate to family issues.

2.3.1 Female Teachers' Attitudes and Appointment as Primary School Headteachers

Efficacy beliefs about oneself is critical to appointment to positions of school management. Female teachers' attitudes towards school management and attendant responsibilities has resulted to gender imbalance in education administration. In a study conducted in Canada, Brown and Irby (2005) reported that female teachers who aspire to be headteachers are likely to report lack of confidence than those already there. Brown and Irby (2005) further indicated that such female teachers wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. Female teachers aspiring to be headteachers were reported to have a marked level of lack of self-confidence (Brown & Irby, 2005). In other words, such female headteachers rarely see themselves as experts and express lack of confidence about seeing themselves at the top.

Low self-esteem and lack of self-confidence may be related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. In India, for example, lack of leadership identity has led to feeling of isolation and an outsider (Grogan, 2009). These views corroborate the findings of a study carried amongst female teachers in Sweden in which Latigo (2009) indicated that women lack a sense of themselves as leaders and perceive that they have to further develop their leadership identity than men do.

These findings affirm the fact that lack of such leadership identity, low self-esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions. That is, there is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job and low self-confidence and self-esteem with respect to school management capabilities is likely to cause gender imbalance in education. For example, in Uganda, women are socialized to adopt family roles and indicated to have low self-esteem

and confidence in their abilities outside domestic roles (Gibson, 2005). In a study conducted amongst female teachers in schools in Bukoba Province in Uganda, Brown & Ralph (2003) revealed that the few women who have managed to reach positions of leadership in schools despite the obstacles were reported to have a strong believe in themselves, especially their own voice and motivation to be pathfinders. Women who are self-reliant and self-motivated have made it to leadership positions in spite of hostile and unwelcoming cultures in their countries of origin (Brown & Ralph, 2003). These findings attest to the fact that for women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families. Besides, they also require mass education programs coupled with conscious effort to change tradition values which reduces their confidence levels.

In Kenya and Thika Municipality, self-confidence of women has been judged in terms of male defined standards, that is, confidence women show in public sphere activities (Muchungu, 2003: Wanjama, 2002). Thus, since women have kept separate from public sphere activities, they lack the experience and this inexperience have been mistaken to be lack of self-confidence (Muchungu, 2003). However, Muchungu (2003) and Wanjama (2002) were silent on how the impediment of attitudes can be overcome. Wanjama (2002) failed to indicate how different specific aspects of female teachers' attitudes influence the number of women in positions of primary school management; research gaps which informed the focus of this study.

2.3.2 Stereotyping and Appointment of Female Teachers as Primary School Headteachers

Explanations have been given for gender imbalance in education administration in education administration based on the socialization and sex-role stereotypes. Organizational socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of a school.

Cognizant of these views, Johnson (2003), in a longitudinal study conducted in Columbia, noted that since traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization. Johnson (2003) noted that socialization and sex-role stereotypes act as obstacles to gender balance attainment of management positions in schools. Women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex (Johnson, 2003). This results to women being judged on how “womanly” they are when they behave inferior and shy away from top positions.

Such views lend credence to the findings of a study conducted in Venezuela in which Eagley and Johnson (2008) asserted that negative stereotypes of women by superintendents and school board members have negatively affected gender balance in education administration.

Eagley and Johnson (2008) indicated that there is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances. The school board members lack confidence in female superintendents’ ability to oversee the construction of a new building and when she completes the task the board is surprised (Eagley & Johnson, 2008). These findings corroborate the fact that headteachers and board members believe that women are easy to direct simply because they are female. If they turn out not to be malleable the reaction is negative because they seem to be violating the expected norms when they act like men. These expectations of feminine behavior result in negative perception of assertive actions of women.

In France, a female style of leadership like assertiveness and being direct is unacceptable and colleagues will view the man as firm but a female as stubborn (Bynum, 2008). Bynum (2008) noted that another form of sex stereotype is related to societal perceptions that women are emotional and work at emotional level. In the same vein, Cubillo & Brown (2003), in a study conducted in Lesotho, indicated that, due to such perception, it is assumed that women cannot

be natural and logical decision makers. Aemero (2005) also supported these findings and pointed out that women are too emotional and cannot see things rationally and this affects their decision making. Aemero (2005) indicated that few women plan to enter administrative positions upon college completion. This is in consistent with the findings of a study carried out in KwaZulu Natal Province in South Africa in which Chisolm (2013) observed that not a single female teacher had planned to enter school management when they joined teaching as a career. These findings lend credence to the fact that women have their career aspirations limited due to gender socialization.

The belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration (Chisolm, 2013). The popular traits are masculine by nature and are male and female accepted. In Kenya, gender is constructed within institutions and cultural contexts that produce multiple forms of masculinity (Chelimo & Wasyanju, 2007). Schools play a major role in formation and maintenance of masculine traits, that is, program division, sports and discipline systems. Chelimo & Wasyanju (2007) asserted that the popular masculine traits accepted by all are decisiveness, appearing tough, less talking and putting a social distance between themselves and staff. In other words, female leaders without these traits are viewed negatively.

In Thika Municipality, the shift of masculine model has not changed (Muchungu, 2003). Socialized roles have become so familiar and become unquestioned norms. Since socialization tends to be invisible, it is easy to fall into the trap of believing that women choose these roles. Despite this, women have made it to the top. Having a vision and well-planned career path with a goal to move up is crucial. In an assessment study conducted in Lower Yatta District and Kiambu County, David (2013) asserted that the factor that explains the most about the resistance to women in positions of power in schools is the devaluation of women.

While equity gains have been made, different expectations of and attitudes to women and men still exist (David, 2013). However, David (2013) have not indicated how different aspects of stereotypes against female teachers by those who hire constitute the major barrier to female teachers' advancement in school management.

2.3.3 Female Teachers' Training and Appointment as Primary School Headteachers

Access to professional development opportunities determines the functioning and performance of all headteachers including female teachers (Henderson, 2004). Both pre-service and in-service training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills. Most countries have elaborate systems of teacher training with institutions at national, province and district levels (Hewlett, 2002). For example, preservice teacher training is provided through a two-year course in most states in India and a one-year course in Pakistan through Teacher Training Institutes at district level.

In India, there is preferential admission of would-be female teachers headteachers to these institutions in many states whereas in Pakistan and Bangladesh, there are separate institutions for female teachers and are provided one-year teacher training at district-level institutions (Eakle, 2005). In these institutions, men and female teachers are trained on management skills and how to improve efficiency. Nepal also provides induction training of 180 to 330 hours to primary teachers after recruitment and it takes three to five years after joining the work force to get this opportunity (Peacock, 2007). However, the Distance Learning Teacher Training Centre in Nepal has now started providing 180 hours training in coordination with the National Centre of Educational Development. Although some states require only secondary level education, most of the states in India require a higher level of minimum qualification at Grade XII pass.

This training is for both permanent and temporary teachers (Hensel, 2001). The real issue with respect to preservice training for female teachers is how effective it is in equipping them with the skills to cope with actual classroom problems and play significant roles as headteachers. The requirements of teacher education go beyond the knowledge of theories, teaching methods, and competencies for subject teaching. However, in reality the primary headteacher and teacher curriculum in the regular institutions does not cover these matters and suffers from a lack of contextual relevance. To some extent, it explains the reluctance of female teachers to seek headteachers' positions.

In most countries in Sub-Saharan Africa, Education Policies continue revising the curricula and making pre-service training a two-year course (Ryan & Haslan, 2007). For example, The New Education Policy of Nigeria (2010-2020) outlines the review and revision of the curriculum and the methods of instruction in teacher training institutions to bring them in line with the requirements of modern trends in the teaching and management field. Some evidence of in-service training more directed towards practice and real situations is available in some parts of the sub-region. For instance, Morocco has recently included a few techniques as well as content areas in its preservice course with the objective of developing an understanding of real classroom situations (Nelson & Levesque, 2007). Female teachers head teachers who completed in-service trainings were more effective than those who did not.

An important implication of his study is that professionally trained principals perform their roles better than non-professionals. Nelson and Levesque (2007) reported that teachers who complete degrees in education more professional outputs than those who do not. It is believed that specialized training empowers and motivates such teachers for better performance. In Kenya and Thika Municipality in particular, the minimum entry qualification is the same for men and female teachers with very few exceptions in the primary schooling system (Catherine, 2011).

The secondary level of education is being adopted as the most common minimum qualification required for becoming a primary school teacher in this Sub-county. The same eligibility criteria are applicable for the entire nation in Kenya. Even in highly patriarchal societies female teachers can attain independence and school leadership through higher levels of education. David (2013) argue that, to achieve more equitable representation in educational administration, female teachers particularly need education and training programmes. However, David (2013) fail to indicate whether level of education would guarantee increased appointment of female teachers as headteachers and execute the tasks that accompany the holder of such office.

2.4 Theoretical Framework

This study was underpinned with several theories which provide a valuable framework for conceptualizing gender equality issues. These include the Ruth Pearson's theory on gender relations, the social role theory and the leadership categorization theory. The social role theory holds that gender differences occur as a consequence of two related processes: social learning and societal power relations behavior (Kacmar, Bachrach, Harris, & Zivnuska, 2011). What may be considered as gender-appropriate behaviors are usually learned through social modeling and reinforced through society's power and status structures. Kacmar et al (2011) argued that people internalize gender roles that society has defined, and they have a tendency to view the world and behave in ways that conform to the societal expectations associated with these roles.

As Kacmar et al (2011) explained, women and men tend to respond to social information in predictable ways, and over time, these processes generally lead either to communal or agentic behavior patterns. Communal behavior patterns are considered nurturing and socially oriented and emerge mainly among women; wherein agentic are competitive and achievement oriented behavior patterns and tend to emerge more among men.

The leadership categorization theory (LCT) examines the layperson's understanding of leadership (Ayman & Korabik, 2010). The LCT theory holds that individual followers' expectations and mental prototypes of the ideal leaders play an important role in shaping the individual's perceptions of their leaders' contributions and leadership success (Zacher, Rosing, Henning & Frese, 2011). This means that followers form inherent opinions about their leaders' characteristics based on their interaction or past experiences with the leaders. The followers' perceptions determine how they judge the leaders. The key premise is that people have a tendency to approve individuals as leaders whose characteristics fit these mental models.

Akpabio (2009) suggested that some barriers may prevent women from equal participation as men in the government and the decision-making process. These discriminatory barriers may include poverty, religious, social, cultural taboos, and restrictions. Relying on the feminist theory, Burns, Schlozman and Verba (2001) explored why decades after the Women's Movement and three generations after suffrage women are still not as involved as men in the public sector. This theoretical framework provides the opportunity to examine the cultural, historical, political and economic influences of the women. For this reason, in this study, gender should be considered within the context of culture or societal norms. The premise is that understanding the culture and feminist traditions is central to conducting this gender-based study.

The social role theory, the LCT, and feminism theory were integrated in this study to guide the line of questioning and explain issues regarding the women's role as leaders and gender inequality. The three theories combined suggested that because women and men have traditionally occupied different roles, people might perceive women and men as having different leadership skills to hold key political positions and positions of power. Individuals' beliefs and stereotypes regarding men and women's roles within society have casted both

men and women into certain roles. For example, women historically are expected to have jobs such as teachers, while men have political leadership roles or are expected to be politicians. In addition to applying the theories, the aim is to provide a gender-focused framework for understanding and clarifying gender inequality and misunderstandings as to why female teachers are impeded from seeking positions of school leadership. In this study, gender relations theory by Ruth Pearson (2005) and Feminist theory as postulated by Janet Price and Magrit Shildrick (2002) were adopted.

2.4.1 Gender Relations Theory

This study was based on Ruth Pearson's Framework on gender relations. According to Pearson's theory, society views all activities that are carried out to be based on social roles and interactions of men and women. This is an assumption of gender roles as dictated by the society. In this context, the framework views the notion of gender roles and activities as having a strong ideological content. Policies often reflect a prescribed version of male and female roles rather than activities practiced by men and women. Based on such ideologies, the society seems to have ultimate authority on nature of what women and men actually do and their contribution which turns out to be biased against women (Pearson, 2005). Because of these biases, the performance of women and men is affected on nearly all spheres of life such as education, leadership and general development.

The Pearson's gender relations theory identifies the social differences between men and women that are learned are changeable over time and have wide variations between various cultures. The rationale of using this theory in this study is that it recognizes the fact that career mobility to positions of school management involves female teachers who happen to be actively involved in education administration aspiring to be administrators and play their practical gender roles as well. That is, women have been socialized over time to be submissive and therefore when one becomes a leader and portrays traits of assertiveness,

decisiveness and directness, it becomes socially unacceptable and one is viewed as stubborn. Socialization is also noted where media portrays gender bias on women leaders' image.

2.4.2 The Feminist Theory

This study also adopted a theoretical lens informed by feminist theory which was postulated by Janet Price and Margrit Shildrick (2002) which views gender as a social, historical, and cultural construct. Janet and Margrit (2002) hold the view that femininities, like masculinities, are not a product of biology or some manifestation of inner essence; rather they are socially constructed configurations of gender practice created through historical and social processes, situated in patriarchal relations of power, and interact with other social justice factors such as race, social class, bodily ability, and sexuality. Gender is also performative. Other feminist theorists such as Judith Butler (1990) have demonstrated that gender is performative, in that being male or female is not “self-evident”, or, “natural”.

Rather, one's gendered identity only appears “natural” through repeated, ongoing performances. For Butler (1990), the performative dimension of gender reproduces and helps create the illusion of an essential gender identity. Moreover, a feminist theory of gender is also interested in and examines the intersectionality of social class, race, sexuality, ableism and other social justice factors which help complexify and smash the boundaries of what Janet and Margrit (2002) call essentialist mindsets. These essentialist mindsets reduce gender down to an outcome of biology, thereby reproducing patriarchal relations of power.

Moreover, seeking to address structural inequalities that produce and reproduce everyday inequities, feminist theory supports the premise that female teachers in positions of leadership are situated within the gender order in ways that exclude them from the ruling apparatus of society. That is, a society that is constructed, maintained, regulated and policed by those in dominant patriarchal positions-positions of ruling.

All of which work to ensure that female teachers play a secondary role. For example, despite the fact that more female teachers have entered fields formerly dominated by men, sexist patterns of hiring, promotion and appointment to positions of school management. In an attempt to understand this persisting phenomenon, feminists have developed the theory of “gendered job queues.” Feminist theorists argue that the most valued jobs are reserved for the men of the dominant racial ethnic group. Once these positions are no longer valued or begin to provide decreased wages, dominant men exit from the position creating opportunities for female teachers or men of disadvantaged racial ethnic groups.

Feminist histories, as feminist theories and politics, focus on domination, marginalization, appropriation, and the ‘othering’ of any social group. In so doing, feminism imparts numerous deconstructive possibilities of dominant storylines by challenging dominant categories and unpacking concepts such as leadership. Additionally, research drawing upon feminist theory can also be reconstructive, as it provides space for voices of the less advantaged and offers alternative representations of leadership through the narratives of marginalized leaders.

2.5 The Conceptual Framework

The conceptual framework was based on gender dynamics reflected through female teachers' attitudes, stereotyping and training which constituted independent variables. Appointment of Primary School Headteachers constituted the dependent variable. Professional networking, affirmative action, gender awareness and stakeholders' support constituted the intervening variables as shown in Fig. 1

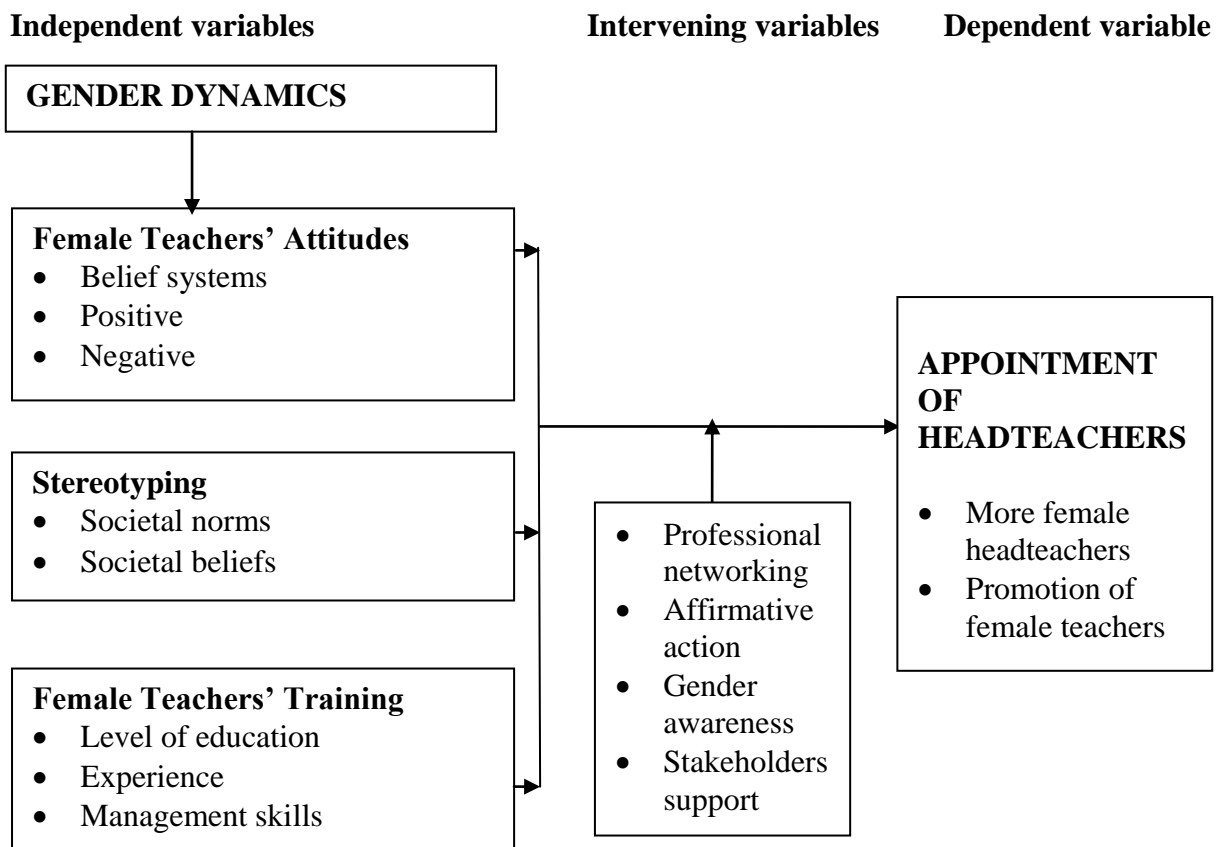


Figure 1: The Conceptual Framework

2.6 Summary of Literature Review and Research Gaps

The literature for this study has been reviewed has established that gender dynamics influence appointment of female teachers as Primary School Headteachers. That is, female's teachers' attitudes, stereotyping and training influence the number of female headteachers and the number of female teachers being promoted. However, how each specific gender dynamic influences such appointment of female teachers as headteachers is yet to be established. For example, studies by Muchungu (2003) and Wanjama (2002) were silent on how the impediment of attitudes can be overcome. Wanjama (2002) failed to indicate how different specific aspects of female teachers' attitudes influence the number of women appointed a headteacher. A study by David (2013) has not indicated how different aspects of stereotypes against female teachers by those who hire constitute the major barriers to female teachers' appointment into positions in the school management. A study by David (2013) also failed to indicate whether level of education would guarantee increased appointment of female teachers as headteachers and execute the tasks that accompany the holder of such office.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the methodology that the study followed. It explains the design; location of study; target population; sample size, sampling techniques and procedure; data collection instruments; methods of testing the validity and reliability of instruments; the research procedure that was followed; and the data management and analysis techniques that were used in during the study.

3.2 Research Design

The study adopted mixed methods approach, that is, quantitative and qualitative methods. According to Creswell (2009), quantitative method involves asking specific questions, collecting quantifiable data from a large number of participants; analyzing these numbers using statistics; and conducting the inquiry in an unbiased and objective manner. In this case, quantitative data was collected from the headteachers and teachers using questionnaires. In qualitative approach, the researcher relied on the views of participants, asked broad questions and collected data consisting largely of words from the participants.

The researcher described and analyze these words based on the objectives of the study. In this case, data was collected using interview schedules. Thus, the study applied concurrent triangulation design since it is single-phase design in which researcher implemented the quantitative and qualitative methods during the same timeframe and with equal weight. According to Creswell (2009), this design generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem. The researcher merged the two data sets by bringing the separate results together in the interpretation.

3.3 Target Population

Population is a collection of individuals or objects that is the main focus of a scientific inquiry and it is for the benefit of the population that researches are done. The target population for this study included; 24 primary school head teachers, 435 primary school teachers, 1 TSC Sub-County Director and 1 Sub-county Director of Education Ministry all totaling to 461 as shown in Table 3.1;

Table 3.1: Target Population

Categories	Target Population
Primary School Head teachers	24
Primary School Teachers	435
TSC Sub-County Director	1
Sub-county Director of Education Ministry	1
Total	461

3.4 Sample Size and Sampling Techniques

Kothari (2005) defines a sample as a subset of the target population. Using the Central Limit Theorem, a sample of 140 respondents, that is, 30% of the targeted 461 respondents were selected. The Central Limit Theorem states that, for any sample size, $N \geq 30$, sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). Stratified sampling was applied to create 5 different strata based on the number of zones in Thika Township. From each zone, 2 headteachers, the TSC Sub-County Director and Sub-County Director of Education Ministry were selected using purposive sampling whereas 44 primary school teachers were selected using simple random sampling. This sampling procedure enabled the researcher to obtain a sample of 6 head teachers, 1 TSC Sub-County Director, 1 Sub-County Director of Education Ministry and 132 teachers as shown in Table 3.2;

Table 3.2: Sample size Grid

Categories	Sample Size	Sampling Techniques
Primary School Head teachers	6	Purposive Sampling
Primary School Teachers	132	Simple Random Sampling
TSC Sub-County Director	1	Purposive Sampling
Sub-County Director of Education Ministry	1	Purposive Sampling
Total	140	

3.5 Data Collection Instruments

These are tools which were used to gather information about the research objectives. This study employed a structured interview as a data collection instruments. The instruments for this study were developed along the set objectives with each objective forming a sub-topic with relevant questions.

3.5.1 Questionnaire for Head Teachers and Teachers

A questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents and is often designed for statistical analysis of the response (Morse, 2000). The researcher applied a self-designed questionnaire with closed-ended test items to collect quantitative data from head teachers and teachers. Nominal, ordinal and ratio data were also collected from the area of study. The questionnaire was divided into two sections. The first section consisted of information on respondents' demographic profiles, while the second part contained 5-point Likert type of questions based on the research objectives.

3.5.2 Interview Schedules for TSC Sub-County Director and Sub-County Director of Education Ministry

According to Saunders and Lewis (2007), an interview is a data collection instrument which makes it possible to measure what a person knows, what a person likes or dislikes, that is, values and preferences, and what a person thinks, that is, attitudes and beliefs (Kothari, 2005). Interviews can be structured, unstructured, directional or non-directional. In this study, the researcher used structured interviews with open-ended test items to gather qualitative information from TSC Sub-County Director and Sub-County Director of Education Ministry. Structured interviews were important for this study since they enabled the researcher to ask probing and supplementary questions and develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.6 Piloting of Research Instruments

Piloting of research instruments was conducted amongst one headteacher and 13 teachers from a sample of primary schools in Thika Municipality since according to Kothari (2005), pilot sample should constitute 10% of the study sample. The purpose of the piloting was to pretest the research instruments in order to validate and ascertain their reliability. The respondents in the pilot study were not included during the actual data collection.

3.6.1 Validity of the Research Instruments

Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation (Orodho, 2005). To enhance content validity the open-ended questions in the instruments were validated using experts and supervisor. Their comments and suggestions of questions that might have been forgotten and deficiencies in structuring of the questions were used to revise the instruments. The researcher improved the quality of the instruments by replacing vague questions with more suitable ones.

3.6.2 Reliability of the Research Instruments

In order to determine the reliability of the instruments, the researcher, with the help of his supervisor, critically assessed the consistency of the responses on the pilot questionnaires to make a judgement on their reliability. The researcher examined the research instruments for appropriateness of items so as to identify any ambiguous and unclear items. Such items were restated to ensure that the respondents clearly understood them. Split-half technique was used to establish reliability of the test items. In this case, the test items will be given once to a group of respondents and the results obtained will be divided into two halves. Correlation between the two halves was carried out and correlation coefficient, $r = 0.7$, was obtained using Pearson's Product Moment Correlation Method which thus indicated high internal reliability.

3.7 Data Collection Procedures

The researcher obtained an introductory letter from The School of Management and Planning of the University of Nairobi and Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained an authorization letter from The County Commissioner and County Director of Education, Kiambu. These letters introduced the researcher to different sampled public primary schools to carry out the study in Thika Municipality. The researcher then booked appointments with headteachers and teachers to administer questionnaires. The researcher also booked appointments with the TSC Sub-County Director and the Sub-County Director of Education Ministry to conduct interviews.

3.8 Data Analysis and Presentation

The process of data analysis began by identifying common themes. Relevant information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels.

Frequency counts of the responses were obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data was analyzed thematically along the study objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using One-Sample t-Test in Statistical Packages for Social Science (SPSS Version 23) and presented using tables.

3.9 Ethical Considerations

Ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured. The researcher undertook to keep private any information given by the respondents that touches on their persons or their private life. The researcher assured the respondents that no private information would be divulged to a third party. The respondents were assured that no identifying information about him or her would be revealed in written or other communication.

Concerning confidentiality, the respondents were assured that the information provided would only be used for the stated purpose and that the information would not be passed to a third party. In this case, the researcher ensured and assured the respondents that their individual identities would not be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other communication. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they could participate willingly. The raw data collected was filed for easy reference. Once the data was analyzed, computer print-outs were filed while softcopies were stored in storage devices such as CDs and flash discs.

Table 3.3: Operationalization Table

Variables	Operational Definition	Indicators	Data Collection Methods	Measuring Tools	Measurement Scales
Appointment of Headteachers (Dependent Variable)	Refers to officially assigning a female primary school teacher a position of primary headteacher	<ul style="list-style-type: none"> • More female headteachers • Promotion of female teachers 	<ul style="list-style-type: none"> • Questionnaire • Interview schedule 	<ul style="list-style-type: none"> • Frequencies • Percentages 	Ordinal
Female Teachers' Attitudes	Refers to female teachers' views or beliefs about headteachers' responsibilities. These include; positive or negative	<ul style="list-style-type: none"> • Belief systems • Positive • Negative 	<ul style="list-style-type: none"> • Questionnaire • Interview schedule 	<ul style="list-style-type: none"> • Frequencies • Percentages 	Ordinal
Female Teachers Stereotyping	Refer to beliefs held by different stakeholders about female teachers' abilities to perform school management functions. These include; societal norms and attitudes	<ul style="list-style-type: none"> • Societal norms • Societal beliefs 	<ul style="list-style-type: none"> • Questionnaire • Interview schedule 	<ul style="list-style-type: none"> • Frequencies • Percentages 	Ordinal

Female Teachers' Training	Refers to the acquisition of pre-requisite skills to enable their appointment as Primary School Headteachers	<ul style="list-style-type: none"> • Level of education • Technology skills • Experience 	<ul style="list-style-type: none"> • Questionnaire • Interview schedule 	<ul style="list-style-type: none"> • Frequencies • Percentages 	Ordinal
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CHAPTER FOUR
DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND
DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study. For clarity and chronology, it was arranged according to the three research questions that the study sought to answer. In the first section, however, background information about the respondents was presented, because it might be pertinent in interpreting the data that they provided.

4.2 Response Rate

The researcher administered six questionnaires to headteachers and 132 questionnaires to teachers out of which four-headteachers and 129-teachers' questionnaires were successfully filled and returned. At the same time, the TSC Sub-County Education and the Sub-County Director of Education Ministry were interviewed. These gave response rates as shown in Table 4.1;

Table 4.1: Response Rate

Respondent Categories	Sampled Respondents	Those Who Turned Up	Response Rate
Headteachers	6	4	66.7%
Teachers	132	129	97.7%
TSC Sub-County Education	1	1	100.0%
Sub-County Director of Education Ministry	1	1	100.0%
Total	140	135	96.4%

From Table 4.1, headteachers, teachers, TSC Sub-County Director and the Sub-County Director of Education Ministry registered a response rate of 96.4%. This affirmed the assertions of Creswell (2009) that a response rate above 75.0% is sufficient and of acceptable levels to enable generalization of the results to the target population.

4.3 Respondents' Demographic Information

The research instruments solicited demographic information of the respondents. These included; gender and level of education.

4.3.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results were as indicated in Table 4.2:

Table 4.2: Distribution of the Respondents by Gender

Respondent	Male	Female
Teachers	59.7%	40.3%
Headteachers	75%	25%
Sub-County Director TSC		100%
Sub-County Director Ministry	100%	

Table 4.2 indicates that three-quarters (75.0%) of the headteachers were male with female headteachers constituting a quarter (25.0%). In the same vein, slightly more than half (59.7%) of the teachers were male with 40.3% being female. The TSC Sub-County Director was female whereas the Sub-County Director of Education Ministry was male. These data reveal that there was adequate gender disparity at all levels of the study and that the influence of gender dynamics on appointment of female teachers as primary school headteachers concerns both male and female gender.

4.3.2 Respondents' Level of Education

The research instruments also elicited information on respondents' level of education since this variable could influence their ability to supply credible information about the research objectives. The results were as indicated as shown in Table 4.3;

Table 4.3: Respondents' Level of Education

Respondents	Certificate	Diploma	Bachelor	Postgraduate
Teachers	62%	20.9%	10.1%	7.0%
Headteachers		50%	25%	25%
TSC Sub-County Director of Education				100%
Sub-County Director of Education Ministry				100%

Table 4.3 indicates that half (50.0%) of the headteachers had Diplomas whereas a quarter (25.0%) had Bachelors' Degrees as did those who had postgraduate qualifications. Majority (62.0%) of the teachers had certificate qualifications, 20.9% had Diplomas, 10.1% had Bachelors' Degrees whereas a paltry 7.0% had postgraduate qualifications. The TSC Sub-County Director of Education and Sub-County Director of Education Ministry had postgraduate qualifications. This information reveals that the respondents in the study locale met the minimum qualification to be competent to answer the research questions about the influence of gender dynamics on appointment of female teachers as primary school headteachers.

4.4 Female Teachers' Attitude and Appointment as School Headteachers

The study sought to examine how female teachers' attitude influence appointment of school headteachers. Data was collected from teachers and organized into specific thoughts and results were indicated as shown in Table 4.4;

Table 4.4: Teachers' Views on the Influence of Female Teachers' Attitude on Appointment as School Headteachers

Summary of Test Items	SA	A	U	D	SD	Mean	Std. Dev.
	%	%	%	%	%		
Female teachers' self-confidence influence number of headteachers	55.9	15.1	2.8	16.8	9.4	3.618	1.472
Female teachers' self-confidence influences their promotion	59.1	23.5	2.7	5.9	8.8	4.176	1.271
Female teachers' self-esteem influences their number as school headteachers	58.9	17.2	2.0	19.3	2.6	4.118	1.255
Female teachers' self-esteem influences their promotion	78.4	11.1	2.1	3.9	4.5	4.618	0.908
Female teachers' self-image about themselves influence their number as school headteachers	80.3	9.1	3.6	4.1	2.9	4.500	0.912
Female teachers' self-image about themselves influence their promotion	77.1	10.4	1.3	6.3	4.9	4.441	1.168

Table 4.4 reveals that slightly more than half (55.9%) of the teachers strongly agreed with the view that female teachers' self-confidence influence their number as school headteachers. At the same time, 15.1% agreed. On the contrary, only a small proportion of 2.8% of the teachers were undecided, 16.8% disagreed whereas 9.4% strongly disagreed. On average, these findings generated a mean of $M = 3.618$, Std. Deviation = 1.472. The study also revealed that slightly more than half (59.1%) of the teachers strongly agreed with the view that female teachers' self-confidence influence their promotion as did 23.5% of the teachers. However, 2.7% of the teachers were undecided, 5.9% disagreed whereas 8.8% strongly

disagreed. On average, these findings generated a mean of $M = 4.176$, Std. Deviation = 1.271. These findings corroborate the findings of a study conducted in Canada in which Brown & Irby (2005) reported that female teachers who aspire to be school headteachers are likely to report lack of confidence than those already there. Brown and Irby (2005) further indicated that such female teachers wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. These findings thus affirm the fact that lack of confidence is a major setback towards appointment of female teachers to positions of school management.

Similarly, slightly more than half (58.9%) of the teachers strongly agreed with the view that female teachers' self-esteem influence their number as school headteachers as did 17.2% of the teachers. However, 2.0% of the teachers were undecided, 19.3% disagreed whereas 2.6% strongly disagreed. On average, these findings generated a mean of $M = 4.118$, Std. Deviation = 1.255. On the contrary, a record majority (78.4%) of the teachers strongly agreed with the view that female teachers' self-esteem influence their promotion as did 11.1% of the teachers. However, 2.1% of the teachers were undecided, 3.9% disagreed whereas 4.5% strongly disagreed. On average, these findings generated a mean of $M = 4.618$, Std. Deviation = 0.908.

These findings lend credence to the findings of a study conducted in Sweden in which Latigo (2009) indicated that women lack a sense of themselves as leaders and perceive that they have to further develop their leadership identity than men do. Hence, these findings affirm the fact that lack of such leadership identity, low self-esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions. That is, there is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job and low self-confidence and self-esteem with respect to school management capabilities is likely

to cause gender imbalance in education. In other words, low self-esteem is related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. An impressive majority (80.3%) of the teachers strongly agreed with the view that teachers believe that female teachers' self-image about themselves influence their number as school headteachers. At the same time, 9.1% were also in agreement. However, 3.6% of the teachers were undecided, 4.1% disagreed whereas 2.9% strongly disagreed. On average, these findings generated a mean of $M = 4.500$, Std. Deviation = 0.912.

The study also revealed that majority (77.1%) of the teachers strongly agreed with the view that teachers believe that female teachers' self-image about themselves influence their promotion as did 10.4% of the teachers. On the other hand, 1.3% of the teachers were undecided, 6.3% disagreed whereas 4.9% strongly disagreed. On average, these findings generated a mean of $M = 4.441$, Std. Deviation = 1.168. These findings are consistent with the assertions of Brown & Ralph (2003) that women who are self-reliant and self-motivated have made it to leadership positions in spite of hostile and unwelcoming cultures in their countries of origin. These findings attest to the fact that for women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families.

4.4.1 Inferential Findings on the Influence of Female Teachers' Attitude on Appointment as Primary School Headteachers

To verify the possibility of difference between female teachers' attitude and appointment as primary school headteachers, data was collected on female teachers' attitude, number of female headteachers and those promoted and results shown in Table 4.3:

Table 4.5: Results on Female Teachers' Attitude, Number of Female Teachers and Number of Female Teachers Promoted

Female Teachers' Attitude	No. of Female Teachers	Female Teachers Promoted
Female teachers who manifest self-confidence to lead	10	5
Female teachers who manifest high self-esteem	9	3
Female teachers who manifest positive self-image	8	4

The results on Table 4.5 indicate that most female headteachers are either appointed or promoted to positions of school leadership owing to their self-confidence, self-esteem or self-image. These results further lend credence to the assertions of Brown & Irby (2005) that female teachers who aspire to be school headteachers are likely to report lack of confidence than those already there. Brown & Irby (2005) further indicated that such female teachers wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. This points to the fact that lack of confidence is a major setback towards appointment of female teachers to positions of school management. These results were subjected to One-Sample t-Test Analysis and results were as indicated in Table 4.6:

Table 4.6: One-Sample t-Test Analysis of Means of Number of Appointed Female Teachers and Those Promoted

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Number of Appointed Female Teachers	6.928	2	.020	4.000	1.52	6.48
Promoted Female Teachers	15.588	2	.004	9.000	6.52	11.48

From the One-Sample t-Test Analysis in Table 4.6, the processed data, which is the population parameters, has a significance level of 0.020 for number of female appointed headteachers and 0.004 for number of promoted female teachers which show that the data is ideal for making a conclusion on the population's parameter as the value of significance values (0.020 and 0.004) are less than 5%, that is, $p\text{-value}=0.020<0.05$ and $0.004<0.05$. It also indicates that there is significant difference between different aspects of female teachers' attitude such as self-confidence, self-esteem and self- image and number of female headteachers appointed and those promoted to other positions of leadership. These results are consistent with the findings of a study conducted by Muchungu (2003) which generated a p-value of $0.027<0.05$. These findings thus affirm the fact that efficacy beliefs about oneself is critical to appointment to positions of school management. Poor self-image or lack of confidence by women has resulted to gender imbalance in education administration.

4.4.2 Thematic Analysis of Qualitative Findings on the Influence of Female Teachers'

Attitude on Appointment as Primary School Headteachers

The headteachers, TSC Sub-County Director of Education and Sub-County Director of Education Ministry were interviewed to indicate how female teachers' attitude influence their appointment as primary school headteachers. The interviewees also responded in favor of the view that female teachers' self-confidence influence their number as school headteachers. One interviewee remarked, *"Female teachers' belief in themselves, interests and self-confidence influence their promotion to other positions of leadership as do their self-image"*. Just like in quantitative data, these views further corroborate the qualitative findings of a study conducted in Canada in which Brown and Irby (2005) reported that female teachers who aspire to be school headteachers are likely to report lack of confidence than those already there. The interviewees concurred with the views of Brown and Irby (2005) female teachers with low self-confidence, self-esteem and image wait for someone else to tap them

for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. These views further attest to the fact that lack of confidence is a major setback towards appointment of female teachers to positions of school management. TSC Officer asserted, “*Female teachers do not believe in themselves as leaders and thus lack a sense of themselves as leaders and perceive that they have to further develop their leadership identity than men do*”. This points to the fact that lack of such leadership identity, low self-esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions. That is, there is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job and low self-confidence and self-esteem with respect to school management capabilities is likely to cause gender imbalance in education.

Besides, low self-esteem is related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. In keeping with these views, female teachers who are self-reliant and self-motivated have made it to leadership positions in spite of hostile and unwelcoming cultures in their countries of origin. These views attest to the fact that for women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families.

4.5 Stereotyping and Appointment of Female Teachers as School Headteachers

The study sought to find out how stereotyping influences appointment of female teachers as primary school headteachers. Data was collected from teachers and organized into specific thoughts and results were indicated as in Table 4.7;

Table 4.7: Teachers' Views of Influence of Stereotyping on Appointment of Female Teachers as Headteachers

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Societal norms about women influence appoint of female teachers as primary school headteachers	58.8	21.6	4.1	10.4	5.1	4.147	1.263
Societal norms about women influence promotion of female teachers	61.6	17.7	3.9	10.5	6.3	4.176	1.271
Societal beliefs about women influence appoint of female teachers as primary school headteachers	59.9	19.8	2.5	12.2	5.6	4.147	1.263
Societal beliefs about women influence promotion of female teachers	65.9	13.4	3.7	10.3	6.7	4.235	1.307

Table 4.7 reveals that slightly more than half (58.8%) of the teachers strongly agreed with the view that societal norms about women influence appoint of female teachers as primary school headteachers. At the same time, 21.6% agreed. On the contrary, only a small proportion of 4.1% of the teachers were undecided, 10.4% disagreed whereas 5.1% strongly disagreed. On average, these findings generated a mean of $M = 4.147$, Std. Deviation = 1.263. The study also revealed that a fair majority (61.6%) of the teachers strongly agreed with the view that societal norms about women influence promotion of female teachers as did 17.7% of the teachers. However, 3.9% of the teachers were undecided, 10.5% disagreed whereas 6.3% strongly disagreed. On average, these findings generated a mean of $M = 4.176$, Std. Deviation = 1.271. These findings corroborate the findings of a study conducted in Colombia in which Johnson (2003) noted that since traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization. Johnson (2003) noted that socialization and sex-role stereotypes act as obstacles to gender balance attainment

of management positions in schools. In other words, Johnson (2003) further posits that women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex. These findings attest to the fact that formal and informal norms as well as unspoken assumptions of a school hinder female teachers from seeking positions of school leadership and thus impede their career mobility. Similarly, slightly more than half (59.9%) of the teachers strongly agreed that societal beliefs about women influence appointment of female teachers as primary school headteachers as did 19.8% of the teachers.

However, 2.5% of the teachers were undecided, 12.2% disagreed whereas 5.6% strongly disagreed. On average, these findings generated a mean of $M = 4.147$, Std. Deviation = 1.263. Majority (65.9%) of the teachers strongly agreed with the view that societal beliefs about women influence promotion of female teachers as did 13.4% of the teachers. However, 3.7% of the teachers were undecided, 10.3% disagreed whereas 6.7% strongly disagreed. On average, these findings generated a mean of $M = 4.235$, Std. Deviation = 1.307. These findings are consistent with the assertions of Chisolm (2013) that the belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration.

In the same vein, these findings lend credence to the assertions of Eagley and Johnson (2008) who indicated that there is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances. These findings point to the fact that socialized roles have become so familiar and become unquestioned norms and hinder female teachers from seeking positions of headship in most schools.

4.5.1 Inferential Findings on the Influence of Stereotyping on Appointment of Female Headteachers in Primary Schools

To verify the possibility of difference between stereotyping and appointment of female teachers as headteachers, data was collected on social stereotypes, number of female headteachers and those promoted and results shown in Table 4.8:

Table 4.8: Results on Types of Stereotypes, Number of Female Teachers and Number of Female Teachers Promoted

Stereotypes	No. of Female Teachers	Female Teachers Promoted
Society believes that leaderships masculine	7	4
Female teachers cannot discipline students and control fellow adults	3	3
Female teachers cannot manage finances	6	2

The results on Table 4.8 indicate that stereotypes which are held either by society or schools influence the appointment or promotion of more female teachers to positions of primary school headships. These findings further lend credence to the assertions of Chisolm (2013) that the belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration. In the same vein, these findings lend credence to the assertions of Eagley and Johnson (2008) who indicated that there is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances. These findings further affirm the fact that socialized roles have become so familiar and become unquestioned norms and hinder female teachers from seeking positions of headship in most schools. These results were subjected to One-Sample t-Test Analysis and results were as indicated in Table 4.9:

Table 4.9: One-Sample t-Test Analysis of Means of Number of Appointed Female Teachers and Those Promoted

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Number of Appointed Female Headteachers	5.196	2	.035	3.000	.52	5.48
Promoted Female Teachers	4.438	2	.047	5.333	.16	10.50

From the One-Sample t-Test Analysis in Table 4.9, the processed data, which is the population parameters, has a significance level of 0.035 for number of female appointed headteachers and 0.004 for number of promoted female teachers which show that the data is ideal for making a conclusion on the population's parameter as the value of significance values (0.035 and 0.047) are less than 5%, that is, $p\text{-value}=0.035 < 0.05$ and $0.047 < 0.05$. It also indicates that there is significant difference between different stereotypes held by society and education stakeholders and number of female headteachers appointed and those promoted to other positions of leadership. These results are consistent with the findings of a study conducted in Lower Yatta District and Tharaka Nithi County by David (2013) which generated a p-value of $0.046 < 0.05$.

It is thus evident that formal and informal norms as well as unspoken assumptions of a school hinder female teachers from seeking positions of school leadership and thus impede their career mobility. Besides, the belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration. That is, the perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances have become so familiar and unquestioned norms which hinder female teachers from seeking positions of headship in most schools.

4.5.2 Thematic Analysis of Qualitative Findings on the Influence of Stereotyping on Appointment of Female Headteachers in Primary Schools

The headteachers, TSC Sub-County Director of Education and Sub-County Director of Education Ministry were also interviewed. They also indicated that societal norms about women influence appointment of female teachers as primary school headteachers and their promotion to other leadership positions. Just like in quantitative data, these views lend credence to the views expressed by Johnson (2003) that traditional stereotypes label women as socially incongruent as leaders and thus face greater challenges to be integrated into an organization. That is, socialization and sex-role stereotypes act as obstacles to gender balance attainment of management positions in schools. In other words, the interviewees also observed that women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex.

These views further affirm the fact that formal and informal norms as well as unspoken assumptions of a school hinder female teachers from seeking positions of school leadership and thus impede their career mobility. The belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration. This points to the fact that there is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances. These views indicate that socialized roles have become so familiar and become unquestioned norms and hinder female teachers from seeking positions of headship in most schools.

4.6 Female Teachers' Training and Appointment as School Headteachers

The study sought to find out how female teachers' training influence appointment of female teachers as primary school headteachers. Data was collected from teachers and organized into specific thoughts and results are shown in Table 4.10;

Table 4.10: Teachers’ Views of Influence of Female Teachers’ Training on Appointment of Headteachers

Summary of Test Items	SA	A	U	D	SD	Mean	Std. Dev.
	%	%	%	%	%		
Female teachers’ level of education influences their appointment as primary school headteachers	69.1	19.4	1.1	6.9	3.5	4.441	1.006
Female teachers’ level of education influences their promotion	71.4	17.9	2.3	5.2	3.2	4.471	1.007
Female teachers’ experience influences their appointment as school headteachers	75.1	12.7	2.7	6.1	3.4	4.529	1.007
Female teachers’ experience influences their promotion	67.4	13.0	2.1	7.3	10.2	4.176	1.403
Female teachers’ management skills influence their appointment as primary school headteachers	72.3	10.9	1.3	8.7	6.8	4.324	1.230
Female teachers’ management skills influence their promotion	70.1	11.9	1.9	8.3	7.8	4.206	1.342

Table 4.10 reveals that a fair majority (69.1%) of the teachers strongly agreed with the view that female teachers’ level of education influences their appointment as primary school headteachers. At the same time, 19.4% agreed. On the contrary, only a small proportion of 1.1% of the teachers were undecided, 6.9% disagreed whereas 3.5% strongly disagreed. On average, these findings generated a mean of $M = 4.441$, Std. Deviation = 1.006. The study also revealed that majority (71.4%) of the teachers strongly agreed with the view that female teachers’ level of education influences their promotion as did 17.9% of the teachers. However, 2.3% of the teachers were undecided, 5.2% disagreed whereas 3.2% strongly disagreed. On average, these findings generated a mean of $M = 4.471$, Std. Deviation = 1.007.

These findings corroborate the assertions of Eakle (2005) that, in India, there is preferential admission of would-be female teacher's school headteachers to these institutions in many states whereas in Pakistan and Bangladesh, there are separate institutions for female teachers and are provided one-year teacher training at district-level institutions. Similar assertions are expressed in Nepal in which Peacock (2007) indicated that men and female teachers are trained on management skills and how to improve efficiency. These findings affirm the fact that access to professional development opportunities determines the functioning and performance of all school headteachers including female teachers. That is, both pre-service and in-service training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills.

The study also found out that majority (75.1%) of the teachers strongly agreed with the view that female teachers' experience influence their appointment as school headteachers as did 12.7% of the teachers. However, 2.7% of the teachers were undecided, 6.1% disagreed whereas 3.4% strongly disagreed. On average, these findings generated a mean of $M = 4.529$, Std. Deviation = 1.007. Majority (67.4%) of the teachers strongly agreed with the view that female teachers' experience influence their promotion as did 13.0% of the teachers. However, 2.1% of the teachers were undecided, 7.3% disagreed whereas 10.2% strongly disagreed. On average, these findings generated a mean of $M = 4.176$, Std. Deviation = 1.403.

These findings lend credence to the assertions of Hensel (2001) that preservice training for female teachers is how effective it is in equipping them with the skills to cope with actual classroom problems and play significant roles as school headteachers. That is, the requirements of teacher education go beyond the knowledge of theories, teaching methods, and competencies for subject teaching. Majority (72.3%) of the teachers strongly agreed with the view that students believe that female teachers' management skills influence their appointment as primary school headteachers. At the same time, 10.9% were also in

agreement. However, 1.3% of the teachers were undecided, 8.7% disagreed whereas 6.80% strongly disagreed. On average, these findings generated a mean of $M = 4.324$, Std. Deviation = 1.230. An impressive majority (70.1%) of the teachers strongly agreed with the view that students believe that female teachers' management skills influence their promotion. At the same time, 11.9% were also in agreement. However, 7.8% of the teachers were undecided, 8.3% disagreed whereas 3.0% strongly disagreed. On average, these findings generated a mean of $M = 4.206$, Std. Deviation = 1.342.

These findings corroborate the findings of a study conducted in Nigeria in which The New Education Policy of Nigeria (2010-2020) outlines the review and revision of the curriculum and the methods of instruction in teacher training institutions to bring them in line with the requirements of modern trends in the teaching and management field. These findings thus affirm the fact that training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills.

4.6.1 Inferential Findings of the Influence of Female Teachers' Training on Appointment as Headteachers in Primary Schools

To verify the possibility of difference between female teachers' training and appointment as headteachers, data was collected on kinds of training which female teachers had, number of female headteachers and those promoted and results shown in Table 4.11:

Table 4.11: Results on Female Teachers' Trainings, Number of Female Headteachers and Number of Female Teachers Promoted

Female Teachers' Training	No. of Female Teachers	Female Teachers Promoted
Female teachers' level of education	8	5
Female teachers' teaching experience	6	4
Female teachers' management skills	8	6

The results on Table 4.11 indicate that appointment of female teachers as headteachers depends largely on their level of education, teaching experience and management skills. These findings further corroborate the findings of a study conducted in Nigeria in which The New Education Policy of Nigeria (2010-2020) outlines the review and revision of the curriculum and the methods of instruction in teacher training institutions to bring them in line with the requirements of modern trends in the teaching and management field. This is indicative of the fact that training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills. These results were subjected to One-Sample t-Test Analysis and results are in Table 4.12:

Table 4.12: One-Sample t-Test Analysis of Means of Number of Appointed Female Teachers and Those Promoted

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Number of Appointed Female Headteachers	11.000	2	.008	7.333	4.46	10.20
Promoted Female Teachers	8.660	2	.013	5.000	2.52	7.48

From the One-Sample t-Test Analysis in Table 4.12, the processed data, which is the population parameters, has a significance level of 0.008 for number of female appointed headteachers and 0.013 for number of promoted female teachers which show that the data is ideal for making a conclusion on the population's parameter as the value of significance values (0.008 and 0.013) are less than 5%, that is, $p\text{-value}=0.008 < 0.05$ and $0.013 < 0.05$. It also indicates that there is significant difference between female teachers' level of education, teaching experience and management skills and number of female headteachers appointed and those promoted to other positions of leadership. These results are consistent with the

findings of a study conducted by Catherine (2011) which generated a p-value of $0.046 < 0.05$. These findings thus affirm the fact that training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills. Besides, training for female teachers is effective in equipping them with the skills to cope with actual classroom problems and play significant roles as school headteachers.

4.6.2 Thematic Analysis of Qualitative Findings on the Influence of Female Teachers' Training on Appointment as Headteachers in Primary Schools

TSC Sub-County Director of Education and Sub-County Director of Education Ministry also noted that female teachers' level of education influences their appointment as primary school headteachers and their promotion. Just like in quantitative findings, these views corroborate the views expressed by Eakle (2005) that, in India, there is preferential admission of would-be female teacher's school headteachers to these institutions in many states whereas in Pakistan and Bangladesh, there are separate institutions for female teachers and are provided one-year teacher training at district-level institutions. The interviewees also echoed similar views as Peacock (2007) that men and female teachers are trained on management skills and how to improve efficiency.

These findings affirm the fact that access to professional development opportunities determines the functioning and performance of all school headteachers including female teachers. Thus, these views further affirm the fact that training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills. One interviewee noted, "*Female teachers' experience influence their appointment as school headteachers and their promotion*". These views are consistent with the views expressed by Hensel (2001) that preservice training for female teachers is effective in equipping female teachers with the skills to cope with actual

classroom problems and play significant roles as school headteachers. This further affirms the fact that the requirements of teacher education go beyond the knowledge of theories, teaching methods, and competencies for subject teaching. The interviewees also observed that female teachers' management skills influence their appointment as primary school headteachers and promotion. This points to the fact that training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Summary of Research Findings

This section provides detailed summary of the research findings based on the objectives of the study which included; investigating the influence of female teachers' female attitude, stereotyping and training on appointment of primary school headteachers.

5.2.1 Female Teachers' Attitude and Appointment as School Headteachers

The study established that female teachers' attitude influence their appointment of school headteachers. That is, their self-confidence, self-esteem and self-image influence their number as school headteachers and eventual promotion to other positions of school leadership. This indicates that female teachers who aspire to be school headteachers are likely to report lack of confidence than those already there and that such female teachers wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. In other words, lack of confidence is a major setback towards appointment of female teachers to positions of school management.

The study has established that some women who lack a sense of themselves as leaders and perceive that they have to further develop their leadership identity than men do. This is indicative of the fact that lack of such leadership identity, low self-esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions. Besides, there is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job and low self-confidence and self-esteem with respect to school

management capabilities is likely to cause gender imbalance in education. In other words, low self-esteem is related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. From the findings, it is also evident that women who are self-reliant and self-motivated have made it to leadership positions in spite of hostile and unwelcoming cultures in their countries of origin. These findings attest to the fact that for women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families.

5.2.2 Stereotyping and Appointment of Female Teachers as School Headteachers

The study also established that stereotyping influences appointment of female teachers as primary school headteachers. Societal norms about women and beliefs influence appointment of female teachers as primary school headteachers and promotion. This points to the fact that women face numerous challenges since traditional stereotypes label women as socially incongruent as leaders and thus find it difficult to be integrated into an organization. Therefore, women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex. These findings attest to the fact that formal and informal norms as well as unspoken assumptions of a school hinder female teachers from seeking positions of school leadership and thus impede their career mobility. This means that socialized roles have become so familiar and unquestioned norms and hinder female teachers from seeking headship positions in schools.

5.2.3 Female Teachers' Training and Appointment as School Headteachers

The study has also established that female teachers' training influence their appointment as headteachers. Their level of education, teaching experience and management skills influence their appointment as primary school headteachers and promotion. This is indicative of the fact that men and female teachers are trained on management skills and how to improve

efficiency and access to professional development opportunities determines the functioning and performance of all school headteachers including female teachers. In addition, both pre-service and in-service training opportunities and access to academic support attain importance because of their relevance for the quality of the academic processes and management skills. Thus, it is evident that preservice training for female teachers is how effective it is in equipping them with the skills to cope with actual classroom problems and play significant roles as school headteachers.

5.3 Conclusion of the study

Drawing from the above findings, it is evident that there are numerous dynamics which influence appointment of female teachers into positions of school leadership. These include; female teachers' attitude, gender stereotyping and training. Female teachers' attitude influences their appointment as school headteachers. That is, their self-confidence, self-esteem and self-image influence their number as school headteachers and eventual promotion to other school leadership positions. This indicates that female teachers who aspire to be school heads are likely to report lack of confidence than those already there and that such female teachers wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into school management than men. In other words, lack of confidence is a major setback towards appointment of female teachers to positions of school manager.

Societal norms about women and beliefs influence appointment of female teachers as primary school headteachers and promotion. Besides, women face numerous challenges since traditional stereotypes label women as socially incongruent as leaders and thus find it difficult to be integrated into an organization. Therefore, women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex. Formal and informal norms as well as unspoken

assumptions of a school hinder female teachers from seeking positions of school leadership and thus impede their career mobility. Female teachers level of education, teaching experience and management skills influence their appointment as primary school headteachers and promotion. Female teachers are trained on management skills and how to improve efficiency and access to professional development opportunities determines the functioning and performance of all female teachers.

5.4 Recommendations

From the above findings, the study makes the following recommendations:

- i. On attitude, women perceive and consider themselves as inadequate for managerial positions in schools. The study recommends that the educational policy makers to come up with policies that create positions specifically for women even in boys' schools in order to eliminate gender imbalance in education administration.
- ii. On stereotyping, the study established that there is a lot of negative beliefs and norms which hinder women from seeking management positions in schools. The study thus recommends that policy makers to come up with a curriculum that include gender issues for purpose of sensitizing the community on the social/cultural barriers which cause gender imbalance in education administration. This may enable women change their attitude and view themselves as managers just like their male counter-parts.
- iii. On training, female teachers lack the pre-requisite skills to, effectively conduct the daily programs of most primary schools. The study thus recommends that the Ministry of Education, Science and Technology should come up with a policy where attendance of workshops and seminars is a compulsory requirement for all teachers in order to build skills and knowledge on their careers and give women chances to compete favorably with men.

5.4.1 Suggestions for Further Research

A study need to be conducted in the following areas:

- i. The study established that there are numerous dynamics which influence appointment of female teachers as schools. These include; stereotypes, attitudes and training. How further research should be conducted to assess the influence of gender roles on performance of female teachers in school.
- ii. The study established that attitude which society holds towards female teachers is critical in their appointment as school heads. However, further studies should be carried out ascertain the extent to which staff attitude impacts on appointment of female to positions of headteachers.
- iii. The study also established that training is key to the appointment of female teachers as school heads. However, a study should further be conducted to ascertain how school management support promotes training of female teachers on aspects of school management.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI
P. O. Box 30197-0100,
NAIROBI.
Date: 30-04/2017

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student taking a course in Masters in Project Planning and Management at the University of Nairobi. I am required to submit as parts of my research work assessment, a research project on “**Influence of Gender Dynamics on Appointment of Female Teachers as Primary School Headteachers in Thika Township, Kiambu County, Kenya**”. To achieve this, you have been selected to participate in the study. I kindly request the respondents to, fully, participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Gode Millicent Achieng

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Masters in Project Planning and Management of the University of Nairobi carrying out a research on an investigation of the influence of gender dynamics on appointment of female teachers as Primary School Headteachers in Thika Township, Kiambu County, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender:

Male Female

2. Highest qualification

Diploma Degree Post-graduate

3. Post

Primary School Head Teachers Teachers

Section B: Female Teachers' Attitudes and Appointment as Primary School

Headteachers

1. Tick some of the aspects of perception which female teachers have about themselves

Belief system

Positive

Negative

2. Rate the extent to which you agree with the following statements on the influence of female teachers' attitudes on appointment as Primary School Headteachers

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Female teachers' belief system influences their number as headteachers					
Female teachers' belief system influences their promotion					
Female teachers' positive attitudes influence their number as headteachers					
Female teachers' positive attitudes influence their promotion					
Female teachers' negative attitude about themselves influence their number as headteachers					
Female teachers' negative attitudes about themselves influence their promotion					

Section C: Stereotyping and Appointment of Female Teachers as Primary School

Headteachers

1. Tick aspects of stereotypes which influence female teachers' appointment as headteachers

Societal norms []

Societal beliefs []

2. Rate the extent to which you agree with the following statements on the influence of stereotypes on appointment of female teachers as headteachers

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Societal norms about women influence appoint of female teachers as Primary School Headteachers					
Societal norms about women influence promotion of female teachers					
Societal beliefs about women influence appoint of					

female teachers as Primary School Headteachers					
Societal beliefs about women influence promotion of female teachers					

Section D: Female Teachers’ Training and Appointment as Primary School

Headteachers

1. Mark aspects of training which influence female teachers’ appointment as Primary School Headteachers

Level of education []

Experience []

Management skills []

2. Rate the extent to which you agree with the following statements on the influence of female teachers’ training on appointment as Primary School Headteachers

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Female teachers’ level of education influences their appointment as Primary School Headteachers					
Female teachers’ level of education influences their promotion					
Female teachers’ experience influences their appointment as Primary School Headteachers					
Female teachers’ experience influences their promotion					
Female teachers’ management skills influence their appointment as Primary School Headteachers					
Female teachers’ management skills influence their promotion					

Thank you

APPENDIX 1II: INTERVIEW SCHEDULE FOR STAFFING OFFICERS AND SUB-COUNTY DIRECTOR OF EDUCATION

Dear respondent,

The researcher is a student undertaking a degree course in Masters in Project Planning and Management of the University of Nairobi carrying out a research on an investigation of the influence of gender dynamics on appointment of female teachers as Primary School Headteachers in Thika Township, Kiambu County, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

1. Gender.....
2. State your highest level of educational qualification.....
3. What is your designation?.....

Section B: Female Teachers’ Attitudes and Appointment as Primary School

Headteachers

1. State some of the aspects of attitudes which female teachers have about themselves
.....
.....
2. Explain how aspects of attitudes female teachers have about themselves influence their appointment as Primary School Headteachers
.....
.....
.....

Section C: Stereotyping and Appointment of Female Teachers as Primary School

Headteachers

1. Which kinds of stereotypes influence female teachers’ appointment as headteachers?
.....
.....

2. How do such stereotypes about female teachers influence their appointment as Primary School Headteachers?

.....

.....

.....

Section D: Female Teachers' Training and Appointment as Primary School

Headteachers

1. State aspects of training which influence female teachers' appointment as Primary School Headteachers

.....

.....

2. Explain female teachers' level of training influence their appointment as Primary School Headteachers

.....

.....

Thank you

**APPENDIX IV: INTRODUCTION LETTER FROM THE SCHOOL OF
POSTGRADUATE STUDIES OF THE UNIVERSITY OF NAIROBI**



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA MURAL STUDIES

24th April, 2017

TO WHOM IT MAY CONCERN

RE: GODE MILLICENT ACHIENG': REG NO: L50/69679/2013

I am pleased to introduce Millicent to you.

Millicent is a registered student in M.A in Project Planning and Management at the University of Nairobi, Thika Extra Mural Centre.

As a requirement for the award of the degree, she is expected to conduct a research and write a report on the same.

Her Research topic is:

Influence of Gender Dynamics on Appo0intment of Female Teachers as Primary School Head teachers in Thika Township, Kiambu County, Kenya.

Kindly accord her all the necessary assistance. In case you have any queries, do not hesitate to contact the undersigned

Yours faithfully,



MR. MAURICE MASINDE
AG. RESIDENT LECTURER
THIKA EXTRA MURAL CENTRE

**APPENDIX V: AUTHORIZATION LETTER FROM NATIONAL
COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION,
NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/76862/16934**

Date **28th April, 2017**

Gode Millicent Achieng
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of gender dynamics on appointment of female teachers as primary school headteachers in Thika Municipality, Kiambu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **28th April, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:


The County Commissioner
Kiambu County.


The County Director of Education
Kiambu County.


APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. GODE MILLICENT ACHIENG
of UNIVERSITY OF NAIROBI, 0-1002
THIKA, has been permitted to conduct
research in Kiambu County
on the topic: INFLUENCE OF GENDER
DYNAMICS ON APPOINTMENT OF
FEMALE TEACHERS AS PRIMARY SCHOOL
HEADTEACHERS IN THIKA
MUNICIPALITY, KIAMBU COUNTY, KENYA
for the period ending:
28th April, 2018

Permit No : NACOSTI/P/17/76862/16934
Date Of Issue : 28th April, 2017
Fee Received : Ksh 1000





Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No.A **13914**
CONDITIONS: see back page

**APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM COUNTY
COMMISSIONER, KIAMBU**

**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU**

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote



County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref.No: **ED.12/1/VOL.V/52**

8th May, 2017

Gode Millicent Achieng
University of Nairobi
P. O. Box 30197 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. **NACOSTI/P/17/76862/16934** of **28th April, 2017**.

You have been authorized to conduct research on *“Influence of gender dynamics on appointment of female teachers as primary school headteachers in Thika Municipality in Thika West Sub-County in Kiambu County, Kenya”*. The data collection will be carried out in *Kiambu County for a period ending 28th April, 2018*.

You are requested to share your findings with the County Education Office upon completion of your research.


J. A. RATEMO
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

Deputy County Commissioner
THIKA WEST SUB-COUNTY

(For information and record purposes)

“Our Youth our Future. Join us for a Drug and Substance free County”.

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER FROM COUNTY

DIRECTOR OF EDUCATION, KIAMBU



MINISTRY OF EDUCATION
State Department of Education

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

When replying please quote
REF: KBU/CDE/HR/4/VOL.II/ 1(267)

8TH MAY, 2017

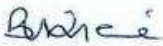
GODE MILLICENT ACHIENG
UNIVERSITY OF NAIROBI
P.O BOX 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/17/76862/16934 and dated 28th April, 2017.

The above named has been authorized to carry out research on "*Influence of gender dynamics on appointment of female teachers as primary school head teachers in Thika Municipality, Kiambu County, Kenya*" for a period ending 28th April, 2018.

Please accord her the necessary assistance.


BETH MAINA
FOR: COUNTY DIRECTOR OF EDUCATION
KIAMBU

APPENDIX IX: THE MAP OF THIKA TOWNSHIP, LOCALE OF STUDY

