

**DETERMINANTS OF WOMEN PARTICIPATION IN
LEADERSHIP OF PUBLIC SECONDARY SCHOOLS:
A CASE OF KITUI DISTRICT, KENYA**

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

BY:

LUCIA M. N. MULWA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILMENT FOR THE DEGREE OF MASTER
OF EDUCATION IN EDUCATIONAL
ADMINISTRATION AND PLANNING,
UNIVERSITY OF NAIROBI**

University of NAIROBI Library

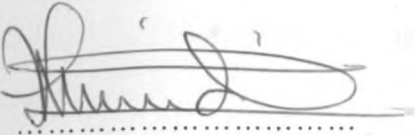


0376239 0

2005

DECLARATION

This research project is my original work and has not been presented for any award in any other University.



.....
Lucia M. N. Mulwa
E55/P/7763/03

30 Nov. 2005

.....
Date

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

This research project has been submitted with my approval as The University Supervisor.



.....
Prof. (Mrs.) Lucy W. Kibera

30-11-05

.....
Date

DEDICATION

I dedicate this work to my parents;
Charles Kisinga and Bibiana Mutiki.
To my husband Kennedy Ngumbau Mulwa and
my sons Mulwa and Maluki.

ACKNOWLEDGEMENT

First and foremost is my gratitude to God almighty for granting me good health to undertake this study. Glory be to his holy Name.

I wish to express my heartfelt gratitude to all the University lecturers who participated in the course of my study. Special thanks go to my project supervisor Prof. Kibera for her consistent guidance, understanding and encouragement.

Much thanks to my husband Kennedy Ngumbau Mulwa for giving me financial and moral support and to my parents for their encouragement throughout the course.

I would also wish to thank all education officials, headteachers and teachers who participated in providing information for the study.

Finally, I thank Kavinya, Wanjiru and Mungai for typing and for computer services they offered me.

To you all who made this work a success, I say thank you very much.

God Bless you all.

ABSTRACT

The purpose of the study was to examine the determinants of women participation in leadership of public secondary schools; a case study of Kitui District Kenya. Women in the District are underrepresented in the management of public secondary schools. Four research questions were formulated to guide in the study. The first question sought to establish whether teachers' educational qualifications and training influence their appointment to leadership positions in public schools. The second question sought to establish whether cultural beliefs, values and practices contribute to the low participation of women teachers in leadership of secondary schools. The third question sought to establish whether gender roles hinder women from aspiring and taking up positions of leadership in secondary schools and the final question sought to establish whether women's perception of themselves in relation to leadership hindered their appointment to administrative positions in secondary schools.

The review of the literature focused on educational qualification and training in relation to leadership of secondary schools, influence of cultural beliefs, values and practices on women leadership, gender roles in relation to female leadership in secondary schools and women's perception of themselves in relation to leadership of secondary schools.

The method used for data collection was questionnaires. The researcher constructed three separate questionnaires for the education officials, for the head teachers and for the rest of the teachers in the schools. The questionnaire sought the demographic information and information to answer research questions.

The study was carried out in four out of thirteen divisions of Kitui district namely, Central, Matinyani, Chuluni and Katulani. The participating schools were selected through simple random sampling.

The major findings of the study revealed that:

- There were more male teachers than female teachers in positions of leadership that is, 69.4% were head teachers, 59.5% deputy head teachers and 77.4% heads of departments.

- That lack of adequate academic qualifications and training was a hindrance to women appointment to leadership positions in public secondary schools. The presence of more male teachers with higher academic qualifications and training (41.3% against 28.3% graduates) gave them (male) an advantage over women in taking up positions of leadership in the schools.
- That cultural beliefs, values and practices contribute to low participation of women teachers in leadership of public secondary schools. Most teachers (64.5% against 35.5%) preferred working with male head teachers due to cultural stereotypes that males are better leaders than females. Most communities devalue female leadership and this was a great hindrance to appointment of women to leadership positions.
- Gender roles such as domestic chores and child rearing interfere more with women's performance of school duties as compared to male teachers. Some 30% female teachers against 5% male teachers indicated that children always interfered with their school work. This hinder women from appointment and taking up leadership positions in the institutions.
- That women perceived themselves as having leadership qualities. For example head teachers perceived themselves as having integrity and confidence with 75% and 65.5% respectively.

Based on the findings, it was concluded that teachers' academic qualifications and training seemed to determine the position females hold in their schools. More males than female had better academic qualifications and training hence, their high presence in school administration. Other determinants that appeared to impede participation of women in leadership of public secondary schools were cultural beliefs, values and practices, gender roles and women perception of themselves in taking up leadership responsibilities.

In the light of the research findings, the researcher made four recommendations. These were that:

- i. more women should be encouraged and supported to go for higher education and training so that they can take equal leadership positions as their male counterparts.
- ii. communities must be educated to appreciate and view women's role in leadership to be as good as that of males.
- iii. men should realize the need to participate in child rearing and in domestic chores, this would enable women to take up leadership.
- iv. women should be encouraged to apply for leadership positions.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

TABLE OF CONTENTS

Title page.....	i
Declaration.....	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
Table of Content	viii
List of Tables	x
List of Figures.....	xiii
List of Abbreviations	xiv

CHAPTER ONE

INTRODUCTION

1.0	Background of the Study.....	1
1.1	Statement of the Problem	5
1.2	The purpose and objectives of the Study	5
1.3	Research Questions	6
1.4	Significance of the Study	6
1.5	Scope of the Study	6
1.6	Definition of significant Terms	7
1.7	Organization of the rest of the Study	8

CHAPTER TWO

LITERATURE REVIEW

2.0	Introduction	9
2.1	Educational qualifications and training in relation to leadership of secondary schools.....	9
2.2	Influence of cultural beliefs, values and practices on women leadership	12
2.3	Gender roles in relation to female leadership in secondary schools	16
2.4	Women perceptions of themselves in relation to leadership of secondary schools	21
2.5	Summary of literature review	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.0	Introduction	27
3.1	Research Design	27
3.2	Target Population	27
3.3	Sample and Sampling techniques	27
3.4	Research Instruments	28
3.5	Instrument Validity	29
3.6	Instrument Reliability	30
3.7	Data collection Procedure	31
3.8	Completion Rate.....	31
3.9	Data analysis Techniques	32

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0	Introduction.....	33
4.1	Demographic information of respondents.....	33
4.1.1	Demographic information of teachers.....	33
4.1.2	Demographic information of headteachers.....	41

CHAPTER TWO

LITERATURE REVIEW

2.0	Introduction	9
2.1	Educational qualifications and training in relation to leadership of secondary schools.....	9
2.2	Influence of cultural beliefs, values and practices on women leadership	12
2.3	Gender roles in relation to female leadership in secondary schools	16
2.4	Women perceptions of themselves in relation to leadership of secondary schools	21
2.5	Summary of literature review	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.0	Introduction	27
3.1	Research Design	27
3.2	Target Population	27
3.3	Sample and Sampling techniques	27
3.4	Research Instruments	28
3.5	Instrument Validity	29
3.6	Instrument Reliability	30
3.7	Data collection Procedure	31
3.8	Completion Rate.....	31
3.9	Data analysis Techniques	32

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0	Introduction.....	33
4.1	Demographic information of respondents.....	33
4.1.1	Demographic information of teachers.....	33
4.1.2	Demographic information of headteachers.....	41

CHAPTER TWO

LITERATURE REVIEW

2.0	Introduction	9
2.1	Educational qualifications and training in relation to leadership of secondary schools.....	9
2.2	Influence of cultural beliefs, values and practices on women leadership	12
2.3	Gender roles in relation to female leadership in secondary schools	16
2.4	Women perceptions of themselves in relation to leadership of secondary schools	21
2.5	Summary of literature review	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.0	Introduction	27
3.1	Research Design	27
3.2	Target Population	27
3.3	Sample and Sampling techniques	27
3.4	Research Instruments	28
3.5	Instrument Validity	29
3.6	Instrument Reliability	30
3.7	Data collection Procedure	31
3.8	Completion Rate.....	31
3.9	Data analysis Techniques	32

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0	Introduction.....	33
4.1	Demographic information of respondents.....	33
4.1.1	Demographic information of teachers.....	33
4.1.2	Demographic information of headteachers.....	41

4.2	Determinants of women appointment to leadership positions.....	50
4.2.1	Influence of educational qualification and training influence on appointment to a leadership position in public secondary schools.....	52
4.2.2	Cultural beliefs, values and practices and their contribution to low participation of women teachers in leadership of secondary schools.....	55
4.2.3	Gender roles and their hindrance to women leadership in schools.....	69
4.2.4	The extent to which women perception of themselves hinder them from taking up leadership positions in schools.	71

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0	Introduction.....	75
5.1	Summary	75
5.2	Conclusions.....	76
5.3	Recommendations.....	77
5.4	Suggestions for further research.....	77

BIBLIOGRAPHY.....	78
--------------------------	-----------

APPENDICES

Appendix A	Letter of Introduction.....	84
Appendix B	Questionnaire for head teachers.....	85
Appendix C	Questionnaire for teachers.....	94
Appendix D	Questionnaire for Education Officials.....	102

LIST OF TABLES

Table		Page
Table 1	Participation of teachers in public school management in Kitui District.....	4
Table 2	Position of the teacher in the school.....	33
Table 3	Distribution of respondents by gender.....	34
Table 4	Age distribution of teachers.....	34
Table 5	Marital status of teachers.....	35
Table 6	Academic level of the teachers.....	35
Table 7	Professional qualification of teachers by gender.....	36
Table 8	Job Group of the teachers.....	37
Table 9	Teaching experience of the teachers by gender.....	38
Table 10	Type of school by gender.....	39
Table 11	In-service courses attended.....	39
Table 12	In-service courses attended by teachers.....	40
Table 13	Age distribution of Head teachers.....	41
Table 14	Marital status of head teachers by gender.....	41
Table 15	Academic level of Head teachers.....	42
Table 16	Professional Qualifications of Head teachers.....	42
Table 17	Job Group of Head teachers by gender.....	43
Table 18	Teaching experience of the Head teachers.....	43
Table 19	Headship of various categories of schools by gender.....	44
Table 20	Population of students by school category.....	45
Table 21	Number of Students per school size and by gender.....	45
Table 22	Age distribution of Educational officials in years and by gender.....	48

Table 23	Academic level of Educational Officials.....	47
Table 24	Professional qualification of Educational officers.....	47
Table 25	Job Group of Education Officers.....	48
Table 26	Years served in the education sector.....	49
Table 27	Whether served as a secondary school teacher.....	49
Table 28	Positions of teachers in leadership positions by gender.....	51
Table 29	Attendance of in-service training.....	53
Table 30	Gender of Head teachers.....	55
Table 31	Teachers' preference of Head Teachers by gender.....	55
Table 32	Head teachers' preference of teachers by gender.....	56
Table 33 (a)	Male teachers perceptions on hindrances to women's appointment to leadership positions.....	58
Table 33 (b)	Female teachers' perceptions on hindrances to women's appointment to leadership positions.....	59
Table 34 (a)	Male Head teachers' perception on hindrance of women to leadership positions.....	61
Table 34 (b)	Female Head teachers' perception on hindrances of women to leadership Positions.....	62
Table 35 (a)	Male Educational Officers' perception on hindrance of women to leadership positions.....	63
Table 35 (b)	Female Educational Officers' perception on hindrance of women to leadership positions.....	64
Table 36(a)	Head Teachers' responses on appropriate age for a woman teacher to be appointed Head of department.....	65
Table 36 (b)	Head Teachers' responses on appropriate age for a woman teacher to be appointed Deputy head teacher.....	66
Table 36 (c)	Head Teachers responses on appropriate age for a	

	woman teacher to be appointed Head teacher	66
Table 36 (d)	Education Officials responses on appropriate age for a woman teacher to be appointed Head of department.....	67
Table 36 (e)	Education Officials responses on appropriate age for a woman teacher to be appointed Deputy Head Teacher.....	67
Table 36 (f)	Education Officials responses on appropriate age for a woman teacher to be appointed head teacher.....	68
Table 37	Whether teachers have children.....	69
Table 38	Teachers' responses as to whether children interfered with their school work.....	69
Table 39	Head teachers' responses as to whether they have children.....	70
Table 40	Head teachers' responses as to whether their children affect their school work	71
Table 41 (a)	Women teachers' perceptions of themselves in relation to leadership.....	72
Table 41 (b)	Women Head teachers' perception of themselves.....	73
Table 41 (c)	Women educational officers' on their perceptions on leadership.....	74

LIST OF FIGURES

Figure 1: Conceptual framework.....	26
-------------------------------------	----

LIST OF ABBREVIATIONS

ADEA	-	Association for the Development of African Education
CHE	-	Commission for Higher Education
DEO	-	District Education Officer
DVC	-	Deputy Vice Chancellor
FAWE	-	Forum for African Women Educationists
FAWEK	-	Forum for African Women Educationists, Kenya Chapter
GOK	-	Government of Kenya
HELB	-	Higher Education Loans Board
HOD	-	Head of Department
ILEA	-	Inner London Education Authority
ILO	-	International Labour Organisation
KIE	-	Kenya Institute of Education
KLB	-	Kenya Literature Bureau
KISE	-	Kenya Institute of Education
KNEC	-	Kenya National Examinations Council
KSES	-	Kenya School Equipment Scheme
MOE	-	Ministry of Education
MOEHD	-	Ministry of Education and Human Resource Development
MOEST	-	Ministry of Education Science and Technology
NUT	-	National Union of Teachers
PDE	-	Provincial Director of Education
SEPU	-	Science Equipment Production Unit
TIQET	-	Totally Integrated Quality Education and Training
TSC	-	Teachers Service Commission
UN	-	United Nations
UNICEF	-	United Nations Children's Fund
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
VC	-	Vice Chancellor

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Nearly all societies in the world share in common the problems of female subordination. The problems women face in these areas vary, but women all over the world constitute a disadvantaged class (UNESCO 2000). In most countries, theoretically women enjoy equal rights with men in employment. In practice, they are generally under-represented in the labour force, earn less than men do and are often found in differentiated areas of employment termed 'feminine' (World Bank, 1996). Occupational segregation by gender constitutes a major social problem for working women, this occurs when women's work can be clearly distinguished from men's occupations and when concentration of men and women appear at different levels in work hierarchies. The latter form of the job participation difference is known as vertical segregation (Blau & Ferber, 1992).

Globally, less than 20 percent of managers and 6 percent or less of senior management are women (United Nations, 1995). The review and appraisal of the Nairobi Forward Looking Strategies of 1985 and the 1994 World Survey on the role of women in development show that female decision makers are often concentrated in traditional sectors such as education and nursing, but are scarce in top managerial post at the executive level. The review goes on to indicate that the proportion of women in top government decision making positions (ministerial level or higher) is relatively low, comprising only 6.2 percent of all ministerial positions. In economic ministries (including finance, trade, economy and planning ministries and central banks) women participation is even lower, 3.6 percent. In 1987, no woman held decision-making posts in economic ministries or central banks in 108 of the 162 governments studied.

Women presently constitute a large majority share of the teaching profession in many parts of the world. Yet women are still under represented in educational administration. When one compares the number of women teachers with the

number of women in school administration, the number is disproportionate (Graynor, 1997). A survey conducted by The Executive Educator and Xavier University (1992) revealed that in 1990's women held 37.7% of the elementary school principal positions, followed by 20.5% at the junior high/middle school level, and 12% at the high school level in Britain. The Australian Department of Education Secretary, Geoff Spring, at a 1998 conference said, "*Women, make up almost 70% of the workforce in school education, are highly qualified and achieving increasing success as they seek and obtain formal leadership roles but still there is considerable distance to be travelled before women are present in leadership roles in the same ratio as men in the education workforce*" (Spring, 1998)

The present situation in most African countries is that women as compared to male teachers are under-represented in management and decision-making position in schools, earn less money, are confined to low status positions and their overall access to opportunity of advancement in the profession is more limited (Graynor, 1997). The Teacher Management and Support Programme, an ADEA working group of 1993, identified gender imbalance in favour of men in education management in the member countries. It recorded that, "*Though teaching is one profession where women participate in relatively large numbers, they tend to fade out as one ascends the education ladder from pre-primary to tertiary and to management and policy levels*".

The group noted that in Malawi only 10-15% of the head teachers are female. In Botswana, where women appear to be more visible in public life the trend is apparently similar as in the target countries within the ADEA framework (Women and Management Team Seminar 1995 - Pg 5).

In Kenya, as elsewhere in the third world, differentiated gender roles that relegate women to a lower status continue to characterize aspects of life such as education and development. (GOK and UNCEF, 1999). Educational administration in

Kenya is dominated by men. A workshop by a National Task Force on gender and education held in October 1996 identified critical gender gaps in the professional personnel that manage education in the country; both at the ministry's headquarter and in the field. Out of the total number of professionals in the directorate department of the ministry, female officials constituted 3.4% only. The ministry had only appointed one female Provincial Director of Education (PDE) and one female District Education Officer (DEO). (MOE, FAWE, FAWEK, 1996). E.A Onyango in her study on the reasons why there are few women holding high offices in the Ministry of Education, indicated that, the majority of women in the ministry headquarters are assigned supportive duties while their male counterparts occupy decision-making positions. (E.A Onyango, 2003). The situation has not changed much. Currently women are represented at the top of the ministry's structure by an assistant minister and two directors of education.

Women are poorly represented in the 'field' management. Out of the eight Provincial Directors of Education (PDE), only one is a woman. Of the Kenya's seventy six (76) Districts, only six are managed by women District Education Officers (TSC records, 2005). Similar disparities are evident in the management of the major bodies under the Ministry of Education namely; The Teachers Service Commission (TSC), Kenya Institute of Education (KIE), Kenya National Examination Council (KNEC) Commission for Higher Education (CHE), The Higher Education Loans Board (HELB), Kenya National Commission for UNESCO, Kenya Education Staff Institute (KESI), Kenya Institute of Special Education (KISE), Jomo Kenyatta Foundation (JKF), Kenya Literature Bureau (KLB), Science Equipment Production Unit (SEPU) and the Kenya School Equipment Scheme (KSES). Of these twelve (12) important bodies of the Ministry of Education, Science and Technology only two are entrusted with women leadership, that is Kenya Institute of Education (KIE) and Kenya Institute of Special Education (KISE). (MOEST Records, 2005).

The strong force of women discrimination in education management in the country extends to secondary and post-secondary institutions. None of the six public universities has a woman chancellor or vice chancellor, despite a few rising to the post of deputy vice chancellor. Miriam Manya in her article entitled; "Will public varsities ever get women VC?", noted that systemic discrimination played itself out to ensure that women Deputy Vice Chancellors (DVC) do not rise higher than they already are (The Eastern African Standard, August 2004).

Though the proportion of trained female teachers have been increasing at a faster rate than that of male, the improvement has not been mirrored in education management (MOEST, 2000). The posts of head teachers, deputy head teachers and heads of departments in the Kenyan public secondary school are mostly filled by men. In Kitui District women holding these posts have remained below 30% (TSC, records 2004). The participation of women in leadership positions in Kitui Districts in Eastern Province is presented in Table 1 below.

Table 1: Participation of teachers in public secondary schools management in Kitui District by gender

Position	Male		Female		Total	%
	f	%	f	%	f	%
Head teacher	43	69.35	19	30.65	72	100
Deputy Head Teacher	25	59.52	17	40.48	42	100
Head of Department	65	77.38	19	22.62	84	100
Total	133	70.74	55	29.26	188	100

Source: Computed from TSC Records, 2004

From the table above, it is evident that there is a serious problem of under-representation of women teachers in Secondary Schools in the District. For this reason, the study seeks to investigate the factors that hinder women teachers in the District from advancing from classroom duties (teaching) to positions of

responsibility, that is, posts of heads of departments, deputy headship and headship of their schools.

1.1 Statement of the Problem

Women are underrepresented in the management of public secondary schools in Kitui District. Of the three key administrative posts in the structure of secondary schools, that is, posts of headship, posts of deputy headship and the various posts of heads of departments, women representation is as low as 29.26 %. While all the girls' secondary schools in the district are entrusted to women head teachers, all mixed schools in addition to boys' schools are headed by male head teachers, few female teachers serve as deputy head teachers and very few as heads of departments in the district as compared to male teachers (TSC, records 2004).

This study investigated the factors that seem to hinder women teachers from progressing to positions of leadership in public secondary schools in Kitui District. The following were factors identified for investigation. Educational qualification and training, cultural beliefs, values and practices, gender roles, women perception of themselves in relation to leadership of secondary schools.

1.2 The purpose and objectives of the Study

The major objective of the study was to investigate why only few women teachers hold positions of leadership in Public Secondary Schools in Kitui District. To achieve this, four specific objectives were identified. The objectives intended to:-

1. establish the relationship between educational qualifications and training of teachers and the number holding leadership positions in public secondary schools.
2. investigate the influence of cultural beliefs, values and practices on participation of female teachers in leadership of public secondary schools.
3. investigate the effects of gender roles on women participation in leadership of secondary schools.

4. establish the effects of women perception of themselves in relation to leadership in public secondary schools.

1.3 Research Questions

1. Does the teacher's educational qualification and training influence his/her appointment to a leadership position in public secondary schools?
2. Do cultural beliefs, values and practices contribute to the low participation of women teachers in leadership of secondary schools?
3. Do gender roles hinder women from aspiring and taking up positions of leadership in secondary schools?
4. To what extent do women perception of themselves hinder them from taking up leadership in secondary schools?

1.4 Significance of the Study

- The study is likely to sensitize educational policy makers on the extent to which gender disparities exist in secondary schools leadership. The study may therefore influence future policies and practices.
- The identification of personality characteristic which push women away from leadership positions may awaken lady teachers into acquiring self-confidence and other positive leadership characteristics which could help them in holding administrative post in their schools.
- The study may form a basis for further research on women leadership.

1.5 Scope of the Study

The study was carried out at the Teacher's Service Commission Headquarters, Nairobi, the District education office Kitui and in public secondary schools in the District. Six officers at the Teacher's Service Commission Headquarters and four at the District Office were involved in the study. A representative sample of 160 male and female teachers (including head teachers) from 20 public secondary schools also participated in the study.

To make the study manageable, the researcher focused on the officials who are involved with staffing of secondary schools both at the Teacher's Service Commission (TSC) Headquarters and at the District Education Office. Out of the thirteen (13) divisions in the District, only schools in four divisions, namely; Central, Matinyani, Chuluni and Katulani were under study. The study was conducted in public secondary schools, leaving out the private ones.

UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION

1.6 Definition of significant Terms

- **Administration:** A process of controlling and directing human behaviour in any social organization. In this study a public secondary school is the organization on focus.
- **Assistant teachers:** Refers to the teachers who do not hold administrative positions in their institutions. In this study public secondary schools.
- **Division:** Refers to an educational administrative area under an Assistant Education Officer (AEO).
- **Gender:** Denotes the social meaning of male and female and what different societies regard as normal and appropriate behaviour, attitudes and attributes for men and women.
- **Gender role:** Refers to the society's classification of duties and responsibilities as either masculine or feminine. In many societies, bringing up children is seen as feminine while leading people is a masculine role.
- **Leader:** Someone who occupies a position in a group, influences others in accordance with the role expectations of the position, co-ordinates and directs the group in maintaining itself and in achieving its goals. In this study a head teacher, deputy head teacher or head of a department.
- **Mixed Schools:** These are schools which enrol both boys and girls.
- **Public Secondary Schools:** They are formal institutions of learning with classes ranging from form one to form four, which are primarily developed, equipped and provided with staff from public funds by the government.

1.7 Organization of the rest of the Study

Chapter two comprised of literature review related to the study topic, that is, determinants for women participation in leadership of public secondary schools.

The chapter was divided into the following subsections:-

- Educational qualifications and training in relation to leadership of public secondary schools
- Impact of cultural beliefs, values and practices on women leadership
- Gender roles in relation to female leadership in secondary schools
- Women perceptions of themselves in relation to leadership of secondary schools.

Chapter three of the study dealt with research methodology. It was divided into eight subsections as listed:-

- Research Design
- Target Population
- Sample and Sampling Procedures
- Research Instruments
- Instrument Validity
- Instrument Reliability
- Data Collection Procedures
- Data analysis Techniques

Chapter four consisted of data analysis, and interpretation of findings.

Finally, chapter five has presented summary of the main findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, review of literature related to the topic, that is, determinants of women participation in leadership of public secondary schools will be examined. The review will focus on the following areas;

- Educational qualifications and training in relation to leadership of secondary schools,
- Impact of cultural beliefs, values and practices on women leadership,
- Gender roles in relation to female leadership in secondary schools and lastly
- Women perception of themselves in relation to leadership of secondary schools.

2.1 Educational qualifications and training in relation to leadership of secondary schools

Writing on appointment and demotion of head teachers, Okech (1977), noted that school administration is not just a job for anybody. It requires knowledge and skills in educational leadership and the art of organizational management. In his study on perceptions of headmasters and teachers pertaining to the role of the secondary school headmaster in Nairobi and Thika, Karangu (1982) recorded that the head teacher's actions influence the effectiveness of the educational programmes offered by the school. His/her education, training, experience and personality influence his/her behaviour. Similar conclusions had been made by Mangoka (1997) on his study on leadership behaviour of secondary school head teachers. He noted that academic background has an influence on leadership behaviour, in that, graduate secondary school heads were rated higher than non-graduates.

The Totally Integrated Quality Education and Training (TIQET) Report (1999) observes that education management entails prudent utilization of personnel, funds and equipment to enhance efficiency in the delivery of quality education.

The report recommends that appointment of head teachers and other managers be based on institutional management training and on proven competence and possession of appropriate qualification and relevant experience. The Ministry of Education and Human Resource Development (1968) report of the committee on selection appointment, deployment and training of head teachers in the public schools, recommended that head teachers should have attended at least one in-service course in school management offered by Kenya Education Staff Institute (KESI) before appointment and that they should be given longer courses on financial management, human resource management, as well as public relations.

In recruitment of principals, the Teachers' Service commission (TSC), the recruiting and employing agency, places a high premium on experience as a classroom teacher when appointing school administrators (Republic of Kenya 1987). Currently the person to be appointed as a Principal must have served as deputy head teacher for a period of not less than three years, over which they are expected to attend in-service courses in educational management at KESI (Republic of Kenya, 1997). The sessional paper No. 6 (1988) on the Education and Manpower Training for the Next Decade and Beyond states, 'in view of the crucial role of head of institutions, the government will ensure that those appointed as heads have appropriate academic qualification, experience, ability, competence, integrity and initiative (TIQET, 1999).

Educational qualification and training of women is a part of the solution towards increasing work opportunities and placement in administration. The higher the qualification in education, the higher the chances of advancement (ILO 1995). There is positive correlation between higher levels of employment and higher professional standards. Education is the only way to good occupation and rise to career ladder (Wickham 1986). Limited access to higher education for girls is denial to higher ranks for administration. Studies carried out in Australia (Still 1990) concluded that lack of qualification and training was enough reason for non-appointment of women to managerial positions. Administrative work of

schools requires some advanced training. Persons who seek to rise in an organization must seek developmental and training opportunities. Women who fail to seek such opportunities contribute to stagnation of their career mobility.

Dorsy (1989) asserts that, the reasons of poor presentation in administration is simply because women have generally low qualification than men. This means, when promotions are done on merit, more men qualify compared to women. Momanyi (2003) in her study on gender and constraint to Appointment to leadership position in secondary schools, recorded a positive relationship between the qualifications of female teachers and their appointment to headship of secondary schools.

Most women have not had access to education and training that would let them join administration at high levels. In Kenya, gender gaps in education opportunities existed in colonial period and persist to date. Among others, two features of African education in colonial period which are still significant stand out:-

- Female access was far more limited than that of males and,
- The perception and scope of curricular restricted the full development of females. (MOEHD & UNICEF, 1999)

Since independence, the Kenyan government has consistently pursued policies aimed at expanding and strengthening basic education programmes. This has resulted in increasing enrolment in primary schools, but has not ensured equal participation for both girls and boys, especially when completion rates are considered. It has been noticed that at class one and below, the ratio of boys to girls in most Kenyan schools is one to one. As the cohort progresses upwards, up to university level, the rate of participation greatly changes so that the ratio of boys to girls is about three to one. Some of the causes of this drop out have been identified as family poverty, pregnancies, early marriages and the tendency of families to want to invest more on boys' education than on girls (MOEST, 1994).

While total enrolment in primary schools rose by 17.6 per cent with the implementation of free primary education policy in the year 2003, girls' enrolment remained lower than that of the boys with a ratio of 106:100. In the same year, the sex ratio of boys to girls in secondary institutions stood at 108:100. The scenario was similar in diploma teachers' training colleges, the national polytechnics and the public universities. Diploma teachers' colleges enrolled 935 female students against 1,185 students, national polytechnics enrolled 1,523 male students and only 684 female students, while public universities enrolled 18,317 female students and 39,700 male students (Republic of Kenya, 2004).

Aware of the different historical circumstances and situations facing Kenyan women, measures should be taken to ensure equal access to on-going training in the work place, so as to upgrade skills and promote career development. Special regard should be given to the training of women re-entering the system after maternity leaves or leaves of absence due to family responsibilities (UN. 1994)

2.2 Influence of cultural beliefs, values and practices on women leadership

The culture of a society provide the framework within which it's members must operate and the standards to which they must conform. Values, ideology and images form much of the context in which the socialization process shape occupational and family life. Depending on their social class, race and sex, specific types of work are encouraged, tolerated or tabooed. This early condition is nearly always crucial to later occupational decisions (Estein 1971). In nearly all societies, men and women, boys and girls have a different status and play different roles. Men and women behave differently, dress differently, have different attitudes and interests and have different leisure activities. Contrary to traditionally held belief that these differences between male and female behaviour are biologically or genetically determined, recent research has revealed that they are to a large extent socially construed or based on the concept of gender (UNESCO, 2000). The UNESCO report further notes that, it is now generally

accepted that the future of the African continent will depend on the establishment of a new relationship between sexes in the overall economic process, hence the concept of cultural adjustment. Cultural adjustment applies to all socio-cultural values which govern the very notion of the relationship between men and women in society. Cultural adjustment will be effected mainly by making men and women aware of the loss to society by discrimination on the ground of sex.

Despite the International Human Rights Law which guarantees all people equal rights, irrespective of sex, race and caste, in many societies women are denied equal rights with men to land, property, mobility, education, employment opportunities, shelter and food. They are even denied the right to manage, control and care for the health of their own bodies and their reproductive functions. (Momsen 1991) The United Nations Conference on Environment and Development (1992) urges the eradication of all obstacles (constitutional, legal administrative, cultural, behavioural, social and economic) to women's full and equal participation in sustainable development and public life.

One of the most common reasons presented in the literature for the under representation of women in school administration is negative perception of women leadership (Tyree, 1995). The joint ILO/UNESCO committee of experts on the application of the recommendation concerning the status of teachers (Fourth special session, Paris 1997) note that:

In the context of the continuing feminization of the teaching profession, very substantial barriers to equal opportunity and treatment of women still remain to be addressed. This includes the negative perceptions by male dominated selection panel, of women as potential managers.

Schein (1989) suggests that sex role stereotyping which privileges the male is a fundamental barrier to women opportunities in management. It does this by creating occupational sex typing which associates management with being male.

According to Helgensen (1990) women still must deal with the negative views of female administrators held by peers, parents and employees of both sexes. Gupton and Slick (1995) quoted a female elementary principal as saying that;

“Even after women have obtained administrative positions they are not afforded the status or the respect given their male colleagues.”

The Association for the Development of African Education (ADAE) (1993) identified a host of interrelated factors as contributing to the disadvantaged position of women in the teaching position. They included negative cultural values and practices leading to the non-acceptance of women as educational leaders by one, men and two, women themselves. Tyree (1995) further states that the under representation of women in educational administration is fostered through a series of myths like one, women don't have what it takes, two, women lack support of teachers and the community and three, women are emotional.

The 1994 world survey on the role of women in development identified three factors leading to women's poor representation at the decision making levels;

- A predominantly male culture of management,
- A continuing current effects of past discrimination and,
- The lack of recognition of women's actual and potential contribution to economic management.

The world survey further notes that, women's choices tend to be determined by gender ascribed roles that thus limit their access to potential career posts.

Cultural contradictions have been perceived as inherent in management positions for women (Kanter, 1997 Chapman, 1978 Marshall, 1984) There is increasing awareness that stereotypes reflect a group's work roles and kind of activities in which we see them engaged (Eargly, 1987). Further more, sex role stereotypes causes us to make the mistake of attributing occupational segregation to personality differences. Thus we assume that the nurturing and submissive behaviour of female secretaries result from women personality characteristics, not

the role requirement imposed by the work situation. (O'Leary and Ickoricks, 1992) These gender stereotypes deriving from the sexual division of labour, come to constitute normative beliefs to which people tend to conform or are induced to conform. This is the cultural power and force of sex - role stereotyping which result in the double - bind for women in management positions (Evetts, 1994).

Much has emerged from the feminist literature on organizational theory, on the subject of men dominant position in society, describing the resultant construction of institutions created in their own image, which utilize patriarchal power that devalues women (Calas and Smircich, 1989, 1990). Women who enter the world of career and promotion into management are taking part in social relationships determined by muscular values. Career promotion and management as presently constituted are areas where the values of scientific rationality, bureaucratic objectivity and hierarchal authority can be at odds with the caring, subjective, rational values which are supposedly important to women.

**UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION**

Models of career progression reflect the male pattern of continuous employment and high workload. Management attributes traditionally associated with men such as authoritative, decisive, controlling and unemotional are often more respected by potential employees in management than more decentralized approach to leadership which involves the manager as a facilitator of a shared vision and shared decision making. Kariuki (1998) in her study on Teachers' Perceptions of the Leadership Behaviour of Women Head teachers' of Secondary Schools in Kiambu District noted that women head teachers leadership behaviour does not seem to measure up to expectations of their teachers.

Broveman et al (1975) noted that men held a stereotyped perception of women as dependant, passive, non-competitive, illogical, less competent, less objective. Kanter (1977) in her work men and women of the corporate study, looked at the organizational setting and attributed women's lack of success not to innate gender differences but to the distribution of opportunities and power. Swantz (1985)

wrote about the emergence of women leaders in Tanzania. He found that it was not uncommon for men to prevent their wives from taking up leadership roles. His conclusions were; women leaders have emerged among women who have had to take matters into their own hands after becoming widows or divorcees or otherwise being independent. Sacks (1971) re-examined Engel's idea on the basis of women's social positions relative to men by studying the productive activities of the Zaire, the Mbuti of Lovedu, the Pondo of South Africa and the Baganda of Uganda. From the study it was found that the Mbuti, Lovedu and Pondo women have adult social status and are rated as equal to men because their productive activities are social. But in Baganda society, women's productive activities are domestic and the status of a woman is that of a wife and subordinate to men.

Odera (1992) in her study on leadership in Kakamega Secondary School; a focus on women leadership, concluded that; teachers prefer male head teachers because they have been culturally socialized to accept men as more rational and conscious than their female counterparts. In the study men were rated to be better decision-makers than women. She noted that men have been socialized to make decisions from childhood and to hold top positions in the nation compared to women. The study further noted that both men and women teachers find it difficult to respond positively to women's leadership in school due to their socialization. Momanyi (2003) concluded that negative community perception that devalue women prevent them from appointment to headship of secondary schools. She recommended that community sensitization and gender awareness needs to be carried out to ensure that negative attitudes towards women heading schools is discouraged.

Gender roles in relation to female leadership in secondary schools

It's a 'boy' or it's a 'girl', this is a small statement uttered at the birth of each child. The societal ramification of the designation of this biological distinction will be profound (Archel, 1992). From culture to culture being labelled male or female places immediate structure on what is deemed optional as opposed to

expectation or requirement in such spheres as physical appearance, personality attributes, family roles, ethnic/ideological ritual and recreation. Male and female role prescription is based on assumption that domestic duties in their homes are majority for women (Fenn 1978)

Pleck's theory (1984) on male gender role development, hypothesized that gender - related behaviours and consequently gender roles develop mainly out of a persons need for social approval or as a consequence of situational adaptation. Typically the society operationally prescribes gender roles that are based on overly rigid, inflexible, inconsistent and conforming gender stereotypes and norms, yet to be perceived as psychologically mature and healthy one is expected to abide by the prescriptions.

For years, women's time and energy has been stolen from them by economic and cultural systems that have allocated to them child care and the daily maintenance function of cooking, cleaning and shopping. On an individual level, a woman is seriously handicapped in her attempts to have an impact outside her own family due to this double burden of labour. Women perform a disproportionately large share of home - related work that interferes with their access to high administrative ranks (Minas 1992). Bowles et. al (1983) notes that, ability to take risks is an important trial of any person in leadership, however not many women are prepared to take transfers from their families due to the fear that their families will not run without them. He further notes, that this makes women loss promotional positions to men.

Sullerot (1971) points out that it is asserted that women were unsuitable to executive post which require frequent travel and which would compel them to sacrifice their children and their families as a whole. Sullerot further points out that a woman's occupational life is interrupted by marriage and maternity, hence promotion at work is difficult and having interrupted their careers, they lose the advantage of seniority. That promotion in an occupational structure dominated by

men cannot be reconciled with women's reproductive roles, which makes their lives discontinuous by definition. On her research Sullerot, found out that, a young woman on being employed is assumed to be undependable as she is eventually likely to drop work after a few years, therefore she is not given a post carrying responsibility and is considered a temporary employee. After maternity leave when a woman returns to work, she is termed as old, in a world where youth is considered synonymous with adaptability and resourcefulness. Each according to Sullerot, is a handicap which offsets the advantage of greater dependability.

Byrne (1988) draws attention to the way in which women teachers are represented as preoccupied with marital, security, childcare and husbands' careers. Child rearing, the inevitable destination of women teachers, necessarily leads to a career break, which in turn results in women teachers holding lower paid, less responsible posts. Accounts of women teacher's careers have tended to be couched in terms of a preoccupation with motherhood accompanied by a low level of professional commitment. Men, in contrast have been thought to represent the professional norm, strongly motivated in their careers, understood in terms of a clear promotion orientation, underpinned by an attributed role of bread winner.

A survey of teachers' career patterns conducted by the Inner London Education Authority (ILEA) with a sample of 2510 women and men from secondary schools found that the argument that long career breaks accounted for lower scale positions of married women could not be sustained since more than half of those taking a break were out of teaching for five years or less. Women in the sample did indeed make fewer applications for promotion than men as a group. The study found evidence that women with a partner and children made fewer applications than single women and the partner's career was viewed as more important (ILEA, 1984).

Studies have shown a widespread belief among teachers that sex discrimination exists in teaching and teacher employment. In a survey of promotion prospects, by the West Kent Association of the National Union of Teachers (NUT), almost 1 in 5 women were asked questions about marriage plans or childcare arrangement (compared to 1 in 17 men). The questions followed a pattern familiar from previous research, such as;

- Does your husband agree to your working?
- Are you likely to become pregnant in the near future?

(Times Educational Supplement, February 19, 1986). The impertinence and irrelevance of such questions is a clear reminder of how the image of women teachers remain first and foremost one of wives and mothers, irrespective of marital status, life stage, proven experience and demonstrated professionalism.

In her study on tribunal case decisions related to teachers, Kant (1985) makes clear the subjectivity of such tribunal proceedings. The members of these tribunals work with biased assumptions about men and women's roles and with the kind of sex stereotypes which are precisely those under judgement.

For many women teachers, sex discrimination in selection and promotion is a fact and acknowledged feature of employment and in practice, there seems to have been little movement from the situation described by a woman in the NUT survey in 1980: *I never cease to be amazed that women are penalized for having children but men are promoted because they have a family to support.* Lindsay (1980) in her study on issues confronting professional women in Kenya, records how women are socialized by their families during their childhood. The socialization process impacts a different set of roles and expectations for male and females. Early in the socialization process, females are encouraged to opt for domestic roles. The society has always supported the fact that women's ultimate duty in life is to marry and bear children. Everything else happens around and in relation to that.

A study carried out by Dorsey, Gaidzanwa and Mupawaenda (1989) in Zimbabwe, found that 48% of men view the primary role of women as that of wife and mother, compared to only 28% of women. The study noted that, husband's careers take precedence over the woman's due to constraints of marriage, family and financial circumstances. Economically most husbands have a greater earning power and their careers often take precedence. This is whether it is a choice of promotion, transfer, further training or even short courses.

In her study on women on post-secondary educational administration in Kenya, Charity Mwangi-Chemjor (1995) found that, when women teachers begin to move into administrative levels, conflict with family interest arise. Out of the ten women participants in her study, six have had to consider not transferring for the sake of either their husband's jobs or their children's schooling. For a married woman to take up a position which demands that she leaves the children with the husband and travel home over the weekends or holidays is not acceptable in Kenyan society. Momanyi (2003) recorded child-rearing as a factor hindering women from assuming leadership roles.

Women administrators find themselves in a 'no win' predicament. They feel trapped because they have to give up something; their families or their career. Most women put their careers on hold while their children are young and consequently lose opportunities to advance in their career. Anything that affects effective performance of the women's 'main role' of mothering and care giving in the home is not easily accommodated by the culture and the educational administration organization in Kenya. The secretary to the Teachers Service Commission (TSC) has been quoted saying: *There are no enough women teachers available to head the schools, not because of lack of adequately trained and experienced women, but due to their marital status.* (Sunday Nation, June 14 1992).

Bird (1979) has analyzed the 'Dual Career' women who have to cope with a career of leadership and family. His study concluded that such women are committed, independent, secure, sensitive and self-confident. Sacks (1971) noted that, for the full social equality, men and women's work must be of the same kind. For this to happen, family and society cannot remain separate economic spheres of life. Production, consumption, child-rearing and economic decision-making all need to take place in a single social sphere. What is now private family work must become fully social adults.

The difficulties that many women encounter in maintaining dual roles, combining the work of family care responsibilities with a full commitment to paid teaching work, a situation which women themselves recognize as demanding and often stressful, is not acknowledged in the assessment of a teacher's worth. On the contrary, this combination of professional and family care roles is viewed only negatively.

Women's perceptions of themselves in relation to leadership of secondary schools

There are two types of barriers to promotion that women face in management. These are internal and external barriers. Gregory (1999) stated that internal barriers are based on both perception of one's capacity to work in a leadership role and personal leadership styles. The attempt to integrate a variety of roles in ways compatible with an internalized image of an ideal 'feminine' life can be fraught with conflict. The outcome may be a sense of personal shortcomings. Women teachers can be severe in the judgement they make of their own achievement; thereby also limiting their sense of efficiency and their future choices (Oakey, 1981). The writer further argues that feminine characteristics are simultaneously negatively and positively evaluated, through stereotypes, through the actual behaviour of women and their own self-perception.

Powell (1981) notes that an individual must balance abilities, interests and values in order to succeed in the chosen career. He or she must have positive self image and self confidence in order to lead. Women may fail to set high career goals as a result of lack of self confidence and negative self image (Fenn 1978). Osipow (1983) suggests that high self-esteem and task success are positively related. A positive self concept therefore is an important factor in women's career success. Schein (1975) investigated the existence or lack thereof, of a relationship between sex stereotypes and perceived requisite personal characteristics for middle managers, she asked 300 male middle managers and 167 female middle managers to complete an index of 92 descriptive items and rate each on a five point scale as to whether they were or were not characteristic of

- (a) Women in general
- (b) Men in general
- (c) Successful middle managers.

Schein found highly significant similarities between the rating the male gave of men and middle managers, but a mean zero rating in resemblance between the rating of women and middle managers. Amongst the women sampled, there was a high significant resemblance between their rating of men and middle managers; and whilst there was also a significant resemblance of their rating of women and managers, it was significantly smaller than between men and managers. She concluded that successful middle managers are perceived to possess characteristics, attitudes and temperaments more commonly ascribed to men in general than to women in general.

Elizabeth Al-Khalifa, (1988) argues that low or limiting self-esteem may have its roots in early socialization. Dependence, difference and co-operation on unequal terms are as much a part of the school staffroom as they are of any other social situations or interaction among woman and men. What goes unremarked by men especially in the life of schools is the manner in which men as a group actively assert their claims to authority, greater competence and public esteem, in ways

which continuously restate and reaffirm unequal roles, in the face of conflicting aspirations and demands by women. Khalifa further noted that, even if a woman teacher begins her career with a sense of efficacy and purpose or gradually perceives the reality of her situation in schools, the behaviour and attitudes of many men and especially those men who establish the ethos of the school and staffroom ensure her lack of support within the school and in other work related situations which limits her performance.

For many men, the pre-eminence of men is not in doubt and women are expected to share and acknowledge this vision. The starting point for this process in schools is the esteem in which 'masculine' values and characteristics and masculinity itself are held. As a consequence, while women and men are locked into the appearance of co-working, women are often regardless of formal status, and their numbers, constituted by men as an 'outgroup' and pushed to the margins of the school as an organization.

Berger (1972) observes that male presence in schools has no equivalent for women, and he suggests that *men act* and *women appear*. From the vantage point of a man, this may necessarily seem the case: the male interpretation of men and women's behaviour depicts women as passively endorsing the male drama.

Male presence is not only a question of visibility but is also reinforced by audibility. Researchers examining gender roles in adult interaction has shown how women play a supportive role in conversations, while men dominate talking at greater length, and with greater frequency, interrupting women's contributions. Women who are successful in making equivalent and effective contributions in such interactions are then perceived by men as dominant, and women's talkativeness is measured against silence, not male talk. Women's talk is trivialised as 'gossip' or 'chit-chat', and topics of interest to women or initiated by women are taken over and reshaped to fit into male preferences (French and French, 1984; Spender, 1982; Jenkins and Kiamarae, 1981)

The nature of adult talk provides men teachers with many opportunities for excluding women from professional discussions and decision making, and so simultaneously confirm male competence. The difficulties for women in re-orienting interactions to include them amount to more than a lack of assertiveness - they reflect the active role of male participants in controlling and shaping teacher talk. Moreover, part of the normality of mixed - sex interaction include frequent references to sexuality, which serves as a further curb on women participation (Khalifa 1988).

Young unmarried women are seen as less capable leaders in Kenyan society. A study carried out by Monica Kathima (1991) on political factors influencing women participation in rural development; A case of Kitui District rural water supply, revealed that in Kitui District it is widely believed that as one's age advances one becomes more responsible, more security conscious, more wise and therefore a more able leader. Thus the educated but young population was discriminated against in election or selection as project decision maker. This discrimination was even more biased towards girls and unmarried women whom, it was believed were not permanent residents of their birth places as they were expected to get married.

This trend has deeply manifested itself in the management of secondary schools in the District with school sponsors insisting on appointment of married women to the posts of head teachers. In her study Odera (1992) concluded that the society expects marriage to be the norm and tends to be positive towards married head teachers. The parents have confidence in married headmistresses because they tend to portray good image to their sons and daughters unlike some single immoral headmistresses who are a bad example.

Studies have shown that women's lack of success in obtaining administrative positions is due to lowered aspirations or lack of it. It has been pointed out that women have traditionally had little support, encouragement and counselling from

family, peers, subordinate or representation of educational institution to pursue careers in administration (Onyango 2003). Kariuki (1998) noted that women teachers who have achieved high status have a tendency to be over demanding at times, particularly to other women. They have negative attitude towards low status women. Momanyi (2003) found significant relationships between women's perceptions of themselves as leaders and their appointment as head teachers. She recorded that, women perceive their own leadership negatively.

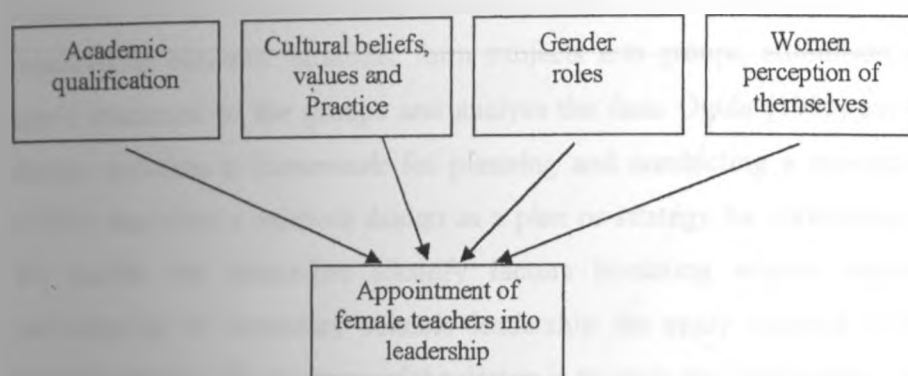
Though emphasis in schools has been on a 'masculine' culture of aggressive physical presence, male self-certainty, self-advancement and stereotyped career models, women teachers should strive to change their attitudes towards leadership, since they have great potential in leadership. In his study on women and development in Kenya, were (1990), noted that schools headed by women are better organized and more stable than those headed by male head teachers. Jacobson (1985) recorded that women are more likely to take a sympathetic team approach to management and that they end up being more effective bosses than men who have been conditioned and socialized to be rigid and power-hungry.

2.5 Summary of literature review

From the literature reviewed, it is apparent that; there is gender disparity in education administration with a vertical job segregation, where women concentrate in teaching rather than administrative duties. Professional qualification and training has been found to be a major barrier to women advancement into leadership positions. Cultural beliefs, values and practices have negatively influenced career development of women teachers as it encourages leadership of male teachers. The literature further indicates that the traditional division of labour disadvantages women teachers in that; employment patterns are not flexible enough to accommodate family and other domestic commitments shouldered by women teachers. Personality characteristics of women is also a barrier to career development of women. Their personality traits which are perceived to include dependance, passiveness, non-competitiveness, are taken

advantage of by male teachers hence reducing the number of women administrators. The literature reviewed however, treat women as a homogenous group. Arising from the literature reviewed and the variables identified for the study, a conceptual framework, presented in figure 1 has been developed to guide the study.

Figure 1: Conceptual framework: Factors that influence women's leadership positions in secondary schools.



The conceptual framework shows that academic qualifications, cultural beliefs values and practices, gender roles, and women perception of themselves are factors that are presumed to influence the appointment of female teachers into leadership positions. These factors have affected their appointment and taking up of administrative and leadership responsibilities in secondary schools hence few women leaders in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter focuses on the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques.

1 Research design

Research design refers to the procedures used by the researcher to explore the relationship between variables, form subjects into groups, administer measures, apply treatment to the groups and analyse the data. Ogula (1995) says research design provides a framework for planning and conducting a research. Kathuri (1993) describes a research design as a plan or strategy for conducting research. To enable the researcher identify factors hindering women teachers from participating in secondary schools leadership the study adopted a descriptive research design. The purpose of the design is to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing (Best and Khan, 2001).

1.2 Target population

Borg and Gall (1989) defines population as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study. Kitui District has sixty two (62) registered public secondary schools (TSC records, 2005). The schools selected for study were twenty (20). Nine in Central Division, five Chuluni, four in Matinyani and two in Katulani.

1.3 Sample and sampling techniques

Mugenda (1999) defines sample as a small group obtained from the accessible population. Each member in a sample is referred to as a subject. Sampling is the process of selecting a number of individuals for a study in such a way that the

individuals selected represent the large group from which they were selected. The purpose of this sampling is to secure a representative group, which will enable the researcher to gain information about the population since it is difficult to study the whole of it. The study was carried out in four out of thirteen divisions in the district. These were central, Matinyani, Chuluni and Katulani. Participating schools were selected through simple random sampling. A number was given to every school, the numbers were placed in a container and picked at random. The schools corresponding to the numbers picked were included in the sample. Nine schools in central division were selected, five in Chuluni, four in Matinyani and two in Katulani divisions.

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

Stratified sampling was used in the selected schools in order to give both male and female teachers equal chances of being selected. The same method was used in selecting education officials. The population was divided into separate strata, in this case female and male teachers/education officials were separated and a single random sample was selected from each strata.

In each of the twenty schools, eight teachers including the head teacher were selected to fill the questionnaires. Ten (10) Education Officials sampled from the Teachers Service Commission, Head Office and the District Office also participated in the study. A total of one hundred and seventy (170) subjects were studied.

3.4 Research instruments

The research employed self-administered questionnaires. The questionnaire was preferred in the study because all those who took part were literate and capable of responding to the items on their own. Information was obtained from education officials, teachers, including the head teachers, deputy head teachers and the heads of departments.

The researcher constructed three separate questionnaires. One was constructed for the education officials, another for the head teachers and a third one for the rest of the teachers in the schools. The head teachers' questionnaire had three parts. Part A dwelt on personal information like age, sex, marital status. Part B focused on obtaining information on the administrative and professional aspects of the school including matters related to gender concerns in the institutions. Part C had items on characteristics of women administrators such as career aspirations, gender roles and personal characteristics of the leader.

The teachers' and the education officials' questionnaire had two parts. Part A was on personal information. Part B sought information on general perception of school administrators and administration. The section however focused more on characteristics of women administrators such as career aspirations, and impact of gender roles. Documentary analysis was also used as a tool for the purpose of obtaining more data and providing supportive evidence of collected data on the variables of the study.

3.5 Instrument validity

According to Borg and Gall (1989), validity is the degree to which a test measures what it is intended to measure. Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. To enhance validity of the instrument, a pre-testing (pilot study) was conducted on a population similar to the target population. The reasons behind pre-testing was to assess the clarity of the instrument items so that those items found to be inadequate in measuring the variables were either discarded or modified to improve the quality of the research instrument thus increasing its validity. During the pre-testing study after each respondent had completed filling the questionnaire, each question item was discussed with him/her to determine: suitability, clarity and relevance for the purpose of the study.

The pilot study was carried out at the District Education Office and in two secondary schools. Two officials were selected to participate in the pilot study. At the schools, four teachers, two male and two female were selected from each school. The officials and the two schools were excluded during the final study to help control the extraneous influence on the research findings due to prior knowledge of the information required by the instruments.

3.6 Instrument reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant for (Ary 1979). Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. However reliability in the research is influenced by random error. Random error is the deviation from a true measure due to factors that have not been effectively addressed by the researcher. As random error increases, reliability decreases. These errors might arise from inaccurate coding, ambiguous instructions to the subjects, interview fatigue and interview bias. The researcher in designing and administering of her instruments took care to avoid such errors. The pilot-study that was undertone thus addressed the question of validity and reliability of the instruments. For reliability cronbach's co-efficient Alpha formula was used.

Reliability analysis of Teachers' questionnaire

Reliability analysis - scale (alpha)

Reliability Coefficients

N of Cases = 138.0 N of Items = 73

Alpha = .6016

Reliability analysis of Head teachers' questionnaire

Reliability analysis - scale (alpha)

Reliability Coefficients

N of Cases = 20.0 N of Items = 84

Alpha = .7974

Reliability of Educational officers questionnaire

Reliability analysis - scale (alpha)

Reliability Coefficients

N of Cases = 10.0

N of Items = 72

Alpha = .7487

In all the questionnaires the reliability coefficient of level 0.6 and above was obtained and the instruments were therefore deemed reliable.

3.7 Data collection procedure

A researcher permit was obtained from the Ministry of Education Science and Tecnology. Thereafter the Teachers Service Commission headquarters Nairobi, and the District Education Officer, Kitui were contacted before the start of the study. The researcher paid a visit to each of the head teacher of the selected school to discuss and make arrangements on the most suitable days, time and procedure to be followed in conducting the study in the school. The schools were then visited on the set dates, and questionnaires, personally administered to the respondents by the researcher.

The participants were assured that strict confidentiality was to be maintained in dealing with all the information they would provide. The filled questionnaires were collected after a week.

3.8 Completion rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the one hundred and forty teachers sampled, one hundred and thirty eight (98.5%) returned the questionnaires. Out of twenty head teachers, all of them (100%) returned the questionnaires. Out of ten educational officers, all of them (100%) returned the questionnaires.

3.9 Data analysis techniques

Data from the questionnaires was first coded and entered in the Statistical Package for Social Sciences (SPSS) computer software for windows programme to enable analysis. Frequencies and percentages obtained were used to answer the four research questions. Tables were used to present the information from which interpretation was done by comparing the frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on the demographic information of the respondents, data presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

4.1 Demographic information of Respondents

4.1.1 Demographic information of teachers

Teachers demographic are discussed by their leadership position in the school, gender, age, marital status, academic level, highest professional qualifications, current job group, teaching experience and type of school they taught.

To establish the teachers' position in school, teachers were asked to indicate their position in the schools they taught. Table 2 presents the teacher's position in the school.

Table 2: Position of the teacher in the school

Position of the teacher in the school	Male		Female		Total	
	f	%	F	%	f	%
Assistant Teachers	50	36.2	35	25.4	85	61.6
Heads Of Departments	25	18.1	15	10.9	40	29
Deputy head teachers	8	5.8	5	3.6	13	9.4
Total	83	60.1	55	39.9	138	100

The information in Table 2 indicates that fifty (36.2%) male teachers and thirty five (25.4%) female teachers were assistants. Twenty five (18.1%) male teachers were head of departments in their schools while only fifteen (10.9%) females were head of departments. Among the male teachers, eight (5.8%) and five (3.6%) female teachers were deputies. The data shows that most teachers involved in the study were assistant teachers and that male teachers were more than female teachers in the positions in the school.

Gender distribution of the teachers

The results on the gender of teachers is presented in Table 3.

Table 3: Distribution of respondents by gender

Distribution of respondents by gender	Male		Female		Total	
	f	%	f	%	f	%
Teachers	83	60.1	55	39.9	139	100
Head teachers	12	60	8	40	20	100
Educational officers	6	60	4	40	10	100

The data in Table 3 shows that eight three (60.1%) teachers were males and fifty five (39.9%) were females, twelve (60%) males and eight (40%) females were head teachers, six (60%) males and four (40%) females were educational officers. The data shows that male teachers dominated as teachers, head teachers and also as educational officers.

Age distribution of teachers

The analysis of the teachers by age is summarised in Table 4.

Table 4: Age distribution of teachers.

Age of the teachers in the school	Male		Female		Total	
	f	%	f	%	F	%
25 – 30	5	3.6	8	5.7	13	9.4
31 – 40	63	45.3	40	28.7	103	74.1
41 – 50	15	10.7	7	5.0	23	16.5
Total	83	59.6	55	40.4	138	100

Looking at Table 4, it is evidence that most teachers were between the age of 31 and 40 whereas males teachers formed 45.3% against 28.7% female counterparts, with only a few between the ages 25 and 30 and 41 and 50.

Marital status of the teachers

Table 5 is a summarised presentation of the distribution of teacher' marital status by gender.

Table 5: Marital status of teachers

Marital status	Male		Female		Total	
	f	%	f	%	f	%
Single	8	5.8	7	5.1	15	10.9
Married	74	53.6	45	32.6	119	86.2
Widowed	1	0.7	3	2.2	4	2.9
Total	83	60.1	55	39.9	138	100

The results in Table 5 reveals that over 80% of the teachers were married with a slightly higher number of men than women, 53.6% and 32.6% respectively. Only eight male teachers (5.8%) and seven (5.1%) were single and one male (0.7%) and three females (2.2%) were widowed.

Academic level of teachers

The analysis of academic level of teachers is summarized in Table 6.

Table 6: Academic level of the teachers

Academic level of teachers	Male		Female		Total	
	f	%	f	%	f	%
Secondary	1	0.7	-	-	1	0.7
College / Diploma	18	13.0	12	8.7	30	21.7
University	64	46.4	43	31.2	107	77.6
Total	83	60.1	55	39.9	138	100

The data presented in Table 6 reveals that majority (77.6%) teachers were university graduates where the number of male teachers (46.4%) exceeded that of women (31.2%). In the same way there were more male teachers (13.0%) who

were diploma holders than female teachers (8.7%). Only one teacher (0.7%) was a secondary school graduate. A big number of university graduates confirm the fact that for teachers to teach in secondary schools should have a university degree or a diploma. Their professional qualification by gender are illustrated in Table 7.

Table 7: Professional qualification of teachers by gender

Professional qualification	Male		Female		Total	
	f	%	f	%	f	%
Technical teacher	5	3.6	2	1.4	7	5.0
S1/Diploma	17	12.3	11	8.1	28	20.4
Graduate (B.Ed)	57	41.3	39	28.3	96	69.6
Masters (M.Ed)	2	1.4	3	2.2	5	3.6
Masters Business Administration	1	0.7	-	-	1	0.7
Primary One (P1)	1	0.7	-	-	1	0.7
Total	83	60.0	55	40.0	138	100

The result from Table 7 reveals that there were more male teachers who held high professional qualifications compared to women, while 41.3% men had Bachelor of Education, only 28.3% had the same qualification. Apparently three (2.2%) women teachers had a Masters in Education compared to two (1.4%) who had the same qualification. One (0.7%) had a master in Business Administration and one (0.7%) was a P1. Generally there were more male teachers in all professional qualifications than female. This may give the reason as to why more men held higher positions in schools than females. The data gathered on teachers' job groups is summarised in Table 8.

Table 8: Job Groups of the teachers

Job Group of teachers	Male		Female		Total	
	f	%	f	%	f	%
Job Group H	1	0.7	1	0.7	2	1.4
Job Group J	5	3.6	6	4.3	11	7.9
Job Group K	8	5.8	8	5.8	16	11.6
Job Group L	43	31.2	25	18.1	68	49.3
Job Group M	26	18.8	15	10.9	41	29.8
Total	83	60.1	55	39.9	138	100

The data indicates that one (0.7%) male teacher and one (0.7%) female were in the job group 'H', five (3.6%) and six (4.3%) were in job group 'J', eight (5.8%) males and eight (5.8%) were in job group 'K', forty three (31.2%) males and twenty five (18.1%) were in job group 'L' and 26 (18.8%) and 15 (10.9%) females were in job group 'M'. Most teachers were therefore in job group 'L' where the number of males was more than the number of females, 31.2% against 18.1% respectively. Male teachers seem to be more in all job groups except in job group 'J' where the number of female teachers slightly exceeded that of males by 0.7%, there were equal number of teachers in job group 'K'. Generally male teachers were more in the higher job groups than females. They also had longer teaching experience compared to their female counterparts. The information related to teachers' experience is presented in table 9.

Table 9: Teaching experience of the teachers by gender

Teaching experience (in Years)	Male		Female		Total	
	f	%	f	%	f	%
1 – 5	5	3.6	14	10.1	19	13.7
6 – 10	32	23.2	17	12.3	49	35.5
11 – 15	33	24.0	18	13.1	51	37.1
16 – 20	12	8.7	5	3.6	17	12.3
21 – 25	1	0.7	1	0.7	2	1.4
Total	83	60.2	55	39.8	138	100

Data in Table 9 reveals that five (3.6%) male teachers had taught for between 1 and 5 years while fourteen (10.1%) female teachers had taught for the same period. Thirty two (23.2%) and seventeen (12.3%) had taught for between 6 to 10 years, thirty three (24%) male and eighteen (13.1%) female teachers had taught for between eleven to fifteen years, twelve (8.7%) male and five (3.6%) had taught for between sixteen and twenty years and one (0.7%) male and one (0.7%) females had taught for between twenty one and twenty five years. The data shows that most teachers had worked for between eleven and fifteen years and between sixteen and twenty years. The majority of teachers taught in schools for girls only. This analysis is contained in table 10.

Table 10: Type of school by gender

Type of school by Gender	Girls school		Boys school		Mixed school		Total	
	f	%	f	%	f	%	f	%
Male	30	21.7	27	19.6	26	18.9	83	60
Female	24	17.3	15	10.9	16	11.6	55	40
Total	54	39	42	30.5	42	30.5	138	100

The data shows that 39% teachers worked in girls' schools, 30.5% worked in boys' schools and the same number (30.5%) worked in mixed schools. This shows that all categories of schools; single sex and mixed were involved in the study.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

In-service course

The teachers were asked to indicate the whether they had attended any in-service course. The findings are presented in Table 11.

Table 11: In-service courses attended

In-service courses attended	Male		Female		Total	
	f	%	f	%	f	%
Yes	54	39.1	34	24.6	88	63.7
No	29	21.0	21	15.3	50	36.3
Total	83	60.1	55	39.9	138	100

The teachers' responses in Table 11 shows that fifty four (39.1%) male teachers and thirty four (24.6%) had attended in-service course while twenty nine (21.0%) male teachers and twenty one (15.3%) had not attended. From the data it can be deduced that more male teachers attended in-service course. (39.1% against

24.6%). The results in Table 12 has summarised the types of courses which the teachers attended.

Table 12: In-service courses attended by teachers

Courses attended	Male		Female		Total	
	f	%	f	%	f	%
SMASSE	26	18.8	13	9.4	39	28.2
Guidance and Counselling	13	9.4	12	8.7	25	18.3
Language training	5	3.6	7	5.1	12	8.7
Computer training	2	1.4	1	0.7	3	2.1
Sciences course	4	2.9	-	-	4	2.9
Hardware and Mechanical engineering	1	0.7	-	-	1	0.7
No course attended	32	23.2	22	15.9	54	39.1
Total	83	60	55	40	138	100

The data shows that 28.2% teachers had attended SMASSE where the number of males was double that of females. 9.4 males and 8.7 female had attended guidance and counselling. Four (2.9%) males had attended science courses. A small number of teachers had attended other courses such as computer training, language training, Hardware and Mechanical engineering. Thirty nine percent of teachers had not attended in-service course. The findings reveal that more male teachers had attended more courses than females.

After examining the information provided by the teachers, attention shifted to analysis of head teachers' data on demographics, age, marital status, academic and professional qualifications.

4.1.2 Demographic information of Head teachers

Age of head teachers

The head teachers were asked to indicate their age. Table 13 summarised the responses.

Table 13: Age distribution of Head teachers

Age category in (Years)	Male		Female		Total	
	f	%	f	%	f	%
31 – 40	2	10	5	25	7	35
41 – 50	8	40	3	15	11	55
50 and above	2	10	-	-	2	10
Total	12	60	8	40	20	100

The data shows that most head teachers (55%) were between the age of 41 and 50 with 40% male and 15% females. However more females (25%) were in the age between 31 and 40. Only two males were above fifty years.

Marital status of Head teachers

Marital status of head teachers by gender is summarised in Table 13.

Table 14: Marital status of head teachers by gender

Marital status	Male		Female		Total	
	f	%	f	%	f	%
Single	-	-	1	5	1	5
Married	12	60	5	25	17	85
Widowed	-	-	1	5	1	5
Separated	-	-	1	5	1	5
Total	12	60	8	40	20	100

The data revealed that 60% male and 25% head teachers were married, 5% female was single, 5% widowed and 5% separated.

Academic level of Head teachers

Academic level of head teachers is presented in table 15.

Table 15: Academic level of Head teachers

Academic level of Head teachers	Male		Female		Total	
	f	%	f	%	f	%
Secondary	1	5	-	-	1	5
College / Diploma	3	15	2	10	5	25
University	8	40	6	30	14	70
Total	12	60	8	40	20	100

The data revealed most 40% male and 30% females head teachers had university as their highest academic qualification, 15% male and 10% female were diploma holders and only one (5%) was a secondary school graduate. The findings reveal that more head teachers were university graduates which is a prerequisite for appointment to teach in a secondary school.

Professional qualification of Head teachers

The study investigated professional qualification of head teachers. The responses are illustrated in Table 16.

Table 16: Professional qualifications of Head teachers

Professional qualifications	Male		Female		Total	
	f	%	f	%	f	%
S1/Diploma	2	10	2	10	4	20
Graduate (B.Ed)	10	50	4	20	14	70
Masters (M.Ed)	0	0	2	10	2	10
Total	12	60	8	40	20	100

The data in table 16 revealed that most head teachers (50%) males and (20%) were graduates with bachelors of education, a small percentage (10%) male and (10%) females were holders of diploma in education. Apparently two (10%)

females had masters in education. There were no males with second degree. In spite of higher qualifications by females, fewer occupied high ranking positions.

The information on teachers' job group by gender is summarised in table 17.

Table 17: Job Group of Head Teachers by gender

Job Group of teachers	Male		Female		Total	
	f	%	f	%	f	%
Job Group M	9	45	5	25	14	70
Job Group N	3	15	3	15	6	30
Total	12	60	8	40	20	100

The data shows that nine (45%) males and five (25%) females were in the job group 'M', three (15%) males and three (15%) females were in the job group 'N'. The data shows that more male head teachers were in the job group 'M' and only five (25%) in the same job group. However there were same number of head teacher in job group 'N'.

With regard to teaching experience, it is evident that males had more experience. The results of their teaching experience by gender is contained in table 18.

Table 18: Teaching experience of the Head teachers

Teaching experience of teachers (in Years)	Male		Female		Total	
	f	%	f	%	F	%
11 – 15	2	10	5	25	7	35
16 – 20	8	40	2	10	10	50
21 – 25	-	-	1	5	1	5
Above 25	2	10	-	-	2	10
Total	12	60	8	40	20	100

The data shows that two (10%) male head teachers and five (25%) female head teachers had a teaching experience of between 11 and 15 years, eight (40%) males

and two (10%) female had a teaching experience of between 16 and 20 years. One (5%) female teacher had a teaching experience of between 21 and 25 years and two (10%) male teachers had a teaching experience of above 25 years. Most teachers 50% had a working experience of between 16 and 20 years where male teachers were more than the female teachers by 30%. There were more female than male head teachers with a teaching experience of between 11 and 15, 25% versus 10%. Culturally, few females were in leadership positions this can be a explanation for many males head teachers with more years of experience. The analysis further revealed that all females were only heading schools for girls only. This data is illustrated in table 19.

Table 19: Headship of various categories of schools by gender

Category of School	Male		Female		Total	
	f	%	f	%	f	%
Day	3	15	-	-	3	15
Boarding	7	35	8	40	15	75
Day and Boarding	2	10	-	-	2	10
Total	2	60	8	40	20	100

The data revealed that (15%) male headed day schools, seven (35%) male head and eight (40%) female teachers headed boarding schools, two (10%) male head teachers headed day and boarding schools. There were therefore more female head teachers who headed boarding schools. The population of students by school category attended is presented in table 20.

Table 20: Population of students by school category

School category	Male		Female		Total	
	f	%	f	%	f	%
Boys only	6	30	-	-	6	30
Girls only	-	-	8	40	8	40
Boys and girls	6	30	-	-	6	30
Total	12	60	8	40	20	100

Six (30%) male head teachers had boys in their schools, eight (40%) had girls in their schools and six (30%) had boys and girls. It is apparent that male head teachers headed boys' schools and female head teachers headed girls schools, however male head teachers were in charge of mixed schools, this could be attributed to the perception that male teachers are more capable of heading boys schools and also mixed schools because of the presence of boys in the schools and female head teachers to head girls schools, the absence of female head teachers in either boys schools or mixed schools be attributed to the cultural idea that females cannot handle male students. The distribution of students by the schools attended and by gender is summarised in table 21.

Table 21: Number of Students per school size and by gender

Number of students	Male		Female		Total	
	f	%	f	%	f	%
40 – 160	1	5	-	-	1	5
161- 320	5	25	2	10	7	35
321 – 480	2	10	3	15	5	25
481 – 640	2	10	3	15	5	25
Above 641	2	10	-	-	2	10
Total	12	60	8	40	8	100

Most schools had students ranging from 161 and 320 where more students were male students. There was no girls' school with above 641 students. However there were more girls students in schools with students in the range of 321 to 480, 481 to 640 which was 15% in both categories against 10% in boys' schools. The fact that many male head teachers headed schools with many students comes from the fact that men are believed to be able to handle a big number of students than women.

After dealing with head teachers' information, attention focussed on the analysis of educational officers' data on age, academic and professional qualification, job group held and job position occupied previously.

Demographic information on age of educational officials

The data on age of educational officials is presented in table 22.

Table 22: Age distribution of Educational officials in years and by gender

Age category in (Years)	Male		Female		Total	
	f	%	f	%	f	%
31 – 40	1	10	1	10	2	20
41 – 50	4	40	2	20	6	60
50 and above	1	10	1	10	2	20
Total	6	60	4	40	10	100

Most education officials were between ages 41 and 50 where there were 40% males and 20 % female educational officers. Only one male (10%) and one (10%) female educational officers were between ages 31 and 40, and another one (10%) male and one (10%) female educational officers who were 50 years and above. The presence of more educational officers in the age bracket 41 and 50 indicates that the posts of educational official comes after some experience in teaching, hence few respondents in the age bracket 31 and 40 years.

Academic level of Education Officials

Academic level of education officials is presented in table 23.

Table 23: Academic level of Educational Officials

Academic level of Educational officials	Male		Female		Total	
	f	%	f	%	f	%
Secondary	1	10	-	-	1	10
College / Diploma	1	10	-	-	1	10
University	4	40	4	40	8	80
Total	6	60	4	40	10	100

The data shows that one (10%) male educational officer and another one (10%) female educational officer had secondary and diploma as their qualifications. Four (40%) male and another four (40%) female educational officers were university graduates. Despite the same number of male and female educational officers being university graduates, few females were appointed as educational officers.

Professional qualification of Educational officers

The study investigated the highest professional qualification of education officials. The responses are illustrated in Table 24.

Table 24: Professional qualification of Educational officers

Professional qualification	Male		Female		Total	
	f	%	f	%	f	%
Primary 1 (P1)	1	10	-	-	1	10
S1/Diploma	1	10	-	-	1	10
Graduate (B.Ed)	4	40	3	30	7	70
Masters (M.Ed)	-	-	1	10	1	10
Total	6	60	4	40	10	100

Data in table 24 indicates that one (10%) female educational officer had a Masters of Education and one (10%) was a P1. One (10%) educational officer had a Diploma as his highest professional qualification, four (40%) male and three (30%) females were graduates with a Bachelor of Education and a female Education Officer therefore had the highest professional qualification, Master of Education.

Job Group of Education Officers

The data gathered on education officials' job groups is summarised in Table 25

Table 25: Job Group of Education Officers

Job Group of teachers	Male		Female		Total	
	f	%	f	%	f	%
Job Group L	3	30	-	-	3	30
Job Group M	2	20	1	10	3	30
Job Group N	1	10	2	20	3	30
Job Group P	-	-	1	10	1	10
Total	6	60	4	40	10	100

Information presented in table 24 indicates that 30% male Education officers had job group 'L', 20% male and 10% females were in job group 'M', 10 males and 20% females were in job group 'N' and one female teacher had a job group 'P'

Years served in the education sector

The education officials were asked to indicate the number of years they had served in the education sector. Their responses are summarised in Table 26

Table 26: Years served in the education sector

Years of Service (in Years)	Male		Female		Total	
	f	%	f	%	F	%
1 – 5	0	0	0	0	0	0
6 - 10	0	0	0	0	0	0
11 – 15	1	10	3	30	4	40
16 – 20	2	20	-	-	2	20
21 and above	3	30	1	10	4	40
Total	6	50	4	40	10	100

The data shows that 26, one (10%) male and three (30%) had served in the education sector for a period between 11 and 15 years, two (20%) male educational officers had served in the education sector for a period between 16 and 20 years and three (30%) and one (10%) had served for a period above 20 years. More male educational officers had served for longer period and more female head teachers had served in the period between 11 and 15 years. From the findings it can be deduced that initially male teachers were placed in leadership positions than females.

Whether education officials had served as secondary school teachers

Responses as to whether the education officials had served as secondary school teachers is presented in table 27.

Table 27: Whether served as a secondary school teacher

Years of Service (in Years)	Male		Female		Total	
	f	%	f	%	F	%
Yes	5	50	4	40	9	90
No	1	10	-	-	1	10
Total	6	60	4	40	10	100

The analysis in table 27 shows that five (50%) male and 4 (40%) education officers agreed while one (10%) male denied. Most education officers had had therefore served as teachers before being appointed as education officers, however there was one male officer who had not served as a teacher. The findings confirm that one should have served as teacher before being appointed as an officer. The fact that they once served as teachers, they are able to give views on who they preferred working with.

4.2 Determinants of women appointment to leadership positions

When respondents were asked to indicate who held the positions such as deputy, Head of departments in Boarding, Sciences, Languages, Humanities, Mathematics, Guidance and counselling. It emerged that women were in leadership positions. This is evident in results contained in table 28.

Table 28: Positions of teachers in leadership positions by gender

Position	Male/ Female	Male		Female		Total	
		f	%	f	%	f	%
Deputy head teacher	Male	8	40	-	-	8	40
	Female	4	20	8	40	12	60
Total		12	60	8	40	20	100
Head of Department Boarding	Male	9	45	7	35	16	80
	Female	3	15	1	5	4	20
Total		12	60	8	40	20	100
Head of Department Sciences	Male	9	45	8	40	17	85
	Female	3	15	-	-	3	15
Total		12	60	8	40	20	100
Head of Department Languages	Male	5	25	8	40	13	65
	Female	7	35	-	-	7	35
Total		12	60	8	40	20	100
Head of Department Humanities	Male	9	45	6	30	15	75
	Female	3	15	2	10	5	25
Total		12	60	8	40	20	100
Head of Department Mathematics	Male	10	50	7	35	17	85
	Female	2	10	1	5	3	15
Total		12	60	8	40	20	100
Head of Department Guidance and counselling	Male	9	45	2	10	11	55
	Female	3	15	6	30	9	45
Total		12	60	8	40	20	100

The data in table 28 shows that most male teachers were in leadership positions as deputies and as head of departments. In the position of deputy head teacher, twelve (60%) were females against eight (40%) male teachers. In the HOD boarding male teachers dominated by 80% against 20% female. In the position of HOD Sciences, male head teachers were 85% against 15% females. In the

position of HOD Languages, males still were more 65% against 35 females. In the position of HOD Humanities, male were more 75% against 25 females. In the position of HOD Mathematics males were more (85%) against 15% females and in the position of HOD guidance and counselling they were still more 55% against 45% females. Based on the data, male teachers held most positions of leadership in public schools in Kitui District.

4.2.1 Influence of educational qualification and training influence on appointment to a leadership position in public secondary schools

To answer this research question, teachers were asked to indicate how strongly they agreed, agreed, disagree or strongly disagreed with the statement which stated whether lack of academic qualifications was a hindrance to their appointment to position of leadership in schools. In this item, eight (5.7%) male and two (1.4%) female teachers strongly disagreed, sixteen (11.5%) male and seven (5%) female teachers disagreed, twenty three (16.6%) male and sixteen (11.5%) female agree while thirty six (26%) and thirty (21.7%) strongly agreed. The highest percent of the teachers therefore agreed with the statement. Among the head teachers, one (0.7%) male and the same number female strongly disagreed, one (0.7%) male disagreed, four (2.8%) male and six (4.3%) female agreed, six (4.3%) male and the same number of female head teachers strongly agreed. From the findings, the head teachers agreed with the statement that the lack of adequate academic qualification is a hindrance to women's appointment to leadership positions. Among the education officers, one (10%) male strongly disagreed, one (10%) male disagreed, one (10%) females disagreed, three (30%) male agreed and two (20%) female agreed while two (20%) strongly agreed with the statement. Majority of the education officials strongly agreed and agreed with the statement. The findings from the three categories of respondents show that lack of adequate academic qualifications was a hindrance to appointment of women to leadership positions.

Teachers were also asked to indicate whether they had attended any in-service course. The data is presented in Table 29.

Table 29: Attendance of in-service training

In-service training	Male		Female		Total	
	f	%	f	%	F	%
Yes	54	39.1	34	24.7	88	63.8
No	29	21.0	21	15.2	50	36.2
Total	83	60.1	55	39.9	138	100

The data in table 29 indicates that, fifty four, (39.1%) male and thirty four (24.7%) said yes while twenty nine (21%) and twenty one (15.2%) said no. Many male teachers had attended in-service courses than females. The less number of female teachers attending in-service course may be attributed to their role in the society. Women are faced with certain tasks such as house chores and family commitments which may make them busy not to attend the in-service courses. Despite that a considerable few number of female had attended in-service courses, they still held few positions in leadership this would influence more male being appointed to leadership positions since they are more qualified than females. This would eventually put more female at a disadvantage since they would not be appointed to leadership positions. The researcher concluded that training attendance influenced their appointment to leadership positions.

Teachers were further asked to indicate their academic qualifications. Findings from Table 6 showed that, 77.6% teachers were university graduates where 46.4% were males and 31.2% were females, a considerably less number (21.8%) were diploma holders where 13.1% were males and 8.7% were females. More males dominated with higher academic qualification than females. This may have put males in more leadership positions than their female counterparts. Among the head teachers, they were asked to indicate their academic qualifications. The data is presented in Table 15.

It can be seen from Table 15 that 15% male and 10 % female were college diploma holders and 40% and 30% were university graduates. There were more male in both categories of qualifications. More male teachers being qualified than females put them at an advantage of being posted in more leadership positions than their counterparts the female teachers. This could be the reason of having more leadership held by men than women. Academic qualifications therefore could be said to influence appointment of women into leadership position.

Respondents were also asked to indicate their highest professional qualifications. This has been presented in Table 7. Data from the table indicates that, 57 (41.3%) males against thirty nine (28.3%) females were graduates with a bachelor of education and also seventeen (12.3%) male against eleven (8.1%) had diploma. More qualified male teachers in high professional qualification seem to be the reason of their more leadership positions than the females. However there were more females (2.2%) females with masters of education yet females held fewer leadership positions. Academic qualifications therefore seem to influence more males attaining many leadership positions than females.

In this item, ten (7.2%) strongly agreed, twenty three (16.5%) agreed, forty (28.8%) disagreed and sixty six (47.5%) strongly disagreed. Teachers therefore were in disagreement the lack of academic qualification was a hindrance to their appointment to leadership in secondary schools.

In the same item, among the head teachers, two (10%) strongly agreed one (5%) agreed, five (25%) disagreed and twelve (60%) strongly disagreed. Most head teachers therefore disagreed that lack of adequate academic qualification was a hindrance to women appointment to leadership positions in secondary schools.

4.2.2 Cultural beliefs, values and practices and their contribution to low participation of women teachers in leadership of secondary schools

To answer this research question, teachers were asked to indicate what gender their head teacher was. The results are presented in Table 30.

Table 30: Gender of Head Teachers

Gender of the head teachers	Male		Female		Total	
	f	%	f	%	F	%
Male Head Teacher	53	38.4	31	22.5	84	60.9
Female Head Teacher	30	21.7	24	17.4	54	39.1
Total	83	60.1	55	39.9	138	100

Information presented in Table 30 reveals that fifty three (38.4%) male and thirty one (22.5%) and females respectively. This suggests that most schools under study were headed by males (60.9% compared to 39.1%) that were headed by females. This confirms that males dominated females in heading of schools. Teachers were further asked to indicate whom they preferred working with. Table 31 presents the data.

Table 31: Teachers preference of Head Teacher by Gender

Preference	Male		Female		Total	
	f	%	f	%	F	%
Preferred a Head master	60	43.5	29	21.0	89	64.5
Preferred Head mistress	23	16.6	26	18.9	49	35.5
Total	83	60.1	55	39.9	138	100

The information in Table 31 indicates that sixty (43.5%) males and twenty (21%) said that they preferred working with heads who were males while twenty (16.6%) males and twenty six (18.8%) said they preferred working with heads who were females. From the findings more respondents (64.5%) against (35.5%)

preferred working with male head teachers than female head teachers. They were further asked to explain the reasons for their preference. Some of the reasons given were such as, men are not emotional and can handle stress and that men have good leadership skills than women however those who said that they preferred women leadership said that women are more rational, committed, visionary, good managers, patient, more sympathetic, understanding, and approachable.

Head teachers were also asked to indicate whom they preferred to work with in the management of schools. The results are contained in Table 32.

Table 32: Head teachers preference of teachers by gender

Preference of head teachers by gender	Male		Female		Total	
	f	%	f	%	F	%
Female teachers	1	5	2	10	3	15
Male teachers	6	30	3	15	9	45
Both	5	25	3	15	8	40
Total	12	60	8	20	20	100

The results in Table 32 indicate that one (5%) male and 2 (10%) female head teachers preferred working with female teachers in the management of school. Six (30%) male and three (15%) female head teachers preferred working with male teachers in the management of their schools. However five (25%) male teachers and three (15%) female head teachers preferred working with both male and female teachers. Apparently more head teachers preferred working with male teachers. The findings confirm the previous findings where most teachers preferred working with male head teachers. The researcher went on and asked for reasons for their preference. Some of the reasons given were such as for boys schools male teachers are better since their can follow them even at night, that male teachers work with commitment, are more flexible than women, are genuine, aggressive and less emotional.

Most reasons given by the respondents tend to have been influenced by the cultural background of the people for example the reason that men are not emotional and can handle stress and have good leadership skills than women. These reasons are more culturally oriented. These cultural perceptions may make women not be appointed to leadership positions in schools.

Teachers were asked to indicate how strongly they agreed, agreed, disagreed or strongly disagreed with the following statements regarding hindrances to women's appointment to leadership positions. Table 33(a) present a summary of male teachers' perceptions while Table 33 (b) presents the summary of female teachers' perceptions.

Table 33 (a): Male teachers perceptions on hindrances to women's appointment to leadership positions

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Lack of academic qualification	36	43.4	23	27.7	16	19.3	8	9.6	83	100
Poor public relations	6	7.2	30	36.2	31	37.3	16	19.3	83	100
Lack of self control (being emotional)	15	18.1	37	44.6	18	21.6	13	15.7	83	100
Being impartial/ bias	15	18.1	30	36.1	27	32.5	11	13.3	83	100
Lack of experience	5	6	17	20.5	29	34.9	32	38.6	83	100
Lack of finance management skills	4	4.8	20	24.2	31	37.3	28	33.7	83	100
Poor time management	4	4.8	21	25.3	30	36.2	28	33.7	83	100
Poor problem solving skills	8	9.6	29	34.9	24	28.9	22	26.6	83	100
Inability to cope with stress	17	20.5	35	42.2	22	26.5	9	10.8	83	100
Poor decision making	4	4.8	24	28.9	35	42.2	20	24.1	83	100
Poor planning	1	1.2	17	20.5	38	45.8	27	32.5	83	100
Too busy with domestic chores	25	30.1	30	36.1	20	24.2	8	9.6	83	100
Most women never apply for leadership positions	29	34.9	41	49.5	9	10.8	4	4.8	83	100
Most communities devalue female leadership	24	29	49	59	6	7.2	4	4.8	83	100

Data in Table 33 (a) revealed that male teachers perceived women as being hindered from appointment to positions of leaderships by cultural factors such as lack of self control where fifteen (18.1%) strongly agree, thirty seven (44.6%) agreed with the statement. Another cultural factor perceived by male teachers as being a hindrance to female appointment to leadership positions was that, most communities devalue female leadership. In this item, twenty four (29%) strongly agreed, forty nine (59%) agreed with the statement. Domestic chores which are culturally assigned to women was found to be a factor hindering their appointment to leadership positions. In this item, twenty five (30.1%) males

strongly agreed, thirty (36.1%) agreed while twenty (24.2%) disagreed and eight (9.6%) strongly disagree. It was also revealed most male teachers agreed that most women never apply for leadership position. In this item, twenty nine (34.9%) strongly agreed, forty one (49.4%) agreed that most women do not apply for leadership positions.

33 (b): Female teachers perceptions on hindrances to women’s appointment to leadership positions

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Lack of adequate qualifications	30	54.5	16	29.1	7	12.7	2	3.7	55	100
Poor public relations	4	7.3	13	23.6	23	41.8	15	27.3	55	100
Lack of self control (being emotional)	3	5.5	27	49.1	15	27.2	10	18.2	55	100
Being impartial/ bias	3	5.5	20	36.4	21	38.1	11	20	55	100
Lack of experience	1	1.8	5	9.1	25	45.5	24	43.6	55	100
Lack of finance management skills	1	1.8	9	16.4	19	34.5	26	47.3	55	100
Poor time management	1	1.8	9	16.4	23	41.8	22	40	55	100
Poor problem solving skills	3	5.5	9	16.4	24	43.6	19	34.5	55	100
Inability to cope with stress	3	5.5	13	23.6	22	40	17	30.9	55	100
Poor decision making	1	1.8	6	10.9	28	50.9	20	36.4	55	100
Poor planning	1	1.8	5	9.1	26	47.3	23	41.8	55	100
Too busy with domestic chores	11	20	18	32.7	17	30.9	9	16.4	55	100
Most women never apply for leadership positions	9	16.4	30	54.5	12	21.8	4	7.3	55	100
Most communities devalue female leadership	18	32.7	27	49.1	5	9.1	5	9.1	55	100

Data presented in Table 33 (b) shows that female teachers perceived women as being hindered from appointment to positions of leaderships by cultural factors such as lack of self control where three (5.5%) strongly agreed, twenty seven

(49.1%) agreed, with the statement that women lack self control and are emotional. Another cultural hindrance was found to be that most communities devalue female leadership where eighteen (32.7%) strongly agreed, twenty seven (49.1%) agreed with the statement. The female teachers also identified domestic chores as a factor hindering women from appointment to leadership positions. In this item twenty nine (52.7%) strongly agreed and agreed with the statement that women are too busy with domestic chores. It was also revealed that female teachers agreed that most women never apply for leadership position. In this item, nine (16.4%) strongly agreed, thirty (54.5%) agreed with the statement that most women do not apply for leadership positions.

The hindrances recorded from the findings may be a great contribution of many females not taking up leadership positions. Most women find it difficult to apply for leadership positions especially when they are busy with domestic responsibilities such as rearing children. The community perception towards women may also be a contribution to women no applying for leadership positions, most of them may feel that they may not be able to compete with their male counterparts and so are not even interested in applying when posts are advertised

Data regarding head teachers' perception on hindrances to appointment to positions of leadership in schools is presented in Tables 34 (a) and 34 (b).

Table 34 (a): Male Head teachers' perception on hindrance of women to leadership positions

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Lack of adequate academic qualifications	6	50	4	33.3	1	8.3	1	8.3	12	100
Poor public relations	-	-	4	33.3	3	25	5	41.7	12	100
Lack of self control/ being emotional	3	25	3	25	3	25	3	25	12	100
Being impartial/ bias	-	-	2	16.7	3	25	7	58.3	12	100
Lack of experience	-	-	-	-	4	33.3	8	66.7	12	100
Lack of finance management skills	-	-	3	25	1	8.3	8	66.7	12	100
Poor time management	2	16.7	3	25	1	8.3	6	50	12	100
Poor problem solving skills	1	8.3	7	58.3	3	25	1	8.3	12	100
Inability to cope with stress	3	25	4	33.3	3	25	2	16.7	12	100
Poor decision making	-	-	3	25	5	41.7	4	33.3	12	100
Poor planning	2	16.7	4	33.3	4	33.3	2	16.7	12	100
Too busy with domestic chores	6	50	5	41.7	1	8.3	1	8.3	12	100
Most women never apply for leadership positions	2	16.7	7	58.3	2	16.7	1	8.3	12	100
Most communities devalue female leadership	1	8.3	7	58.3	4	33.3	-	-	12	100

Information presented in table 34 (a) revealed that male head teachers were of the opinion that most communities devalue female leadership. In the item, eight (66.7%) strongly agreed and agree with the statement. Another identified hindrance was that women were too busy with culturally assigned domestic chores where six (50%) male strongly agreed, five (41.7%) agreed with the statement. The findings also revealed that most women never apply for leadership positions. In this item, two (16.7%) strongly agreed, seven (58.3%) agreed with the statement.

Table 34 (b): Female Head teachers' perception on hindrance of women to leadership positions

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Lack of adequate academic qualifications	6	75	1	12.5	-	-	1	12.5	8	100
Poor public relations	1	12.5	-	-	4	50	3	37.5	8	100
Lack of self control/ being emotional	-	-	1	12.5	4	50	3	37.5	8	100
Being impartial/ bias	1	12.5	1	12.5	4	50	2	25	8	100
Lack of experience	1	12.5	1	12.5	2	25	4	50	8	100
Lack of finance management skills	2	25	-	-	-	-	6	75	8	100
Poor time management	-	-	2	25	3	37.5	3	37.5	8	100
Poor problem solving skills	-	-	-	-	-	-	4	50	8	100
Inability to cope with stress	-	-	3	37.5	1	12.5	4	50	8	100
Poor decision making	-	-	-	-	4	50	4	50	8	100
Poor planning	-	-	-	-	4	50	4	50	8	100
Too busy with domestic chores	3	37.5	5	62.5	-	-	-	-	8	100
Most women never apply for leadership positions	2	25	5	62.5	1	12.5	-	-	8	100
Most communities devalue female leadership	2	25	4	50	-	-	2	25	8	100

The data in table 34 (b) revealed that female head teachers were of the opinion that most communities devalue female leadership. In the item, six (75%) strongly agreed and agreed with the statement. Findings further indicate that culturally assigned domestic chores was a hindrance to women appointment to leadership positions. In this item three (37.5%) female strongly agreed, five (62.5%) agreed with the statement. Another hindrance revealed was that most women never apply for leadership positions. In this item, two (25%) strongly agreed, five (62.5%) agreed with the statement. It is therefore reasonable to argue that the view that

communities devalue female leadership and culturally assigned domestic chores hinder women from holding leadership positions in schools.

When education officials were asked to indicate how they strongly agreed, agreed, disagreed or strongly disagreed with the statement regarding hindrances to women's appointment to leadership positions, they provided results presented in Tables 35 (a) and (b).

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Table 35 (a): Male educational officers' perception on hindrance of women to leadership positions

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Lack of adequate academic qualifications	2	33.3	3	50	1	16.7	-	-	6	100
Poor public relations	1	16.7	2	33.3	3	50	-	-	6	100
Lack of self control/ being emotional	2	33.3	1	16.7	3	50	-	-	6	100
Being impartial/ bias	-	-	1	16.7	4	66.7	1	16.7	6	100
Lack of experience	1	16.7	1	16.7	1	16.7	3	50	6	100
Lack of finance management skills	2	33.3	1	16.7	2	33.3	1	16.7	6	100
Poor time management	1	16.7	2	33.3	3	50	-	-	6	100
Poor problem solving skills	-	-	2	33.3	2	33.3	2	33.3	6	100
Inability to cope with stress	1	16.7	2	33.3	1	16.7	2	33.3	6	100
Poor decision making	-	-	-	-	5	83.3	1	16.7	6	100
Poor planning	-	-	1	16.7	5	83.3	-	-	6	100
Too busy with domestic chores	1	16.7	3	50	1	16.7	1	16.7	6	100
Most women never apply for leadership positions	5	83.3	1	16.7	-	-	-	-	6	100
Most communities devalue female leadership	3	50	3	50	-	-	-	-	6	100

It is evident from the results of male education officials presented in Table 35(a) that their perceptions agree with those of both the teachers and head teachers that

most communities devalue female leadership. In this item three (50%) strongly agreed, three (50%) agreed with the statement. The education officials also agreed women were too busy with domestic chores hence a hindrance to their appointment to leadership positions. In this item, one (16.7%) strongly agreed, three (50%) agreed with the statement. The officials also perceived lack of application for leadership positions as another hindrance where five (83.3%) strongly agreed, and one (16.7%) agreed with the statement.

Table 35 (b): Female Educational Officers' perception on hindrance of women to leadership positions

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	F	%	f	%
Lack of adequate academic qualifications	-	-	2	50	1	25	1	25	4	100
Poor public relations	-	-	1	25	2	50	1	25	4	100
Lack of self control/ being emotional	-	-	1	25	2	50	1	25	4	100
Being impartial/ bias	-	-	1	25	3	75	-	-	4	100
Lack of experience	1	25	-	-	1	25	2	50	4	100
Lack of finance management skills	1	25	1	25	1	25	1	25	4	100
Poor time management	1	25	-	-	1	25	2	50	4	100
Poor problem solving skills	1	25	-	-	2	50	1	25	4	100
Inability to cope with stress	1	25	-	-	2	50	1	25	4	100
Poor decision making	1	25	-	-	1	25	2	50	4	100
Poor planning	1	25	-	-	1	25	2	50	4	100
Too busy with domestic chores	1	25	1	25	1	25	1	25	4	100
Most women never apply for leadership positions	3	75	-	-	1	25	-	-	4	100
Most communities devalue female leadership	3	75	1	25	-	-	-	-	4	100

Findings from Table 35 (b) shows that female educational officials viewed that most communities devalue female leadership. In this item three (75%) strongly agreed, one (25%) agreed with the statement. The education officials also agreed

that women were too busy with domestic chores hence a hindrance to their appointment to leadership positions. In this item, one (25%) strongly agreed, one (25%) agreed with the statement . The officials also perceived lack of application for leadership positions as another hindrance where three (75%) strongly agreed, one (25%) agreed with the statement. The results on perception of teachers, head teachers and educational officials imply that cultural beliefs, values and practices were a contributing factor to participation of women teachers in leadership of secondary schools.

The Head teachers and educational officials were also asked to indicate their opinion on what would be the appropriate age for a woman to hold an administrative position in secondary school. The findings on this matter are presented in Table 36 (a), (b), (c), (d), (e) and (f).

Table 36(a): Head Teachers responses on appropriate age for a woman teacher to be appointed Head of department position

Appropriate age in years to hold Head of department position	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	5	25	4	20	9	45
31 – 40	7	35	4	20	11	55
Above 40	-	-	-	-	-	-
Total	12	60	8	40	20	100

Data derived from Table 36 (a) indicates that five (25%) males and four (20%) females said that the appropriate age for a woman to hold administrative positions of a head of department should be between 20 and 30 years while seven (35%) male and four (20%) females head teachers said that the appropriate age for a women to be appointed a head of department should be between 31 – 40 years. Many head teachers therefore were for the opinion that the appropriate age should be 31 and 40.

Table 36 (b): Head Teachers responses on appropriate age for a woman teacher to be appointed Deputy Head Teacher

Appropriate age in years to be a Deputy Head teacher	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	3	15	1	5	4	20
31 – 40	8	40	7	35	15	85
Above 40	1	5	-	-	1	5
Total	12	60	8	20	20	100

Data presented in table 36 (b) shows that three (15%) male and one (5.0%) female head teachers said that the appropriate age for a woman to be appointed deputy head teacher should be between 20 and 30 years. Eight (40%) male and seven (35%) female said that the appropriate should be between 31 and 40 years. Only one (5.0%) male said the appropriate age should be 40 years and above. From the results in Tables 36 (a) and (b) seem to believe that young women should be given time to acquire professional experience before appointment to administrative duties. The results also seem to agree with the cultural belief that young women are emotionally immature, illogical and less objective.

Table 36(c): Head teachers responses on appropriate age for a woman teacher to be appointed Head teacher

Appropriate age in years to hold Head teacher	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	1	5	1	5	2	10
31 – 40	6	30	6	30	12	60
Above 40	5	25	1	5	6	30
Total	12	60	8	20	20	100

For a woman to be appointed as a head teacher, one (5.0%) male and one (5.0%) female head teachers said that the appropriate age should be between 20 and 30

years, six (30%) male and six (30%) female said it should be between 31 and 40 and five (25%) male and one (5.0%) said it should be above 40 years. In all leadership positions most head teachers agree that the appropriate age should be 31 and above.

Table 36 (d): Education Officials responses on appropriate age for a woman teacher to be appointed Head of department

Appropriate age in years to hold Head of department	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	2	20	3	30	5	50
31 – 40	4	40	1	10	5	50
Above 40	-	-	-	-	-	-
Total	6	60	4	40	10	100

Responses of education officials as presented in table 36 (d) indicate that two (20%) male and three (30%) females said that the appropriate age was between 20 and 30 years, four (40%) male and one (10%) female said the appropriate age was between 31 and 40 years.

Table 36 (e): Education Officials responses on appropriate age for a woman teacher to be appointed Deputy Head Teacher

Appropriate age in years to be a Deputy Head teacher	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	-	-	1	10	1	10
31 – 40	6	60	3	30	9	90
Above 40	-	-	-	-	-	-
Total	6	60	3	30	9	90

Data from Table 36 (e) revealed that only one (10%) female education officer said that the appropriate age was between 20 and 30 years, while six (60%) male and three (30%) female education officers said the appropriate age was between 31

and 40 years. Most education officers were for the opinion that the appropriate age was between 31 and 40 years.

Table 36 (f): Education Officials responses on appropriate age for a woman teacher to be appointed head teacher

Appropriate age in years to hold Head teacher	Male		Female		Total	
	f	%	f	%	F	%
20 – 30	-	-	1	10	1	10
31 – 40	1	10	2	20	3	30
Above 40	5	50	1	10	6	60
Total	6	60	4	40	10	100

Data presented in table 36 (f) revealed that only one (10%) male said the appropriate age for a woman to be appointed as head teachers was between 20 and 30 years, one (10%) males and two (20%) female education officers said the appropriate age was between 31 and 40 years, the greatest number five (50%) male and one (10%) said the most appropriate age for a woman to be appointed as head teacher was above 40 years. From the analysis head teachers and educational officials agree that women teachers can only be considered for leadership positions after the age of 30 years. This disadvantages women hence their low participation in leadership of secondary schools. The reason given was that at this age most female teachers are mature, have experience and are emotionally stable to handle administrative issues of the school. This however is a cultural belief made to keep women at lower hierarchy of administrative structure.

4.2.3 Gender roles and their hindrance to women leadership in schools

To answer this research question, respondents were asked to indicate their marital status. The data is presented in Table 5. The results in the table reveals that over

80% of the teachers were married with a slightly higher number of men than women, 53.2% and 32.3% respectively. Only eight male teachers (5.6%) and seven (5.0%) were single and one male (0.7%) and three females (2.1%) were widowed. The teachers were further asked to indicate whether they had children. The data is presented in Table 37.

Table 37: Whether teachers have children

Whether teachers have children	Yes		No		Total	
	f	%	f	%	f	%
Male	72	52.1	11	7.9	83	60
Female	49	35.6	6	4.4	55	40
Total	121	87.7	17	12.3	138	100

The data in table 37 indicates that 87.7% of teachers had children. This was seventy two (52.1%) males and forty nine (35.5%) females. Eleven (7.9%) male and six (4.2%) female teachers had no children. Most of the teachers had children. They were further asked to indicate how often the children interfered with their work at schools. The data is presented in Table 38

Table 38: Teachers responses as to whether children interfered with their school work

Whether children interfere with teacher school work	Always		Sometimes		Rarely		Not at all		Total	
	f	%	f	%	f	%	F	%	f	%
Male	9	6.5	43	31.2	25	18.1	6	4.3	83	60
Female	3	2.2	31	22.5	15	10.9	6	4.3	55	40
	12	8.7	74	53.7	40	29	12	8.6	138	100

As indicated in Table 38, nine (6.5%) male and three (2.2%) female teachers said that children interfered with their school work always, forty three (31.2%) male and thirty one (22.5%) female teachers said that children interfered with their

school work sometimes, twenty five (18.1%) male and fifteen (10.9%) female teachers said that children interfered with their work rarely and six (4.3%) males and six (4.3%) said that children did not interfere with their school work at all. It is apparent that children interfered with school work of teachers.

In answering the same research question, head teachers were also asked to indicate their marital status. The data is presented in Table 14 where 60% male head teachers and 25% females head teachers were married, 5% female was single, widowed and separated. They were further asked to indicate whether they had children. Table 39 presents the data.

Table 39: Head teachers' responses as to whether they have children

Whether Head teachers have children	Male		Female		Total	
	f	%	f	%	F	%
Yes	12	60	8	40	20	100
No	-	-	-	-	-	-
Total	12	60	8	40	20	100

On basis of results in Table 36, all head teachers, twelve (60%) male and eight (40%) female had children. They were further asked to indicate how often the children interfere with their school work. The data is presented in Table 40.

Table 40: Head teachers' responses as to whether their children affect school work

Whether children interfere with teacher school work	Always		Sometimes		Rarely		Not at all		Total	
	f	%	f	%	f	%	F	%	f	%
Male	1	5	10	50	1	5	-	-	12	60
Female	6	30	1	5	-	-	1	5	8	40
Total	7	35	11	55	1	5	1	5	20	100

The data in table 40 indicates that head teachers said that children interfered with head teachers work at school. In this item one (5%) male and six (30%) female indicated that children interfered with their work always, ten (50%) male and one (5%) females said children interfered with school work sometimes, one male teacher (5%) said rarely did children interfered with his school work, one female teacher (5%) said that children did not interfere with her school work at all. From the findings it is evident that more women than men (30% against 5%) have their school work interfered with by the children always. This has been supported by earlier findings in Tables 33 (a) (b) 34 (a) (b) and 35 (a) and (b) where respondents agreed that women are too busy with domestic chores which includes childrearing. This implies that child rearing reduces the chances of women teachers holding administrative duties in their schools.

4.2.4 The extent to which women perception of themselves hinder them from taking up leadership positions in schools

To answer this research question female teachers were asked to indicate their perception on themselves in relation to leadership. The analysis to this question is summarised in Tables 41 (a), (b) and (c).

Table 41(a): Women teachers' perceptions of themselves in relation to leadership

Statement	Strongly agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	F	%	f	%	f	%	f	%
They are democratic	6	10.9	32	58.2	12	21.8	5	9.1	55	100
They are flexible	4	7.3	37	67.3	9	16.4	5	9.1	55	100
The have integrity	8	14.5	43	78.2	4	7.3	-	-	55	100
They are approachable	5	9.1	31	56.4	17	30.9	2	3.6	55	100
They are confident	5	9.1	38	69.1	12	21.8	-	-	55	100
They are respectable	7	12.7	41	74.5	7	12.7	-	-	55	100
The are self discipline	8	14.5	34	61.8	12	21.8	1	1.8	55	100
They are responsible	9	16.4	38	69.1	6	10.9	2	3.6	55	100
They are honest	9	16.4	33	60	11	20	2	3.6	55	100
They are competent	7	12.7	43	78.2	5	9.1	-	-	55	100

Analysis in Table 41 (a) indicate that women teachers perceived themselves as having leadership qualities. They have integrity with (14%) Strongly agreed, they are responsible (16.4%) strongly agreed, they are honest (16.4%), they are self disciplined (14.5%), they are competent (12.7%) they are respectable (12.7%) The only quality that they seemed to lack is that they are flexible. Considerably some female head teachers saw themselves as not having some qualities. For example, 30% disagreed that female teachers are not approachable. 20% said they are not honest, 21.8% said they are not democratic, 21.8% denied that they are confident and 20% said that there are not self disciplined. These negative perceptions may have contributed to having low female leaders in schools.

Table 41 (b): Women Head teachers perception of themselves

Statement	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	F	%	f	%	f	%	f	%
They are democratic	4	50	4	50	-	-	-	-	8	100
They are flexible	4	50	4	50	-	-	-	-	8	100
The have integrity	6	75	2	25	-	-	-	-	8	100
They are approachable	1	12.5	6	75	1	12.5	-	-	8	100
They are confident	5	62.5	3	37.5	-	-	-	-	8	100
They are respectable	4	50	3	37.5	1	12.5	-	-	8	100
The are self discipline	3	37.5	5	62.5	-	-	-	-	8	100
They are responsible	3	37.5	5	62.5	-	-	-	-	8	100
They are honest	4	50	4	50	-	-	-	-	8	100
They are competent	3	37.5	5	62.5	-	-	-	-	8	100

The data revealed that women head teachers perceived themselves as having all the qualities of leadership, some of the qualities which they strongly perceived to have were integrity (75%) confidence (62.5%). In contrast to the cultural beliefs that women lack confidence, the results from the table show that women perceive themselves adequate in leadership qualities.

Table 41 (c) : Women educational officers on their perceptions on leadership

Statement	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
They are democratic	2	50	1	25	1	25	-	-	4	100
They are flexible	1	25	2	50	-	-	1	25	4	100
The have integrity	1	25	2	50	1	25	-	-	4	100
They are approachable	2	50	2	50	-	-	-	-	4	100
They are confident	-	-	3	75	1	25	-	-	4	100
They are respectable	-	-	2	50	2	50	-	-	4	100
The are self discipline	-	-	3	75	-	-	1	25	4	100
They are responsible	3	75	1	25	-	-	-	-	4	100
They are honest	2	50	2	50	-	-	-	-	4	100
They are competent	1	25	2	50	1	25	-	-	4	100

Data in Table 41 (c) revealed that women education officials agreed that they possessed some leadership qualities. Some of the strong perceptions were that they are responsible (75%), they are approachable, they are democratic (50%) and that they are honest (50%). Their perceptions are in line with those of the head teachers that they are adequate in leadership qualities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations.

5.1 Summary

The purpose of the study was to examine the determinants of women participation in leadership of public secondary schools; a case study of Kitui District Kenya. Four research questions were formulated to guide in the study. Research question one sought to establish whether teachers' educational qualifications and training influence their appointment to leadership positions in public schools. Research question two sought to establish whether cultural beliefs, values and practices contribute to the low participation of women teachers in leadership of secondary schools. Research question three sought to establish whether gender roles hinder women from aspiring and taking up positions of leadership in secondary schools and research question four sought to establish whether women perception of themselves in relation to leadership hindered their appointment to administrative positions in secondary schools.

The review of the literature focused on educational qualification and training in relation to leadership of secondary schools, impact of cultural beliefs, values and practices on women leadership, gender roles in relation to female leadership in secondary schools, women perception of themselves in relation to leadership of secondary schools.

Data was collected by use of questionnaires. The findings revealed that :-

- There were more male teachers than female teachers in positions of leadership that is, 69.4% were head teachers, 59.5% deputy head teachers and 77.4% heads of departments.

- That lack of adequate academic qualifications and training was a hindrance to women appointment to leadership positions in public secondary schools. The presence of more male teachers with higher academic qualifications and training (41.3% against 28.3% graduates) gave them (male) an advantage over women in taking up positions of leadership in the schools.
- That cultural beliefs, values and practices contribute to low participation of women teachers in leadership of public secondary schools. Most teachers (64.5% against 35.5%) preferred working with male head teachers due to cultural stereotypes that males are better leaders than females. Most communities devalue female leadership and this was a great hindrance to appointment of women to leadership positions.
- Gender roles such as domestic chores and child rearing interfere more with women's performance of school duties as compared to male teachers. Some 30% female teachers against 5% male teachers indicated that children always interfered with their school work. This hinder women from appointment and taking up leadership positions in the institutions.
- That women perceived themselves as having leadership qualities. For example head teachers perceived themselves as having integrity and confidence with 75% and 65.5% respectively.

5.2 Conclusions

Based on the findings, it was concluded that teachers' academic qualifications and training, cultural beliefs, values and practices, gender roles and womens' perception of themselves were strong determinants of women participation in leadership of public secondary schools.

5.3 Recommendations

In the light of the research findings the researcher wishes to make the following recommendations:

- i. more women should be encouraged and supported to go for higher education and training so that they can take equal leadership positions as their male counterparts.
- ii. communities must be educated to appreciate and see women role in leadership as good as that of males.
- iii. men should realize the need to participate in child rearing and help in domestic chores for this will enable women to take up leadership.
- iv. women should be encouraged to apply for leadership position. Appointments should be based on affirmative action.

5.4 Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

- i. Assessment of current policies on deployment of school administrators and their effectiveness in maintaining gender balance.
- ii. Bureaucracy in public school management and it's effects on female administrators.

BIBLIOGRAPHY

- Al-Khalifa, E. (1988). 'Pin Money Professionals? Women in Teaching' in Coyle, A. and Skinner, J. (eds) Women in Work: Positive Action for Change. London: Macmillan.
- Association for the Development of African Education (ADEA), (1993), A Summary of TMS Issues: Constraints and Strategies. London Commonwealth Secretariat/Donors to African Education.
- Best, J. W. and Khan, J. V. (2001). Research in Education. Boston: Allyn and Bacon
- Bird, C. (1979). The Two-Pay-Check Marriage. New York: Rowson Wade.
- Blau, F.D. and Ferber, M. A. (1992). The Economics of Women, Men and Work. Englewood Cliffs, N. J. : Prince-Hall.
- Borg R. W. and Gall (1989). Educational Research. An Introduction 5th Ed. New York: Longman Publishers Ltd.
- Bowles G. (1983). Theories of Women Studies. London: Rutledge and Kagen Paul.
- Bunyi, G. W. (2004). Gender Disparities in Higher Education in Kenya: Nature, Extent and the Way Forward. The African Symposium Vol. 4 No. 1 March 2004: Nairobi.
- Campbell, R. F. (1971). Introduction to Educational Administration. Boston: Allyn and Bacon.
- Chemnjor, C. (1995). Women in Post Secondary Educational Administration in Kenya. A Thesis submitted in partial fulfilment of the requirements for the degree

of Masters of Arts at Dalhousie University. Halifax: Nova Scotia.

- Dale, S. (1989). *Invisible Woman. The Schooling Scandal.* London: World Women's Press.
- Dorsey, B. J. (1989). *Factors Affecting Academic Careers for Women at the University of Zimbabwe.* University of Zimbabwe: Ford Foundation.
- Dorsey, B. J. Gaidzanwa R. and Mupawaenda A. (1989). Factors Affecting Careers for Women at the University of Zimbabwe. *Human Resource Working Paper.* University of Zimbabwe, Faculty of Education.
- Eagly, A. H, Kamau, S. J. and Johnson, B.T. (1992). *Gender and Leadership Styles Among School Principals: A Meta-Analysis* Educational Administration, Quarterly.
- Epstein, C. (1971). *Women's Place: Options and Limits in Professional Careers.* Berkeley: University of California Press.
- Evertts, J. (1994). *Becoming a School Head Teacher.* London: Cassell.
- Graynor, C. (1997). *The Management of Teachers.* Paris: International Institute of Education Planning.
- Jacobson, A. (1985). Women in Change: *Dilemmas of Women in Authority.* New York: Van Nostrandol Reinhold.
- John, R. (1988). *Gender and Choices in Education and Occupation:* London: Routledge.
- Kanter, R. M. (1977). *Men and Women of the Corporation.* New York: Basic Books.

- Karangu, N. M. (1982). A study of Perceptions of Headmasters and Teachers Pertaining to the role of the Secondary School Headmaster in Nairobi and Thika. A Dissertation submitted for the degree of Doctor of Philosophy in the Faculty of Education, University of Nairobi.
- Kariuki, C.W. (1998). Teachers' Perceptions of the Leadership Behaviour of Women Head teacher of Secondary Schools in Kiambu District. A Thesis submitted in part fulfilment for the degree of Master of Education in Educational Administration in the University of Nairobi.
- Kathima, M. (1991). Political Factors Influencing Women Participation in Rural Development. A Case of Kitui District Rural Water Supply. A Thesis submitted in Partial fulfilment for the degree of Masters of Arts in Government at the University of Nairobi.
- Katz, M. (1996). The Gender Bias Prevention Book. Helping Girls and Women to have Satisfying Lives and Careers. London: Jasan Aronson Inc.
- Lindsay, B. (1980). Issues Confronting Professional African Woman: Illustrations from Kenya. Comparative Perspectives of Third World Countries. Praegen Publications
- Mangoka, J. (1977). A Study of the Leadership Behaviour of Nairobi and Machakos Secondary School Headmasters and Headmistress: A Thesis submitted in partial fulfilment of the requirements for the degree of Masters of Arts in the Faculty of Education, University of Nairobi.
- Manya, M. (2004). Will Public Varsities ever get Women VC? Nairobi: The E. A Standard Kenya. August 19th.

- Mbugguss, M. (1992). "Why Women do not Head Boys' Schools".
The Sunday Nation. Kenya. June 14th.
- Minas, A. (1992). Gender Basic. New Jersey: Prentice Hall Inc.
- Ministry of Education and Human Resource Development and UNICEF (1999)
Comprehensive Education Sector Analysis 1994. Nairobi.
- MOE, FAWE, FAWEK (December 1996). Workshop Report on Gender Analysis for the
National Task Force on Gender and Education. Unpublished.
- Momanyi, G.W. (2003) Gender and Constraints to Appointments to Leadership Positions
in Secondary Schools: A case of Nakuru District. A research project report
submitted in partial fulfilment of requirements for the Degree of Master of
Education in Educational Administration and Planning.
University of Nairobi.
- Moss J. C. (1993). Half the World, Half a Chance. Oxford; Oxfam.
- Mugenda, O. M. and Mugenda, A. G. (1999). Research Methods: Quantitative and
Qualitative Approaches. Nairobi: Acts Press.
- Odera, G. (1992). Leadership in Kakamega Secondary School: A Focus on Women
Head teachers. A Thesis submitted in partial fulfilment of the requirements
for the award of the degree of Masters of Arts in Anthropology in the University
of Nairobi, Kenya.
- Okech, W. M. (1977). "Appointment and Demotion of Head Teachers" Kenya
Teacher. Sept. No. 77, Nairobi.

- Okumbe J. A. (1988). *Educational Management: Theory and Practice*. Nairobi: University Press.
- Onyango, E. A (2003). *A Study into some of the Reasons Why there are Few Women Holding High Offices in The Ministry of Education*. A research project submitted in partial fulfilment for the degree of Masters of Education in Educational Administration and Planning, University of Nairobi.
- Osipow, S. H. (1983). *Theories of Career Development*. Englewood cliffs. N. J: Prentice Hall.
- Powell, G. N. (1981). *Career Planning Today*. Iowa: Hunt Publishing Co.
- Republic of Kenya (1998). *National Report on Fourth World Conference on Women*. Nairobi: Government Printer.
- Republic of Kenya (1999). *Totally Integrated Quality Education and Training Report*. Koech, D. K. Nairobi: Government Printer.
- Republic of Kenya (2003). *Reform Agenda for Education in Kenya: Setting Beacons for Policy and Legislative Framework*. Nairobi: Elimu Yetu Coalition.
- Republic of Kenya (2002). *Economic Survey 2002*. Nairobi: Government Printer.
- Republic of Kenya (2004) *Economic Survey 2002*. Nairobi: Government Printer.
- Sack, S. K. (1971). *Engels Revisited: Women, the Organization of Production and Private Property*. London: Routledge.

- Shakeshaft, C (1986). Women in Educational Administration. London: Sage Publication.
- Still, L. V. (1990). Enterprising Women: Australian Women Managers and Entrepreneurs. Sydney: Allen and Unwin.
- Spring, G. (1998). Conference Presentation. Department of Education Victoria, Australia.
- Surrerot, E. (1971). Women, Society and Change. Italy: Librex.
- Swantz, M. L. (1985). Women in Development: A Creative Role Denied; A Case of Tanzania. New York: St. Martin's Press.
- Tyree, C. (1995). Women in Education. In Irby, B. and Broom, G. (eds). Women Executives: Voices and Visions (pp- 22 – 26). Austin, Texas Council of Women School Executives.
- UNESCO (2000), Gender Sensitivity; Module 5. Nairobi: UNESCO.
- United Nations (1995). Women Looking Beyond 2000. New York: United Nations.
- University of Nairobi (2002). Women Basic Education, Community Health and Sustainable Development. Monograph of papers presented at a strategic planning workshop. UNESCO; August 2002.
- Were, G. S. (1990). Women and Development in Kenya. Nairobi: Gideon S. Were Press.

APPENDIX A
LETTER OF INTRODUCTION TO THE RESPONDENTS

**UNIVERSITY OF NAIROBI,
FACULTY OF EDUCATION,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING,
P.O. BOX 30197,
NAIROBI.**

Dear Respondent,

I am a Post-Graduate student pursuing a Masters Degree in Educational Administration and Planning at the University of Nairobi. I am conducting a research for my final year project which is a requirement of the Degree Programme. The research topic is “determinants of women participation in leadership in public secondary schools”

The findings in this study will enlighten student teachers, teachers, communities, the government and other stakeholders in education and possibly put measures in place to improve the current situation.

I therefore kindly request you to spare a few minutes to fill in this questionnaire. The information obtained will be purely for the purpose of this research and will be treated as strictly confidential. In order to ensure utmost confidentiality, do not write your name anywhere in this questionnaire.

Thank you for your cooperation and assistance.

Lucia M. N. Mulwa
(M.Ed Student, U.O.N)

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

This questionnaire is intended to help in an investigation on determinants of women participation in leadership of public secondary schools in Kitui District. You are kindly requested to complete this questionnaire by indicating your honest response. Respond by either writing or putting a tick [✓] where required.

All information given will be treated with strict confidentiality, do not therefore write your name anywhere on this sheet.

SECTION A

1. Name of your institution
2. Indicate your gender
 - a) Male []
 - b) Female []
3. What is your age in years?
 - a) 25-30 []
 - b) 31-40 []
 - c) 41-50 []
 - d) Above 50 []
4. What is your academic level?
 - a) Secondary []
 - b) College (Diploma) []
 - c) University []
 - d) Any other (specify).....

5. What is your highest professional qualification?

- a) Technical Teacher []
- b) SI/ Diploma []
- c) Graduate (B.ED) []
- d) Masters (M.ED) []
- e) Any other (specify)

6. What is your teaching experience in years?

- a) 1-5 []
- b) 6-10 []
- c) 11-15 []
- d) 16-20 []
- e) 21-25 []
- f) Above 25 []

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

7. Indicate your current job group.

- a) L []
- b) M []
- c) N []
- d) P []
- e) Q []
- f) Anther other (Specify)

8. How many years have you served as a head teacher?

- a) 1-5 []
- b) 6-10 []
- c) 11-15 []
- d) 16-20 []
- e) Above 20 []

9. Indicate your marital status

- a) Single []
- b) Married []
- c) Windowed []
- d) Separated []
- e) Divorced []

10. (i) Do you have children?

- a) Yes []
- b) No []

(ii) If the *Yes*, how often do they interfere with your school work?

- a) Always []
- b) Sometimes []
- c) Rarely []
- d) Not at all []

SECTION B

11. In which division does your school belong?

- a) Central []
- b) Matingani []
- c) Chuluni []
- d) Katulani []

12. How many years have you served as a head teacher in this school?

- a) 1-5 []
- b) 6-10 []
- c) 11-15 []
- d) 15-20 []
- e) Above 20 []

13. What category is your school?

- a) Day
- b) Boarding
- c) Day and Boarding

14. Which students does the school have?

- a) Girls only
- b) Boys only
- c) Boys and Girls

15. Indicated the numbers of students in your school.

- a) Below 40
- b) 40-160
- c) 161-320
- d) 321-480
- e) 481-640
- f) Above 640

16. By gender, indicate who holds the following key positions in your school.

	Female	Male
a) Deputy head teacher	<input type="checkbox"/>	<input type="checkbox"/>
b) Head of department Boarding	<input type="checkbox"/>	<input type="checkbox"/>
c) Head of department Science	<input type="checkbox"/>	<input type="checkbox"/>
d) Head of department Languages	<input type="checkbox"/>	<input type="checkbox"/>
e) Head of department Humanities	<input type="checkbox"/>	<input type="checkbox"/>
f) Head of department Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
g) Head of department Guidance & Counselling	<input type="checkbox"/>	<input type="checkbox"/>

17. (i) Who do you prefer to work with in the management of the school?

- a) Female teachers
- b) Male teachers

(ii) Briefly explain your preference

.....

.....

.....

SECTION C

18. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to women’s appointment to positions of leadership in these schools?

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

Hindrances to women’s appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor problem solving skills				
9. Inability to cope with stress				
10. Poor decision makers				
11. Poor planning				
12. Too busy with domestic chores				
13. Most women never apply for leadership positions				
14. Most communities devalue female leadership				

19. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to men's appointment to positions of leadership in these schools?

- SA - Strongly agree
 A - Agree
 D - Disagree
 SD - Strongly Disagree

Hindrances to men's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor problem solving skills				
9. Inability to cope with stress				
10. Poor decision makers				
11. Poor planning				
12. Too busy with domestic chores				
13. Most men never apply for leadership positions				
14. Most communities devalue male leadership				

20. The following are qualities of good leadership. Indicated the extent to which female school administrators possess these qualities.

- SA - Strongly agree
 A - Agree
 D - Disagree
 SD - Strongly Disagree

Qualities of female administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

21. The following are qualities of good leadership. Indicate the extent to which male school administrators' posses these qualities.

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Qualities of male administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

22. (i) In your opinion, what would be the appropriate age for a woman to hold an administrative position in a secondary school?

Administrative Post	Age requirements in years		
	20 - 30	31 - 40	Above 40
Head of Department			
Deputy Head teacher			
Head teacher			

(ii) Give reasons for your preference.....

23. (i) In your opinion, what would be the appropriate age for a man to hold an administrative position in a secondary school?

Administrative Post	Age requirements in years		
	20 - 30	31 - 40	Above 40
Head of Department			
Deputy Head teacher			
Head teacher			

(ii) Give reasons for your preference

24. (i) In your opinion should gender parity in leadership of secondary schools be encouraged?

a) Yes []

b) No []

(ii) If *Yes*, how can it be achieved?

.....
.....
.....
.....

(iii) If *No*, why?

.....
.....
.....

Thank you for your kind co-operation and participation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

This questionnaire is intended to help in an investigation on determinants of women participation in leadership of public secondary schools in Kitui District.

You are kindly requested to complete this questionnaire by indicating your honest response. Respond by either writing or putting a tick [✓] where required.

All information given will be treated with strict confidentiality, do not therefore write your name anywhere on this sheet.

SECTION A

1. Name of your institution

2. Indicate your position in the institution

3. Your gender
 - a) Male []
 - b) Female []

4. Your age in years
 - a) 25-30 []
 - b) 31-40 []
 - c) 41-50 []
 - d) 51 and above []

5. What is your marital status?
 - a) Single []
 - b) Married []
 - c) Windowed []
 - d) Separated []
 - e) Divorced []

6. What is your academic level?

- a) Secondary []
- b) College (Diploma) []
- c) University []
- d) Any other (specify).....

7. What is your highest professional qualification?

- a) Technical teacher []
- b) SI/Diploma []
- c) Graduate (B.ED) []
- d) Masters (M.ED) []
- e) Any other (specify)

8. Indicate your current job group?

- a) H []
- b) J []
- c) K []
- d) L []
- e) M []
- f) N []
- g) Any other (specify).....

9. What is your teaching experience in years?

- a) 1-5 []
- b) 6-10 []
- c) 11-15 []
- d) 16-20 []
- e) 21-25 []
- f) Above 25 []

10. Which type of school are you teaching?

- a) Girls only []
- b) Boys only []
- c) Mixed school []

11. (i) Have you attended any in-service course?

- a) Yes []
- b) No []

(ii) If *Yes*, please specify course(s) attended.

.....
.....
.....

12. (i) Do you have children?

- a) Yes []
- b) No []

(ii) If *Yes*, how often do they interfere with your school work?

- a) Always []
- b) Sometimes []
- c) Rarely []
- d) Not at all []

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

SECTION B

13. My head teachers gender is

- a) Male []
- b) Female []

14. (i) Who do you prefer to work with?

- a) Head master []
- b) Head mistress []

(ii) Briefly explain your preference

.....
.....
.....
.....

15. (i) Do you think the sex of a teacher affects his/her professional growth?

- a) Yes []
- b) No []

(ii) If Yes, briefly outline the reasons.

.....
.....
.....
.....

16. Which is the highest position you would wish to attain in your career as a secondary school teacher?

- a) Class teacher []
- b) Head of department []
- c) Deputy head teacher []
- d) Head teacher []
- e) Any other (specify).....

17. What challenges do you face as you work towards attaining your goal indicated in No. 14

.....
.....
.....
.....
.....

18. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to women's appointment to positions of leadership in these schools?

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Hindrances to women's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor in problem solving approach				
9. Inability to cope with stress				
10. Poor decision making				
11. Poor planning				
12. Too busy with domestic chores				
13. Most women never apply for leadership positions				
14. Most communities devalue female leadership				

19. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to men's appointment to positions of leadership in these schools?

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Hindrances to men's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor problem solving skills				
9. Inability to cope with stress				
10. Poor decision making				
11. Poor planning				
12. Too busy with domestic chores				
13. Most men never apply for leadership positions				
14. Most communities devalue male leadership				

20. The following are qualities of good leadership. Indicate the extent to which female school administrators possess these qualities.

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

Qualities of female administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

21. The following are qualities of good leadership. Indicated the extent to which male school administrators possess these qualities.

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

Qualities of male administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

22. (i) In your opinion should gender parity in leadership of secondary school be encouraged?

a) Yes []

b) No []

(ii) If *Yes*, how can it be done?

.....
.....
.....

(iii) If *No*, why?

.....
.....
.....

Thank you for your co-operation and participation.

APPENDIX D
QUESTIONNAIRE FOR EDUCATION OFFICIALS

INSTRUCTIONS

This questionnaire is intended to help in an investigation on determinants of women participation in leadership of public secondary schools in Kitui District. You are kindly requested to complete this questionnaire by indicating your honest response. Respond by either writing or putting a tick [✓] where required.

All information given will be treated with strict confidentiality, do not therefore write your name anywhere on this sheet.

SECTION A

1. Name of your institution

2. Your position in the institution

3. Indicate your gender
 - a) Male []
 - b) Female []

4. What is your age in years?
 - a) 25-30 []
 - b) 31-40 []
 - c) 41-50 []
 - d) Above 50 []

5. Indicate your marital status
 - a) Single []
 - b) Married []
 - c) Windowed []
 - d) Separated []
 - e) Divorced []

6. What is your academic level?

- a) Secondary []
- b) College (Diploma) []
- c) University []
- d) Any other (specify).....

7. What is your highest professional qualification?

- a) Technical Teacher []
- b) SI/ Diploma []
- c) Graduate (B.ED) []
- d) Masters (M.ED) []
- e) Any other (specify)

8. Indicate your current job group.

- a) L []
- b) M []
- c) N []
- d) P []
- e) Q []
- f) Anther other (Specify)

9. How many years have you served in education sector?

- a) 1-5 []
- b) 6-10 []
- c) 11-15 []
- d) 16-20 []
- e) 21 and above []

10. (i) Have you ever served as a secondary school teacher?

- a) 1-5 []

- b) 6-10 []
- c) 11-15 []
- d) 16-20 []
- e) Above 20 []

(ii) If *Yes*, who did you prefer to work with?

- a) Head master []
- b) Head mistress []
- e) (iii) Briefly explain your

.....

.....

.....

11. Do you think the sex of a teacher affects his/her professional growth?

- a) Yes []
- b) No []

SECTION B

12. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to women's appointment to positions of leadership in these schools?

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Hindrances to women's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor problem solving skills				
9. Inability to cope with stress				
10. Poor decision makers				
11. Poor planning				
12. Too busy with domestic chores				
13. Most women never apply for leadership positions				
14. Most communities devalue female leadership				

13. Listed below are statements on challenges that may be faced by secondary school administrators. To what extent are these challenges perceived to be hindrances to men's appointment to positions of leadership in these schools?

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Hindrances to men's appointment to leadership	SA	A	D	SD
1. Lack of adequate academic qualifications				
2. Poor public relations				
3. Lack of self control (being emotional)				
4. Being impartial (bias)				
5. Lack of experience				
6. Lack of financial management skills				
7. Poor in time management				
8. Poor problem solving skills				
9. Inability to cope with stress				
10. Poor decision makers				
11. Poor planning				
12. Too busy with domestic chores				
13. Most men never apply for leadership positions				
14. Most communities devalue male leadership				

14. The following are qualities of good leadership. Indicated the extent to which female school administrators possess these qualities.

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Qualities of female administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

15. The following are qualities of good leadership. Indicate the extent to which male school administrators posses these qualities.

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

Qualities of male administrators	SA	A	D	SD
1. They are democratic				
2. They are flexible in decision making				
3. They have integrity				
4. They are approachable				
5. They have confidence				
6. They are respectable				
7. They are self disciplined				
8. They are responsible				
9. They are honest				
10. They are competent				

16. (i) In your opinion, what would be the appropriate age for a woman to hold an administrative position in a secondary school?

Administrative Post	Age requirements in years		
	20 - 30	31 - 40	Above 40
Head of Department			
Deputy Head teacher			
Head teacher			

(ii) Give reasons for your preference.....

17. (i) In your opinion, what would be the appropriate age for a man to hold an administrative position in a secondary school?

Administrative Post	Age requirements in years		
	20 - 30	31 - 40	Above 40
Head of Department			
Deputy Head teacher			
Head teacher			

(ii) Give reasons for your preference

18. In your opinion should gender parity in leadership of secondary schools be encouraged?

c) Yes []

d) No []

(ii) If *Yes*, how can it be achieved?

.....
.....
.....
.....

(iii) If *No*, why?

.....
.....
.....

Thank you for your kind co-operation and participation