

**FACTORS INFLUENCING PUBLIC SECONDARY SCHOOL FEMALE  
TEACHERS' PARTICIPATION IN POST GRADUATE STUDIES: A CASE OF  
KYUSO DISTRICT, KITUI COUNTY, KENYA**

**BY**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER  
OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE  
UNIVERSITY OF NAIROBI**

## DECLARATION

This research project is my original work and has not been presented for any award of a degree in any other university.

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## **DEDICATION**

To my loving husband Titus, my children Syanda, Mutua, Mutavania, Ebenezer and Mwangangi and to female teachers, I dedicate this work.

## **ACKNOWLEDGEMENT**

First and foremost I give glory to almighty God for granting me good health during the course of my study at the university. Secondly, I appreciate all my lecturers and fellow students for the support they gave me during the preparations for this project. Special thanks to my supervisor Dr. Patricia Muchiri for dedicating her time and energy to read this work. Her support and comments have resulted into the successful completion of this work. Special thanks and appreciation go to my loving husband and children for financial and moral support that they gave me all through.

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## **ABBREVIATIONS AND ACRONYMS**

ASAL	-	Arid and Semi- Arid Lands.
CDF	-	Constituency Development Fund
EFA	-	Education for All.
H.O.D	-	Head of Department
MDGs	-	Millennium Development Goals
MOE	-	Ministry of Education
MOES &T	-	Ministry of Education Science and Technology.
PGS	-	Post Graduate Studies
SRS	-	Stratified Random Sampling
U.K	-	United Kingdom
UNESCO	-	United Nations Educational Science and Cultural Organization.
USA	-	United States of America

## **ABSTRACT**

This study investigated the factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District, Kitui County, Kenya. The study was guided by the following objectives: to investigate the socio – economic factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District; to analyze the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies in Kyuso District; to examine the influence of the existing government policies on public secondary school female teachers' participation in post graduate studies in Kyuso District; to examine the influence of personal characteristics on public secondary school female teachers' participation in post graduate studies in Kyuso District. The research study employed a descriptive survey design and made use of both qualitative and quantitative approaches to collect information from relevant respondents. The study targeted 10 public secondary school Principals, 25 female Heads of Departments and 30 female subject teachers. Purposive sampling technique was used to select the study area and principals to be involved in the study. Stratified random sampling was used to select the schools. Simple random sampling was used to select the female Heads of Departments and the female subject teachers from the ten selected schools. Three instruments were developed and used to collect data that included one interview schedule for school Principals and two questionnaires; one for female Heads of Departments and another one for female subject teachers. The research instruments were piloted on a small representative sample identical to but not including the group that was involved in the actual study. It involved two public secondary schools, two principals of the schools, four female HODs and five female subject teachers randomly sampled from the two public secondary schools. This was done in the neighbouring Mwingi Central District. The instruments were subjected to analysis after the pilot study in consultation with the supervisor. After the instruments were found to be valid, logical and reliable, the actual data collection was done. For qualitative data, patterns or themes were identified and data for all questions analyzed descriptively. The study established that inadequate funds and resources, family commitments, lack of family support and traditional beliefs influenced public secondary school female teachers' participation in post graduate studies. Financial benefits from top management positions and need for high professional qualifications to replace those who are retiring greatly influenced secondary school female teachers' participation in post graduate studies. Government policies such as affirmative action to promote women, a third representation of women in the public offices and leadership, government encouraging females to apply for positions once dominated by men and women getting positions with lower qualifications than men played a major role in influencing female teachers' participation in post graduate studies. Personal characteristics such as lack of time and energy, negative attitude towards re-entering education, lack of family support and lack of confidence in one's abilities had great influence on women's participation in participation. It can be concluded that despite various socio-economic challenges that face female teachers' participation in post graduate studies, the number was still on the rise. This study recommends that the government should consider substantial allocation of funds in the annual budgetary allocation to finance individuals who wish to further their studies. There is also need for government and policy makers to come up with an education / employment system that encourages female teachers to pursue further studies with minimal challenges. The government through the Ministry of Gender and Culture should address the issues that undermine women in their efforts to empower themselves through furthering their studies.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The significance now attached to increasing the participation of women in higher education and training reflects two world-wide trends. The first one is the way in which governments are embracing the empowerment of women into leadership and managerial positions in all aspects of governance, with active roles in national economic development in everyday experience. Not only are occupations requiring upgrading on the increase, but also qualifications. In general, men and women are engaging in furthering their studies and professional training in order to fit in the competitive world labour market. The second one is the recognition of the need for action by the international community in securing advancement of women and the elimination of gender – based discrimination, particularly in the fields of education and employment (Limerick, 2009).

Women have been under represented in top managerial and leadership positions in both government and private sector. This situation has been largely due to a scenario created in and through the social structures and the segmentation of the labour market internalized in values and beliefs about appropriate women roles and expectations (Patterson, 2008). These factors are manifested in a host of barriers to women's participation, both general and specific to post graduate studies where they are required. In latter years of nineteenth century, women's roles in American society, for instance underwent gradual but definite growth spurred by a rapidly changing society. Social

reforms in the fields of health, labour and education developed as the publication of books and periodicals revealed to the public the problems therein. At the turn of the century, women's roles were severely limited by society's concept of male supremacy and female inferiority.

Women were perceived as weak, a notion upheld by the "prevalence of invalidism among 19th century women" (Hanson, 2008). Female students were not always taken seriously and were frequently discriminated against, requested to withdraw from certain courses so that more men might enroll. Education did not guarantee pursuit of an occupation. Society's expectation that women care for home and family left little room for personal growth and professional development, but once women began receiving higher education, there was no going back. Education changed women's role in society dramatically. After receiving higher learning, aspirations changed and gradually society's expectations had to change as well. Education bred confidence and empowerment hence realization that women should not be considered lesser citizens than men and therefore should have the same rights enjoyed by men. Educated women were more apt to challenge men's role as the dominant figure, the flawed rationale for the denial of suffrage (Ellis, 2007).

As the number of educated women grows and the level of education increases, the expectations become greater but at the same time more liberating. For women in the 21st century, higher education and training is an expected innovation. Today women study subjects of their personal interest, pursuing degrees that nurture their talents, interests and inspirations. Further education past the first degree is likewise common as women go on to earn their masters degree and doctorate. The goals of education today are very different from the purpose of women's education of yester years. Going to university was

an accepted part of life for both generations but with different rationales and post graduate aspirations. In a rapidly changing and growing world, higher education is not a nicety but a necessity to survive; hence self- efficiency is critical (Achoka, 2008).

Frequently, the 20th century expectations of women were restrictive while today's standards may call for more difficult "juggling act" of roles of wife, mother and career person, the female experience is much broader overall. Women today face discrimination in the form of income disparity, the "class ceiling" and the notion of female professionalism as being unwomanly, but education is now a means of self- sufficiency and an opportunity to be seized with purpose (Achoka, 2008). As going back to college for further studies continues to gain value and acceptance as part of life, a woman is now empowered with her education and the self confidence is engendered (Patterson, 2008). The major catalyst of the women's movements is now education which changes the role of women in society from a passive to an active, vital force.

Three cases, in Africa, the Caribbean, and south East Asia illustrate the disjunctions outlined in regional context, where Williams (2007), noted that women's participation in higher professional studies is influenced by cultural and socio – economic factors such as gender role and socialization. Family commitments, lack of partner support, financial status, living in rural areas and suspicions of male partners as well as ridicule have impacted on women's participation in furthering their studies. Teddy (2009), states that the combined effects of poverty and social/cultural sanctions create almost insuperable challenges in parts of the developing countries. However, high social class status of some women overcomes such challenges consequently enabling them to pursue their education and career aspirations. Situational and cultural factors intersect significantly in issues

such as distance to travel to universities and to other educational centers hence hindering women of low socio- economic status from attaining their professional and career goals. On a local/ cultural context, the age of women, level of education and training envisaged by women has increasingly serious implications to women's participation in higher studies (Teddy, 2009).

In an effort to strengthen employment, economic reform and social cohesion, furthering studies in pursuit for higher professional skills is the way. Engagement in post graduate studies is now seen as the way not only to secure the economy but also social cohesion. Higher education has emerged as a key factor for socio- economic development in the recent decades. Amazingly, more women in particular are attending colleges and universities in this era than in all of the human history (Mutua, 2010). It is rightfully argued that; "if knowledge and information are electricity of the new world economy, universities are the power source on which development process of the 21st century has to rely" (Limerick, 2009)

Achoka (2008), postulated that the factors that may influence women participation in higher education and training include among others socio – cultural and economic factors, government policies, demand for education and qualifications, interest in employment in top positions and ability to finance the training costs. Mbithi (2010), added that socio- cultural factors include patriarchy and gender stereotypes. These factors make females to feel inferior as males dominate management positions and in pursuit of post graduate training in the universities. In most cases government policies such as the affirmative action if fully implemented, can increase women participation in post



graduate studies. Women are faced with challenges related to domestic chores and child rearing hence making them reluctant to participate in further studies.

Improving women's access to higher education with a goal of attaining gender equality is a critical component of promoting development and meeting the Millennium Development Goals in Kenya, across sub-Saharan Africa and around the world. Educating women is fundamental to economic development and poverty eradication within the region (Achoka, 2008). Promotion of women's education is intrinsically linked to improving other developmental indicators such as reducing maternal and child mortality rates, reducing birth rates and improving basic health indicators of entire families (Cockborn, 2007).

## **1.2 Statement of the Problem**

There has been a gender gap in educational participation and especially in the post graduate studies globally and particularly in the developing countries (UNESCO, 2008). Adkson (2008), observed that men solely dominated high ranks in management as well as participation in universities furthering their studies. Kenya's vision 2030 is to ensure gender equity in education system. Together with the government policy that a third of the management posts be occupied by women by the year 2015, within the last five years, Kenya has seen an increased number of women going back to universities to further their studies (Mutua, 2010). In this regard, two questions remain unanswered: First, could the changes in government policies in empowering women be one of the reasons for the progressive increase in the number of public secondary school female teachers pursuing post graduate studies? (as evidenced in appendix V). Secondly, have the African socio –

cultural factors drastically changed in favour of women to pursue further studies and especially among the Kamba people who hold a very strong belief that women's place is in the kitchen and rearing of children?(Mbithi, 2010). There has been a significant disparity in Kyuso district compared to other districts with similar environmental and climatic conditions which include Mwingi Central and Mwingi East despite the current common trend of public secondary school female teachers furthering their studies past the first degree. Kyuso District registered the highest number of public secondary school female teachers pursuing post graduate studies in terms of net enrolment and retention rates (MOE, 2011).

Given the forgoing policy statements in regard to personal growth, professional development and capacity building in educational management through training and furthering of studies, there was therefore need for an investigation of the concrete reality in to the factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District, Kitui County, Kenya. The district is dry and arid with few economic activities that go on. Rainfall is low and unreliable. Drought and famine are common phenomena. The main economic activity is subsistence farming and small scale livestock keeping. Just like many other parts of the country that are economically well off, the district has experienced in the last five years a growing number of female teachers participating in post graduate studies. Apparently as far as the current researcher is concerned, the available literature reviews limited study that has been conducted in the district to investigate the reasons behind the rising number of female teachers from public secondary schools pursuing post graduate studies.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District, Kitui County.

### **1.4 Objectives of the Study**

This study intended to achieve the following objectives:

1. To investigate the socio-economic factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District.
2. To analyze the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies in Kyuso District.
3. To examine the influence of the existing government policies on public secondary school female teachers' participation in post graduate studies in Kyuso District.
4. To examine the influence of personal characteristics on public secondary school female teachers' participation in post graduate studies in Kyuso District.

### **1.5 Research Questions**

This study was guided by the following research questions:

1. What are the socio-economic factors influencing public secondary school female teachers' participation in the post graduate studies in Kyuso District?

2. What is the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies in Kyuso District?
3. What is the influence of the existing government policies on public secondary school female teachers' participation in post graduate studies in Kyuso District?
4. What is the influence of personal characteristics on public secondary school female teachers' participation in post graduate studies in Kyuso District?

### **1.6 Significance of the Study**

The findings of this study may be of practical value to various stakeholders such as government, policy makers, Ministry of Higher Education with new ideas and especially on the steps that could help towards better representation of both male and female teachers in post graduate education. Further, the findings may help the Ministry of Planning and Vision 2030 in putting checks and balances towards achievement of gender equity in education and employment opportunities.

It is hoped that findings of the study will be useful to both male and female secondary school teachers, university admissions board and the community at large by equipping them with facts and knowledge necessary to ensure maximum support to both male and female teachers to pursue post graduate studies. The key results of this valuable investment will be seen in the lives of the beneficiaries of the post graduate studies, the community and the nation at large after the relevant stakeholders apply the knowledge recommended in this study.

### **1.7.1 Scope of the Study**

The study was conducted in Kyuso District in Kitui County. It focused on factors influencing public secondary school female teachers' participation in post graduate studies.

### **1. 7.2 Limitations of the Study**

Most of the area was basically a rural setting with other unique socio- cultural, economic and religious factors having influence on gender related issues especially the position and role of women in the society hence the results may not apply to all female teachers in other parts of the country. In addition, the area was a semi – arid region with harsh climatic conditions, poor infrastructure and schools were sparsely distributed hence accessibility to some schools in good time was a great challenge thus required proper planning in terms of time, energy and funds. The availability of respondents due to their busy schedules was also a challenge since some saw it as a disturbance. This required the researcher to pre-visit the institutions for familiarization prior to the actual dates of data collection.

### **1.8 Basic Assumptions of the Study**

This study was based on the assumption that existing government policies prompted female teachers to further their post graduate studies and that the government ensured employment and managerial opportunities for the female university post graduates.

## **1.9 Definition of Significant Terms**

**Boys' boarding school** refers to a public institution that is registered with the ministry of education and offers regular instruction in line with the national curriculum for secondary schools to male students only who are all provided with accommodation services by the school.

**Community** refers to members of the society who reside in the same area and have common social, economic and educational interest in the welfare of the school.

**Demand for education/qualifications** refer to academic and labour market requirements for higher qualifications profile by private and government occupations in top positions in management and leadership for delivery and productivity purposes that drive more women to further their studies.

**Education opportunity** refers to a chance that is available for one to gain access to a learning institution for studies with an aim of achieving certain results irrespective of their cultural, socio- economic and geographical location.

**Existing government policies** refer to reforms such as promotion of women rights, gender empowerment in education and practicing of affirmative action to promote women's education and social advancement as a priority in realizing development goals of the country.

**Girls' boarding school** refers to a public institution that is registered with the ministry of education and offers regular instruction in line with the national curriculum for secondary

schools to female students only who are all provided with accommodation services by the school.

**Heads of departments** refer to teachers in charge of various sections or departments in a school where the departments could be a group of subjects or other curriculum or co-curricular activities.

**Investigation** refers to the process of making systematic analyses of the factors influencing public secondary school female teachers' participation in post graduate studies with which educational goals are attained in relation to specified standards.

**Mixed boarding school** refers to a public institution that is registered with the ministry of education and offers regular instruction in line with the national curriculum for secondary schools to both male and female students who are all provided with accommodation services by the school.

**Mixed day school** refers to a public institution that is registered with the ministry of education and offers regular instruction in line with the national curriculum for secondary schools to both male and female students whereby the school does not provide accommodation services to students instead the students make private arrangements for their accommodation.

**Mixed day and boarding school** refers to a public institution that is registered with the ministry of education and offers regular instruction in line with the national curriculum for secondary schools to both male and female students whereby the school provides accommodation services to willing students while others make private arrangements for their accommodation.

**Participation** refers to enrollment of oneself to a recognized institution of learning, continuation with learning and graduation with another degree or diploma after having acquired the first degree from a recognized university.

**Personal characteristics** refer to time availability, energy for study, attitude towards education, family support, personal confidence, academic qualifications, leisure and work as determinants to participation in post graduate studies.

**Postgraduate studies** refer to any professional training or learning that an individual acquires from a recognized institution after having acquired the first degree.

**School type** refers to school category such as boys' boarding, girls' boarding, mixed day, mixed boarding and mixed day and boarding.

**Socio-economic factors** refer to the social network, availability of time for studies, religious affiliations, gender stereotyping and financial resources that influence participation in post graduate studies.

**Stakeholders** refer to the government, policy makers, community, Ministry of Higher Education, university administrators, teachers and their positive achievements of educational goals.

**Subject teachers** refer to all individuals engaged in the teaching profession whether employed by the Teachers Service Commission or not but are not part of school management.



## **1.10 Organization of the study**

This study is organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of an introduction to literature review, theoretical framework, socio-economic factors influencing public secondary school female teachers' participation in post graduate studies, the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies, the influence of the existing government policies on public secondary school female teachers' participation in post graduate studies, the influence of personal characteristics on public secondary school female teachers' participation in post graduate studies, conceptual framework and a summary of literature reviewed. Chapter three consists of an introduction to research methodology, the research design, target population, sampling techniques and sample size, research instruments, methods of data collection, validity of the research instruments, reliability of the research instruments, data analysis procedures and operationalization of the variables. Chapter four, the researcher dealt with data analysis, presentation and interpretation while chapter five focused on summary of findings, discussion, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter has reviewed literature from the relevant documents related to the study. It has looked at theoretical framework, socio-economic factors influencing public secondary school female teachers' participation in post graduate studies, the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies, the influence of the existing government policies on public secondary school female teachers' participation in post graduate studies, influence of personal characteristics on public secondary school female teachers' participation in Post Graduate Studies, conceptual framework and a summary of literature reviewed.

#### **2.2 Theoretical Framework**

This study was based on Darwin's classical liberal theory of equal opportunity. The theory asserts that each person is born with given amount of capacity which to a large extend is inherited and cannot be substantially changed. It emphasizes that every citizen should be given, through education, the socio- economic status which he/she entails him/her to inherit capabilities which are necessary for economic cooperation and development. The theory states that the provision for equal access to education and an opportunity to further one's education ensures justice to all people from all socio-economic backgrounds. It documents that one's academic achievement and progress is determined by inherited capabilities and talents which is further influenced by cultural

and socio- economic factors as well as the government policies. To him the criteria for advancement in higher education should be will and ability. A government system and socio- economic and cultural environment that sets in motion an intensive social mobility is necessary hence facilitating open competition where both male and female would further their studies through establishment of various universities and educational policies that ensure educational equality for all.

In relation to the study the factors that influence the participation of public secondary school female teachers in post graduate studies include socio–economic factors, existing government policies, demand for higher educational and professional qualifications in the labour market and personal characteristics. The university educational system should therefore be designed in such a way that barriers of any nature are removed such as socio- economic, gender, cultural and geographical which prevent women from taking advantage of their inborn talents which accelerate their social and economic mobility.

### **2.3 Socio – economic factors that influence public secondary school female teachers’ participation in post graduate studies**

Participation in further studies and tertiary training is not equally distributed among cultural and social- economic groups (Pont, 2000). Tujman (2010), contents that the question why some people participate in higher education and training while others do not is as relevant and urgent as ever if we want to make impact in our social- economic lives. Mc Givney (2001), based on extensive literature review in his study on barriers towards participation in adult education and training and the role they play in different socio – economic groups, observed that nine often overlapping groups tend to participate

less than the average citizen in advancing their professional qualifications through further studies. These include people with no or few educational qualifications, unemployed and people dependent on state benefits, people in unskilled or semi-skilled manual occupations, ethnic minority groups, elder adults, women with young children, people with mental or physical handicap and people living in certain rural areas. Almost ten years later, Merriem (2010), in his study on participation in adult learning in the developing countries identified the same groups of people as those with low skills, low wages, the unemployed or far away from the labour market and elder people as less likely to participate in furthering of studies and tertiary training, the higher educated, the employed, those working in larger enterprises in white color occupations and younger adults.

Lisbon (2006), noted that high educated people in U.K participated seven times in furthering studies and acquiring of new professional skills than did the low educate. Tujman (2010), in his conceptual framework which aimed at explaining what makes people participate in further studies while others did not, noted that the starting point is the learning-oriented individual. To him, if not from the onset motivated for participation in furthering education and training, it is very unlikely a person will participate, no matter how much is done to eliminate barriers external to the individual. The first link in the chain thus consists of individual factors like self-evaluation and attitudes towards education. The models then moves from mainly psychological link to more and more external factors like opportunities and barriers; He stressed the importance of a belief that participation in further education and training will lead to achievement of some goals considered important.

Cross (2010), identified factors such as traditions, information, opportunities and barriers as further being influencers in participating in further studies. Dispositional factors such as low grades in the past and lack of confidence in one's ability to study contribute a lot towards furthering of studies. Mutune (2009), observed that socio- economic status has a positive effect in participation as well as perceived value and utility of women participation in further studies and thereby readiness to participate. The high the individuals' socio- economic status, the more likely they are able to value and see the importance of furthering one's studies and be interested in participating. Mwangi (2008), stressed the importance of social environment and individual's social network where peer influence to study plays the major role. Women's participation in furthering their studies is influenced by time available, space for study, resources and other socio- economic abilities.

According to christen (2007), common patterns in role and status of women related to cultural norms emerge across different countries. They reflect the cultural and cross-cultural social norms and traditions by which subservient status of women is maintained. Analyses of participation rates in different social and cultural contexts show that they reflect closely the relative status of women and the power of tradition. Economic motivation and self- confidence are needed on the side of women to break through and further their studies. The cultural differences in male and female roles and capabilities inculcated through socialization in the home and family, experience in the workplace, peer influence and absence of female role models play a significant role in influencing female participation in furthering their studies. Williams (2007), noted that social class interacts with gender in significant ways where high social class of some women may

remove some of the socio- cultural barriers to furthering their studies. Fear of cultural demands, lack of emancipation, double/ conflicting demands on women's roles as well as discriminatory labour market practices and lack of role models and career counseling have impacted greatly on women's participation in furthering their studies past the first degree.

#### **2.4 The influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies**

While demographics are clearly important in analyzing demand for higher education, a range of certain factors also play a role. For instance in Australia, a study by Woods (2009), indicated that students from lower socio- economic backgrounds tend to have lower participation rates in higher education. The strength of the labour market over recent years appears to have tempted some potential students away from undertaking higher education. Employment growth has engaged 25% per annum over the past five years compared with 1.9% per annum over the prior decade. According to Ellis (2007), there has been an improvement in wage growth, which improves the return to working rather than studying. The strong growth in occupations linked to trades and related skills has seen a strong lift in apprenticeship commencements at the same time a declining interest in higher education from males and an increasing interest from females.

Forecasts of students demand are driven by projections of the number of people in each relevant cohort and a set of higher education participation rates. While demographic trends are at the heart of the projection, overall post graduate students' demands in Kenya are expected to grow at a faster rate over the next decade than the demographic

movements would otherwise suggest. This reflects an expected increase in post graduate access, retention and completion rates representing the tremendous move towards a higher professional skill economy, a related increase in real wages over time and a continuing margin in wages growth favouring women in higher education intensive occupation (Kimanzi, 2011). According to Mwangi (2008), the number of female post graduate students in Kenyan Universities is projected to increase by an average of 1.4% per annum over the next decade compared with 1.1 % per annum for undergraduate students, 1.2% per annum for advanced diploma students and diploma students over time. Employment growth by broad occupational group has traditionally favoured men in higher skill group in occupations classified as managers and administrators, professionals and associate professionals. Employment growth in these occupations has also tended to be less cyclical and these work forces have the highest propensity to hold university higher level qualifications than undergraduate and postgraduate.

Labour market demand for people with higher qualification is expected to be stronger than overall employment growth over the next decade. The projected growth in Kenya for people with post graduate qualifications as their highest attainment is on average 3.6% per annum; 2.9% per annum on average for undergraduate and 1.8 % per annum for diploma qualification. That compares with an average for overall employment growth of 1.6% per annum (Matata, 2010). This result is driven in part by the current qualifications profile, expected growth by industry and occupations where a higher share of the workforce has qualifications and tend to be the faster growing occupations- notably managers, administrators and professionals (Ellis, 2007). The trend towards skills depending on time has driven the continuation in further education among women in

order to competitively acquire top positions in management and leadership and deliver productivity gain over time. The share of work force with qualifications is expected to continue rising over time, consistent with the experience over recent years. The projections allow for an increase in the workforce with the post graduate qualifications as the highest qualification for certain job groups for management positions (Matata, 2010).

A major drive towards furthering of post graduate studies among women has been attributed to a need to replace those in workforce without qualifications and those who are retiring. According to Ellis (2007), up skilling through furthering of studies giving time to allow for productivity growth is a major contributor to a labour market demand. In the absence of up skilling for productivity growth, labour market demand for professional qualifications required is likely to decline. In this case the likely supply of students in postgraduate studies should be more than adequate to cater for the employment growth and opportunities (Mwangi, 2010). A more ambitious targeted skill creates much stronger labour market demand for qualifications consequently driving more people to further their studies. The labour force participation rate has a significant influence over labour market demand hence demand for education/ professional qualifications. If average completion ratios were to rise over time for post graduate studies; this could encourage more students into post graduate education system (Cross, 2010).



## **2.5 The influence of government policies on public secondary school female teachers' participation in post graduate studies**

Education has been at the centre of anti- poverty and pro-growth policies in the developing world as well as wealthier countries. It is seen as the key to development and to the ability of a country to keep up with the fast moving technological changes. The recent increase in the reforms to education in the United States and United Kingdom for instance has reinforced this view. Education is seen as a way for individuals to escape poverty and improve welfare, possibly by reducing dependency and this perception has motivated numerous policies worldwide that promote education as a long run solution to those problems (Limerick, 2009). Though different views exist on the impact of ongoing technological development on the demands for higher education and professional qualifications, the dominant view is that due to changing societies and economics, more and different qualifications are being needed, leading to increased focus on lifelong learning. The interest for higher professional studies has been at the policy agenda for many decades, but with different focus (Larson, 2008). In the 1990s, in USA, furthering of studies past the first degree re-entered the political agenda after having been more or less in the dark for about a century. At that, furthering education went from being a tool for liberating the individual to mainly being a main economic factor for increasing human capital (Larson, 2008).

In Kenya, for instance, government policies like affirmative action can increase the participation of women in post graduate studies if they are well implemented. In some cases such policies are not fully implemented in most countries hence quite often women become more reluctant to further their studies. Improving women's access to education

with the goals of attaining gender equality is a critical component of promoting development and meeting the Millennium Development Goals (MDGs) in Kenya, across sub-Saharan Africa and around the world. Educating women to high level of professional qualifications is fundamental to economic development and poverty reduction within the region, promoting women's rights and is intrinsically linked to improving other development indicators such as reduced maternal and child mortality rates. Kenya has made a firm commitment to gender empowerment in the political and social realms, a goal which is most clearly laid out in its constitution and the vision 2030- development plans (Mwangi, 2008).

Education for all, achieving gender parity in higher education and practicing a policy of affirmative action to promote women's education and social advancement are designed as policy priorities for realizing development goals of the country. Kenya, in the last decade has seen substantial progress towards gender empowerment, most notably with provision of having a third female representation at all levels of governance. This has greatly motivated female teachers to further their studies past the first degree. Kenya has enacted a range of policies towards achieving the MDGs of the universal basic education, gender equality and women's empowerment by promoting gender equality at all levels of education. Gender equality in educational attainment has also been enshrined in the constitution, the Kenya education law and the higher education law. These policies are consistent with Kenya's international obligations under the convention for the elimination of discrimination against women, the convention on the rights of the child and the international covenant on economic, social and cultural rights and contribute to meeting the country's obligation under being platform for action and the Dakar Goals on

education for all. These policies have extrinsically motivated many women to proactively take action and further their studies past first university degrees (Mutune, 2009).

## **2.6 Influence of personal characteristics on public secondary school female teachers' participation in post graduate studies**

Cockborn (2007), examining societal attitude towards participation in education among working women in Europe noted that personal characteristics have great influence on women's participation in tertiary education and training. These include lack of time and energy, negative attitude towards re-entering education, lack of suitable courses, lack of family support and lack of confidence in ones abilities. According to Christen (2007), focusing on women aged 40- 50 years furthering their studies, noted that women tend to focus on their families, leisure time and are unwilling to accept educational activities that threaten the dividing line between work and spare time.

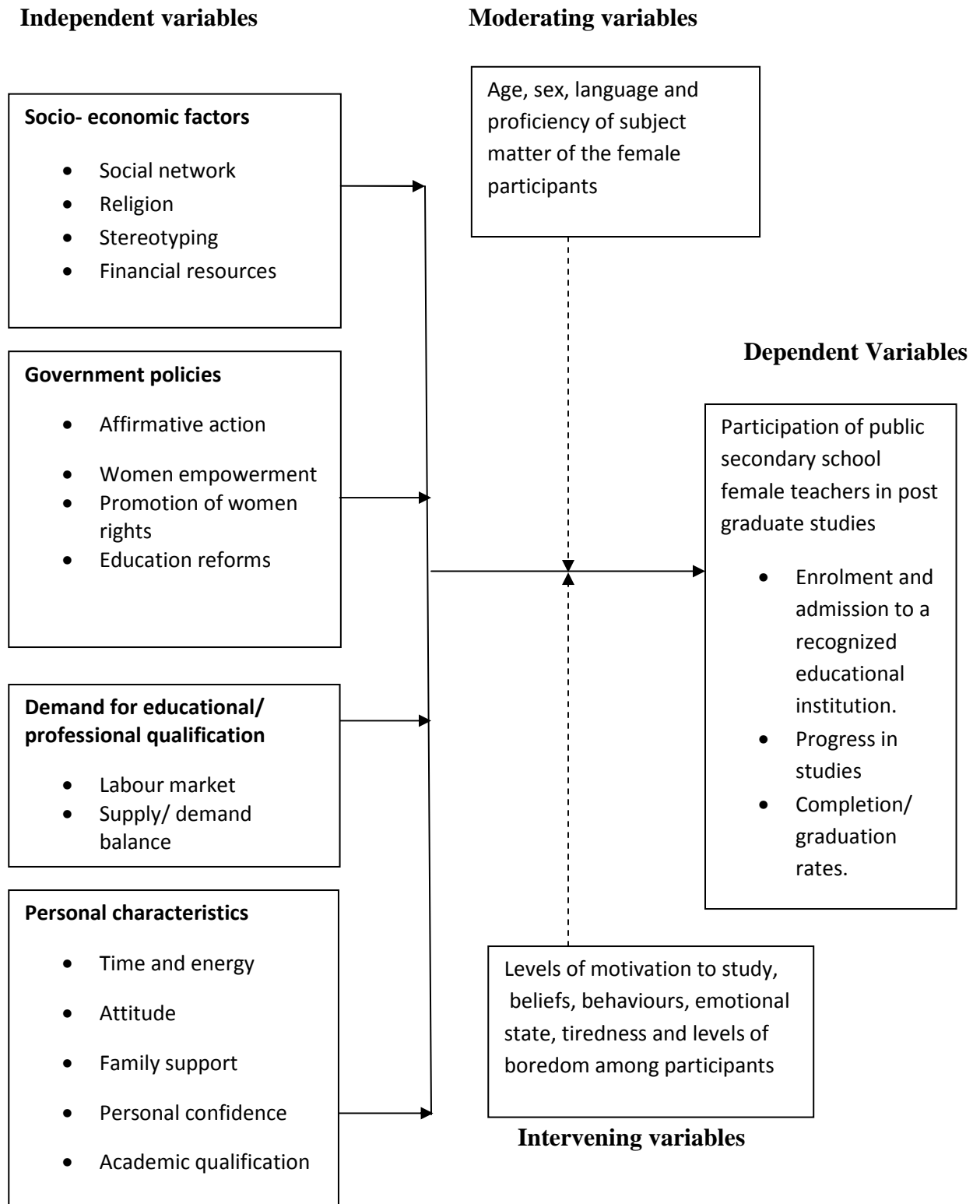
The importance of time and financial resources as determinants for non- participation in post graduate studies might thus be overestimated (Cross, 2010). Merriem (2010), identified accessibility to learning institutions with relevant courses and lack of support from the family and employer as major factors influencing individual participation in higher education among working class women. Libson (2006), examining the influence of gender on participation in post secondary studies in Britain, observed that institutions aiming at increasing participation in post secondary studies and training have had a higher impact on women than on men with the implication that opposite to the situation in 1990s, British women today participate more than men in furthering their studies and training. Issues of time, leisure and work, age and the period required to undertake a

particular course have been catered for in favour of women by modern technology in part and flexibility in the mode of study.

In Caribbean, according to Shah (2010), a larger population of women is furthering their post graduate studies than males. He noted that qualification is a major factor influencing people's participation in higher education all over the world. Mwangi (2008), in his co-relational study on social class and participation of women in tertiary education in Nyeri District observed that institution related factors such as fixed learning hours, substantial attendance requirements and a lockstep approach to curriculum make missed sessions hard to catch upon. Lack of child care facilities at the training institutions, off putting, "unfriendly" course information exacerbated by lack of female teacher's role models, assumptions and attitude of male teachers and inflexible selection and entry requirements present series of dysfunctions to women's participation in higher education.

## **2.7 Conceptual Framework.**

The conceptual frame work diagrammatically explains the relationship and interconnections between the independent and dependant variables.



**Figure 1: Conceptual frame work of the study**

The conceptual framework for the study was based on the objectives of the study. Figure 1 shows how the Socio- economic factors, Government policies, Demand for educational/ professional qualifications and Personal characteristics influence the Participation of public secondary school female teachers in post graduate studies. Though the teachers may have great aspirations in pursuit of post graduate studies, both intervening and moderating variables influence their participation.

## **2.8 Summary of Literature Reviewed**

The literature review looked at factors influencing public secondary school female teachers' participation in post graduate studies in the Western and African countries as well as in Kenya. Various studies by different researchers on female participation in higher education and factors that influence female teachers' participation in higher education in various parts of the world have been reviewed. However in the developing countries, Kenya being one of them, and where in the last one decade, women have increasingly gone back to universities to further their studies seems to be on the rise. The available literature revealed that recently, many changes have occurred in the education system in relation to furthering of education past the first degree. According to the current researcher, there is little research in Kenya that has focused on the contribution of factors such as socio-economic, existing government policies, demand for both educational and professional qualifications in employment as well as personal characteristics to public secondary school female teachers' participation in post graduate studies as this study intended to explore. Earlier studies show the role of women in educational management but do not examine the factors associated with furthering their

studies that would allow them stand at a competitive edge in management in the labour market as was the aim of this study. According to the researcher, there is little research similar to the current study that has been carried out in Kyuso District.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology. In doing so, the following are discussed; research design, target Population, sampling techniques and sample size, research instruments, validity of the research instruments, reliability of the research instruments, data collection procedure, data analysis procedure and operationalization of the variables.

#### **3.2 Research design**

This study used descriptive survey design to investigate factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District. Both qualitative and quantitative approaches were used. The descriptive survey design attempted to collect data from the target population in order to determine the current status of the population in relation to public secondary school female teachers' participation in post graduate studies. This was a self report study whereby information collected from the sample was used to draw logical conclusions on the interrelationship between the phenomena.

Gay (2007), contents that descriptive survey design is the best as it involves a process of collecting data in order to test hypotheses or answer questions concerning the current status of the subject in the study. It determines and reports things the way they are. It attempts to describe such things as possible behaviour, attitudes, values and belief systems.



### **3.3 Target Population**

Orodho (2004), defines target population as the subjects to which the researcher wants to generalize the result of the study. Kyuso district had 42 public secondary schools that were distributed within three divisions namely Mumoni, Kyuso and Tseikuru. There were five school type categories; Boys boarding, Girls boarding, Mixed boarding, mixed day and mixed day and boarding. The school type category was considered because of varying workloads, time availability and school size which influenced teachers' participation in studies. The district had a student population of 4992, a total of 292 teachers; 168 males and 124 females according to the district education officer, Kyuso district (2011). Out of the total number of teachers, 42 were principals and 250 were subject teachers and Heads of Departments.

### **3.4 Sampling techniques and sample size**

Kothari (2004), defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. Orodho (2004), contents that a sample size of 20% is a good representative of the total population. The sampling unit was Kyuso District, which was purposively selected based on convenience of the researcher in terms of time allocation, funds available and other logistics. Stratified random sampling was used to sample the ten schools from the three divisions whereby all schools had equal chances of being selected. Three schools were randomly sampled from Tseikuru Division which had 15 schools (33.3%), two schools from Mumoni Division which had a total of 8 schools (25%) and five schools from Kyuso Division which had a total of 19 schools (26.3%) so

that each division was represented by at least 20 % of the 10 schools sampled. Three (3) pieces of paper were written “Yes” and twelve (12) were written “No” for Tseikuru, two (2) pieces of paper were written “Yes” and six (6) were written “No” for Muumoni, five (5) pieces of paper were written “Yes” and fourteen (14) were written “No” for Kyuso. The pieces of Paper for each division were put in a separate box. Selected individuals were allowed to pick the papers based on the different school types. The schools that had papers written ‘Yes’ participated in the study. All the principals from the 10 sampled schools were purposively sampled because of their position as managers in the schools. From the sampled schools, 25 female Heads of Departments (50%) of the total female Heads of Departments and 30 female subject teachers (50.9%) of the total female subject teachers were randomly sampled to participate in the study. The study targeted 65 respondents.

**Table 3.1: Number of respondents**

<b>School type</b>	<b>Total no. of schools</b>	<b>No. of schools sampled</b>	<b>Total no. of principals</b>	<b>No. of principals sampled</b>	<b>Total no. of Female HODs</b>	<b>No. of HODs sampled</b>	<b>Total no. of female subject teachers</b>	<b>No. of subject teachers sampled</b>
Boys' boarding	7	2	7	2	8	5	15	8
Girls' boarding	6	2	6	2	7	5	11	5
Mixed day and boarding	4	1	4	1	6	3	6	3
Mixed boarding	5	1	5	1	6	4	4	2
Mixed day	20	4	20	4	23	8	23	12
<b>Total</b>	<b>42</b>	<b>10</b>	<b>42</b>	<b>10</b>	<b>50</b>	<b>25</b>	<b>59</b>	<b>30</b>

### 3.5 Research instruments

The researcher used various research instruments. These included female Heads of Departments and female subject teachers' questionnaires which had both closed and open ended questions. The open ended questions had the advantage that they permitted a great depth of responses, were simple to formulate and stimulated respondents to think and give their feelings. On the other hand closed ended questions were easier to administer and were economical to use in terms of time. The researcher also compiled a list of interview questions and physically conducted interview exercise to all the principals in the 10 secondary schools. This enabled the researcher to get in-depth data which was not possible to get using the questionnaires. Interview questions were also flexible as the

interviewer adapted to the situation and got as much information as possible. The interviewer was also able to clarify and elaborate the purpose of the study to the respondents.

### **3.6 Validity of research instruments**

According to Kothari (2004), validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who are tested. This tests the construct validity of the instruments which is the measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept. Two different instruments that measured the same concept were used. A validity coefficient was computed by correlating measurements from the two instruments. Data was obtained simultaneously from the same subjects.

To ascertain this, the instruments were subjected to analysis by the supervisors and a team of specialists in the area of project planning and management. They assessed the relevance of the content used in the instruments developed and made structured changes for the purposes of improvement and refinement before the actual data collection. A pilot study was done which ensured that the items consistently measured the variables in the study and produced reliable results. It was done in the neighbouring Mwingi Central District. The research instruments were piloted on a representative sample identical to the group that was involved in the actual study. It involved two public secondary schools, two principals of the schools, four female Heads of Departments and five female subject teachers randomly sampled from the two public secondary schools. Two instruments

were used; an interview schedule for principals and questionnaires for female Heads of Departments and female subject teachers. The interview schedule was administered by the researcher herself while the female Heads of Departments and female subject teachers were given questionnaires to fill in and allowed a period of one week after which the questionnaires were collected and analysed. The piloting was important because it identified vague questions, unclear instructions and insufficient spaces to write responses, clustered questions and wrong phrasing of questions were detected and refined in good time.

### **3.7 Reliability of the research instruments**

Reliability is the degree to which a test consistently measures whatever it is measuring (Gay et al. 2009). The test-retest technique of establishing reliability was used. The research instruments; the interview schedule for principals and questionnaires for female Heads of Departments and female subject teachers were administered to the same sample during piloting on two different occasions within an interval of one week (Mugenda and Mugenda, 2008). This approach was to ensure that there was no substantial change in the construct being measured between the two occasions. The one week period ensured a higher correlation because of the short time gap between the two tests. To ascertain the reliability, the internal consistency method was employed where the instruments were tested using the Cronbach alpha coefficient. Nachmias and Nachmias (1976), recommends that reliability coefficient of 0.7 and above is acceptable for the instruments to be reliable. The results from the study showed that all the three instruments; interview schedule for principals, questionnaires for female Heads of Departments and questionnaires for female subject teachers were reliable as they yielded reliability

coefficients of 0.8 for the interview schedule for principals, 0.75 for the questionnaires for female Heads of Departments and 0.78 for the questionnaires for female subject teachers. This meant that if the instruments were used for the study, they would result into appropriate results that could be generalized to the entire population. Mugenda and Mugenda (2008), content that the test-retest technique helps to ascertain that the instruments of data collection are free from any pitfalls and mistakes that would surface in the main data collection process if the test-retest of the instruments was not done.

### **3.8 Data Collection procedure**

First and foremost, the researcher obtained a permit from the National Council for Science and Technology and another one from the University of Nairobi, to allow her to carry out the research in the targeted area. Ethical issues and considerations were put in place by the researcher to ensure that all respondents participated with informed consent. The researcher paid a pre-visit to the schools to familiarise her with the school administration, meeting the principals and female Heads of Departments in order to make the respondents free and open to issues. The researcher administered the interview schedule for principals. The questionnaires for the female Heads of Departments and female subject teachers were given to the respondents and were allowed a period of two weeks to respond to the questions after which the researcher collected the questionnaires.

### **3.9 Data Analysis procedure**

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesise information from the data collecting tools. In the data analysis, the researcher examined each piece of

information in each instrument for completeness, organized data as per research questions, coded the data and developed code sheet. For qualitative data, patterns or themes were indentified and for all the research questions data was analysed descriptively. The data was processed using Statistical Package for Social Science version eighteen.

### 3.10 Operationalization of the variables

The variables of the study were described in terms of the type of variable, their various indicators, measurement and measurement scale and data analysis procedure.

**Table 3.2: Operationalization of the variables**

Objective	Variables	Type of variable	Indicators	Measurement	Measurement scale	Data analysis procedure
To investigate socio- economic factors influencing public secondary school female teachers' participation in postgraduate studies	Social class	Independent	Access to post graduate studies	Level of income	Ordinal	Descriptive statistics
	Economic status		Financial status	Financial expenditure		
	Employment status		Family commitments	Financial support		
	Family support					
	Age			Years		
To analyze the influence of demand for professional qualifications in employment s on public secondary school female teachers' participation in	Academic and professional qualifications.	Independent	Value placed on academic qualifications	KCSE and undergraduate grades	Ordinal	Descriptive statistics
	Labour market requirements		Need for high professional qualifications for top employment positions	Professional skills		
	Bottom to top employment positions			Levels of employment opportunities		



postgraduate studies

	Delivery of quality services and production of quality goods.		value placed on quality production and service delivery	Quality of work and services		
To examine the influence of current government policies on public secondary school female teachers' participation in post graduate studies	Promotion of human rights Gender empowerment in education Practice of affirmative action to promote women in education and social advancement	Independent	Value placed on affirmative action to promote women in education and social advancement Need to promote human rights and gender empowerment	Existing human rights Number of female teachers in leadership and management positions Women representation in public offices	Ordinal	Descriptive statistics
To examine the influence of personal characteristics on public secondary school female teachers' participation in postgraduate studies	Time and energy for study Attitude towards education Academic qualifications Leisure and work	Independent	Academic qualifications Personal motivation to pursue post graduate studies Balance between work and leisure time	Time available Personal motivation Academic grades Individual priorities	Ordinal	Descriptive statistics

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

In this chapter, the researcher presents analysis, presentation and interpretation of data for the research study.

#### 4.2 Response rate

The response rate analysis took into account the designation of respondents, targeted number of respondents and number of respondents who returned questionnaires. Table 4.1 presents the participants' response rate.

**Table 4.1: Response rate**

Designation of respondents	Targeted number of respondents	Percentage	Number of respondents who returned questionnaires	Percentage
Principals	10	100	10	100
Heads of Departments	25	100	25	100
subject teachers	30	100	28	93.3

The study targeted principals, female Heads of Departments and female subject teachers in public secondary schools. All the targeted principals and Heads of Departments registered 100 percent response rate. Out of the 30 subject teachers targeted, 28(93.3%) returned their questionnaires. The researcher did a pre-survey to establish the distribution

of the targeted schools. This was useful in planning in terms of finances and time for the actual data collection which contributed to the high response rate of 97%. Orodho (2004), contends that if data is obtained from 70% and above of the targeted respondents in any study, then the findings are reliable to be generalised to the entire population under study.

### **4.3 Demographic characteristics of respondents**

This section examines school type and age bracket of the respondents.

#### **4.3.1 Respondents' school type**

The district had five school type categories namely: boys' boarding, girls' boarding, mixed day, mixed boarding and mixed day and boarding.

**Table 4.2: Respondents' school type**

School type	Frequency	Percentage
Boys' boarding	1	10
Girls' boarding	2	20
Mixed day	5	50
Mixed boarding	2	20
Total	10	100

Results from Table 4.2 indicate that 5 (50%) of the respondents came from mixed day schools, both girls boarding and mixed boarding schools had each 2 (20%) number of respondents, boys boarding had 1(10%). This indicates that the highest percentage of the schools that participated in the study was from the mixed day category. This was because the category had the highest number of schools (as evidenced by Table 3.1) which were

established with financial assistance from the Mwingi North Constituency Development Fund (CDF).

#### 4.3.2 Age bracket of respondents

The results of the age of the principals, Heads of Departments and subject teachers are presented in Table 4.3

**Table 4.3: Age bracket of respondents**

Age bracket	Principals		Heads of Departments		Subject teachers	
	No.	Percentage	No.	Percentage	No.	Percentage
Below 25	-	-	1	4	3	10.7
25-30	-	-	2	8	8	28.6
31-35	-	-	5	20	6	21.4
36-40	3	30	6	24	3	10.7
41-45	4	40	7	28	3	10.7
46-50	1	10	2	8	3	10.7
Above 50	2	20	2	8	2	7.1
Total	10	100	25	100	28	100

Table 4.3 indicates that 7(70%) of the principals, 18(72%) of the female Heads of Departments and 12(42.8 %) of the female subject teachers were aged between 31-45 years with 3(12%) of the female Heads of Departments and 11(39.3%) of the female subject teachers aged below 31 years. Respondents above 45 years of age were 12(19%) of the total number of respondents. It is therefore evident that majority of the principals

were aged 36-45 years while majority of the female Heads of Departments and the female subject teachers were aged 31-45 and 35 years and below respectively. This implies that most of the female teachers engage in post graduate studies at the age of 35-45 years. This is the age when individuals wallow with middle age crisis trying to identify who they are in the status quo.

#### 4.3.3 Highest professional qualifications of participants

The highest professional qualifications of the principals, Heads of Departments and subject teachers are presented in Table 4.4

**Table 4.4: Highest professional qualifications of participants**

Designation	Masters		Bachelors		Diploma	
	no.	%	no.	%	no.	%
Principals	2	20	8	80	-	-
Female Heads of Departments	5	20	18	72	2	8
Female subject teachers	8	27	16	53	6	20

Table 4.4 indicates that out of the ten principals, who participated in the study, 8(80%) had bachelors degree and 2(20%) had masters degree.

Female Heads of Departments who participated in the study recorded 18(72%) with bachelors degree, 5(20%) masters degree and 2(8%) had a diploma. Out of the 30 female subject teachers, 16(53%) had bachelors degree, 8(27%) masters degree and 6(20%) had diploma in education. This shows that majority of the participants 42(66.7%) had bachelors degree as their highest professional qualifications and only few 15(23.8%) had a masters degree. This implies that even though only a small number of female teachers had attained post graduate qualifications, there was still much room for more female teachers to pursue post graduate studies and more so if the challenges facing them are effectively addressed.

#### **4.4 Socio-economic factors influencing public secondary schools female teachers' participation in post graduate studies**

Table 4.5 presents the principals, Heads of Departments and subject teachers' responses on socio-economic factors influencing public secondary school female teachers' participation in post graduate studies.

**Table 4.5 Socio-economic factors influencing public secondary school female teacher's participation in post graduate studies**

Socio-economic factors	Principals' response		Female heads of department response		Female subject teachers responses	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Inadequate resources	8	80	20	80	19	66.7
Shortage of funds	10	100	22	88	28	100
Negative attitude towards women education	8	80	22	88	23	82.1
Family financial commitments	8	80	20	80	21	76.7
Lack of family Support	4	40	11	49	13	46.6
Traditional beliefs	5	50	10	40	11	39.1

Table 4.5 indicates that the socio-economic factors that influenced public secondary school female teachers' participation in postgraduate studies included shortage of funds with 10(100%) response rate from the principals, 28(100%) from female Heads of Departments and 22(88%) response rate from subject teachers. Negative attitude towards women education was ranked second with 8(80%) response from principals, 22(88%) from female Heads of Departments and 23(82.1%) from female subject teachers. Family financial commitments and inadequate resources followed both with 8(80%) response from the principals and 20(80%) from female Heads of Departments, 21(76.7%) from female subject teachers for family financial commitments and 19(66.7%) for inadequate resources. Lack of family support and traditional beliefs were least with 50 percent and below response from all respondents. Female teachers who pursued post graduate studies overcame some of the socio-economic challenges by getting loans to finance their education and also encouraging their spouses to further their education too with 9(90 %) response from principals, 23(92 %) from female Heads of Departments and 26(93.3%) from female subject teachers. This shows that the main socio-economic factors that influenced public secondary school female teachers' participation in postgraduate studies were shortage of funds with 60(95%) overall response, Negative attitude towards women education with 53(84%), family financial commitments and inadequate resources with 49(77.7%) and 47(74.6%) response rate respectively. Based on these findings it can be concluded that if female teachers would get the necessary financial and moral support, then their participation in post graduate studies would be enhanced. A change of attitude towards the role of women in society is required for more participation.



#### **4.5 Influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies**

The study sought to establish the principals, female Heads of Departments and female subject teachers' responses on the influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies which is presented in Table 4.6.

**Table 4.6: Responses on influence of demand for professional qualifications in employment on public secondary school female teachers' participation in post graduate studies**

Demand for professional qualifications	Principals' responses		Female Heads of Departments' responses		Female subject teachers' responses	
	Frequency	%	Frequency	%	Frequency	%
Need for higher professional qualifications to replace those retiring	9	90	23	92	26	93.3
Competition in the labour market	8	80	20	78.57	24	86.6
Need to qualify for top management positions	8	80	18	72	22	80
Financial benefits from top management positions	10	100	23	92	25	90

Table 4.6 shows that financial benefits from top management positions greatly influenced public secondary school female teachers' participation in postgraduate studies which registered 10(100%) response rate from principals, 23(92 %) from female Heads of Departments and 25(90 %) from female subject teachers. Need for higher professional qualifications to replace those who are retiring had 9(90%) response rate from principals, 23(92%) from female Heads of Departments and 26(93.3%) from female subject teachers. Competition in the labour market and need to qualify for top management positions had each 8(80%) response rate from principals, over 70% from female Heads of Departments and over 80% from female subject teachers. This indicates that the factors related to demand for professional qualifications in employment that greatly influenced public secondary school female teachers' participation in post graduate studies were financial benefits from top management positions and need for higher professional qualifications to replace those who are retiring each with overall response rate of 58(92%). Others were competition in the labour market and need to qualify for top management positions with 52(82.5%) and 48(76%) response rates respectively. It is therefore evident that salary increment resulting from promotions to individuals after attaining higher professional qualifications and need for self actualization are great motivators to female teachers' participation in post graduate studies.

#### **4.6 Influence of existing government policies on public secondary school female teachers' participation in post graduate studies**

The study sought the opinions of principals, female Heads of Departments and female subject teachers to establish the influence of existing government policies on public

secondary school female teachers' participation in post graduate studies. The results are presented in Table 4.7

**Table 4.7: participants' responses on the influence of existing government policies on public secondary school female teachers' participation in post graduate studies**

Existing government Policies	Principals		Female Heads of Departments		Female subject teachers	
	Frequency	%	Frequency	%	Frequency	%
Affirmative action to promote women	9	90	22	88	23	82.1
A third representation in the public offices and leadership	8	80	20	80	23	82.1
Government encouraging females to apply for positions once dominated by men	7	70	19	76	17	60.7
Women getting better positions with lower grades than men	9	90	22	88	21	75.0

Results from Table 4.7 indicate that both affirmative action to promote women and women getting better positions in employment with lower grades than men influenced public secondary school female teachers' participation in post graduate studies. These recorded 9(90 %) response rate from principals, while affirmative action to promote women was ranked higher by both female Heads of Departments and female subject teachers with 22(88 %) and 23(82.1 %) response rates respectively. A third representation of women in government and leadership positions followed with 8(80 %) response from principals, 20(80%) from female Heads of Departments and 23(82.1 %)

from female subject teachers. The least was government encouraging women to apply for positions once dominated by men which recorded 7(70 %) response rate from principals, 19(76 %) from female Heads of Departments and 17(60.7 %) from female subject teachers. The main openings in the labour market that motivated public secondary school female teachers to pursue post graduate studies included; to be deployed as school administrators which recorded 8(80 %) response from principals, 22(88 %) from female Heads of Departments and 25(88%) from female subject teachers. To get employment opportunities in private and NGO sectors had 6(60 %) response from the principals, 14(57 %) from the female Heads of Departments and 14(51%) from female subject teachers. It is therefore evident that affirmative action to promote women, women getting better positions in employment with lower grades than men and a third representation of women in government and leadership positions greatly influenced public secondary school female teachers' participation in post graduate studies with overall response of 54(85.7%), 52(82.5%) and 51(81%) respectively. This reflects the positive influence of the new Kenyan constitution promulgated in august 2010 which provides for more room for women in nation building. If the constitution is efficiently and effectively implemented, then there is a likelihood of increased participation by women in post graduate studies in the near future.

#### **4.7 Influence of personal characteristics on public secondary schools female teachers' participation in post graduate studies**

The study sought views of the principals, female Heads of Departments and female subject teachers on influence of personal characteristics on public secondary schools female teachers' participation in post graduate studies. This is presented in Table 4.8.

**Table 4.8: Responses on influence of personal characteristics on public secondary school female teachers' participation in post graduate studies**

Personal characteristics	Principals' Responses		Female Heads of Departments responses		Female subject teachers' Responses	
	Frequency	%	Frequency	%	Frequency	%
Personal confidence	10	100	24	96	26	92.9
Attitude towards furthering ones education	8	80	22	88	23	82.1
Demand at work place	8	80	22	88	16	57.1
Family support and commitments	9	90	18	72	21	75
Age ( over 40 years have negative attitude )	4	40	10	40	18	64.3

From Table 4.8, it is clear that personal confidence greatly influenced public secondary school female teachers' participation in post graduate studies which had 10(100 %) response from principals, 24(96 %) from female Heads of Departments and 26(92.9 %) from female subject teachers. Attitude towards furthering ones education was second with 8(80 %) response from principals, 22(88 %) from female Heads of Departments and 23(82.1 %) from female subject teachers. Family support and commitments followed with 9(90 %) response from principals, 18(72 %) from female Heads of Departments and 21(75 %) from female subject teachers. Demand at work place had 8(80 %) response from principals, 22(88 %) from female Heads of Departments and 16(57.1 %) from female subject teachers.

respectively from female subject teachers. Least of all was age especially for women over 40 years which had 4(40 %) response from principals, 10(40%) from female Heads of Departments and 18(64.3 %) from female subject teachers. It is evident that the factors related to personal characteristics that greatly influenced public secondary school female teachers' participation in post graduate studies were personal confidence with overall response of 60(95.2%), attitude towards furthering ones education with 53(84.1%) response, family support and commitments with 48(76.2%) response and demand at workplace with 46(73%) response. It can be argued that personal characteristics as a determinant of participation in post graduate studies among women is mainly a matter of individual's perception of life. Women who face life with an open and positive mind exude a lot of personal confidence, can manage multiple tasks and are open to change. The self drive is likely to fade with age making the older women conservative.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter highlights summary of the findings of the study based on research objectives and discusses the findings in relation to the reviewed literature. This is followed by conclusion derived from the study, recommendations and suggestions for further research.

#### **5.2 Summary of findings**

This section highlights the findings of the study on factors influencing public secondary school female teachers' participation in post graduate studies.

##### **5.2.1 Socio-economic factors and public secondary school female teachers' participation in post graduate studies**

The study took note of the fact that the district had a very rich culture and social values which could be perceived to influence female teachers' participation in post graduate studies. The study considered such factors as inadequate resources and shortage of funds, societal negative attitude towards women's education, family financial commitments, lack of family support and traditional beliefs. The study established that the main socio-economic factors that influenced public secondary school female teachers' participation in postgraduate studies were shortage of funds with 60(95%) overall response, Negative attitude towards women education with 53(84%), family financial commitments and

inadequate resources with 49(77.7%) and 47(74.6%) responses respectively. This indicates the progressive participation of female in post graduate studies and change in cultural norms towards women. The findings of the study further indicated that lack of family support and traditional beliefs influenced public secondary school female teachers' participation in post graduate studies. Four of the public secondary school principals pursuing post graduate studies indicated that they overcame some of the socio-economic challenges by getting loans to finance their education and encouraging their spouses to further their education too.

### **5.2.2 Demand for professional qualifications in employment and public secondary school female teachers' participation in post graduate studies**

The study considered the need for professional qualifications to replace those retiring, competition in the labour market, need to qualify for management positions and financial benefits from top management positions. The study established that the factors related to demand for professional qualifications in employment that greatly influenced public secondary school female teachers' participation in post graduate studies were financial benefits from top management positions and need for higher professional qualifications to replace those who are retiring each with overall response of 58(92%). Other factors were competition in the labour market and need to qualify for top management positions with overall responses of 52(82.5%) and 48(76%) respectively. One of the Heads of Departments indicated that the labour force participation rate has a significant influence over labour market demand hence demand for education/ professional qualifications. This means that if average completion ratios were to rise over time for post graduate studies, this could encourage more students into post graduate education system. This thus



clearly shows that projections may allow for an increase in the workforce with the post graduate qualifications as the highest qualification for certain job groups for management positions.

### **5.2.3 Existing government policies and public secondary school female teachers' participation in post graduate studies**

Various factors including affirmative action to promote women, a third representation of women in the public offices and leadership, government encouraging females to apply for positions once dominated by men and women getting positions with lower qualifications than men were put in to consideration. Results from the study indicated that affirmative action to promote women, women getting better positions in employment with lower grades than men and a third representation of women in government and leadership positions greatly influenced public secondary school female teachers' participation in post graduate studies with overall response of 54(85.7%), 52(82.5%) and 51(81%) respectively. An interview with two school principals revealed that in Kenya, the affirmative action has greatly motivated women to pursue post graduate studies. This could be the reason many female teachers are furthering their studies in Kyuso District.

It can therefore be argued that the Kenya's firm commitment to gender empowerment in the political and social realms, a goal which is most clearly laid out in its constitution and the vision 2030 development plans has been and is a motivator to women's progressive participation in post graduate studies.

#### **5.2.4 Personal characteristics and public secondary school female teachers' participation in post graduate studies**

The results from the study indicated that the factors related to personal characteristics that greatly influenced public secondary school female teachers' participation in post graduate studies were personal confidence with overall response of 60(95.2%), attitude towards furthering ones education with 53(84.1%) response, family support and commitments with 48(76.2%) response and demand at workplace with 46(73%) response. Age especially for women over 40 years also influenced public secondary school female teachers' participation in post graduate studies. Such women were reluctant to further their studies past the first degree.

### **5.3 Discussion**

This section discusses the findings of the study on factors influencing public secondary school female teachers' participation in post graduate studies in relation to the reviewed literature.

#### **5.3.1 Socio-economic factors and public secondary school female teachers' participation in post graduate studies**

The findings of the study are in agreement with findings from other parts of the world including Southern Europe and Pakistan as revealed by Mc Givney (2001) and Merriem (2010), who observed that unemployed and people dependant on state benefits, semi manual occupations that led to inadequate funds had difficulties in furthering their studies. Cross (2010), identified similar factors such as traditions, lack of family support and negative attitudes towards women's progress as contributing negatively towards

furthering of studies. Mutune (2009), had similar findings where he noted that the higher the individuals socio-economic status, the more likely they are to value and see the importance of furthering ones studies and be interested in participating. Christen (2007), however had a slightly different observation that common patterns in role and status of women related to cultural norms emerge across different countries with some supporting women's positive progress. Williams (2007), had different observations on the way women overcame barriers towards participation in further studies where he noted that social class interacts with gender in significant ways where high social class of some women may remove some of the socio-economic and cultural barriers in furthering their studies. He further noted that fear of cultural demands, lack of emancipation, double conflicting demands on women roles as well as discriminatory labour market practices, lack of role models and career counseling have impacted greatly on women's participation in furthering their studies past the first degree.

### **5.3.2 Demand for professional qualifications in employment and public secondary school female teachers' participation in post graduate studies**

The findings of the current study on financial benefits as directly influencing public secondary school female teachers' participation in post graduate studies differ from the findings of Ellis (2007), who observed that up skilling through furthering of studies giving time to allow for productivity growth is a major contributor to a labour market demand. Mwangi (2010), had findings similar to those of the current study where he noted that a major drive towards furthering of post graduate studies among women has been attributed to a need to replace those in workforce without qualifications and those who are retiring. The findings concur with Cross (2010), who noted that a more

ambitious targeted skill creates much stronger labour market demand for qualifications, consequently driving more people to further their studies. Matata (2010), had similar observations where he noted that the trend towards skills depending on time has driven the continuation in further education among women in order to competitively acquire top positions in management and leadership. However the results significantly differ in the fact that he also found out that furthering of studies was connected to delivery and productivity gain over time but agree in the fact that the share of work force with qualifications is expected to continue rising over time, consistent with the experience over recent years.

### **5.3.3 Existing government policies and public secondary school female teachers' participation in post graduate studies**

The findings on influence of government policies are similar to the observations made by Mwangi (2008), that the government policies like affirmative action can increase the participation of women in post graduate studies if they are well implemented. However, he noted that in some cases such policies are not fully implemented in most countries hence quite often women become more reluctant to further their studies. Mutune (2009), had similar findings where he observed that improving women access to education with the goals of attaining gender equality is a critical component of promoting development and meeting the Millennium Development Goals (MDGs) in Kenya and promoting women rights. Mwangi (2008), had slightly different observations where he noted that main openings in the labour market that motivated women to pursue post graduate studies included; to be deployed as administrators and also get employment opportunities in the private and NGO sectors.

#### **5.3.4 Personal characteristics and public secondary school female teachers' participation in post graduate studies**

The findings of the current study matched those of Cockborn (2007), who noted that personal characteristics such as lack of time and energy, negative attitude towards re-entering education, lack of suitable courses, lack of family support and lack of confidence in ones abilities have great influence on women participation in tertiary education and training. Christen (2007), had similar observations that women aged 40- 50 years tend to focus on their families, leisure time and are unwilling to accept educational activities that threaten the dividing line between work and spare time.

#### **5.4 Conclusion**

Based on the findings of the study, it can be concluded that despite various socio-economic challenges that hinder female teachers' participation in post graduate studies, the number was on the rise. It is therefore important to note that in order to enhance female teachers' participation in post graduate studies, there is need of more financial support from the government and an allowance of study leave from the Teachers Service Commission without unnecessary conditions. There is need for sensitization on the importance of educating women and change of societal negative attitude and traditional beliefs towards education of women. Financial gains resulting from high professional qualifications positively influenced female teachers' participation in post graduate studies. Other factors include competition in the labour market, need to qualify for top management positions and need to replace those in workforce without qualifications and those who are retiring.

Government policies such as affirmative action to promote women in education matters, a third representation in the public offices and leadership, emphasis by the government for women to apply for top management positions once dominated by men as well as women getting positions of leadership with lower grades than men should be emphasized and the government to ensure their implementation hence increase female teachers' participation in post graduate studies.

Female teachers' attitude and personal confidence towards furthering of education, family support and commitments, age and lack of time played a key role in public secondary school female teachers' participation in post graduate studies.

It can further be concluded that if this noble task is to be realized in Kyuso District, all stake holders must play their roles maximally for the benefit of the society and nation at large. Equally, when more women acquire post graduate professional qualifications, they should stand a chance of acquiring top management and leadership positions without any discrimination. This would then motivate more female teachers to participate in post graduate studies.

## **5.5 Recommendations**

In order to address the issues of public secondary school female teachers' participation in post graduate studies in Kyuso District, this study recommends the following;

1. Since there are socio-economic issues that hinder effective female teachers' participation in post graduate studies, the government should consider substantial allocation of funds in the annual budgetary allocation to finance individuals who wish to further their studies. The beneficiaries of the post graduate studies are leaders and

developers of tomorrow. They are therefore expected to acquire from the institutions of higher education and training the skills and knowledge with which to be useful to them and to the society. Unfortunately many of them are not acquiring these skills due to inadequate funds. This militates against their effective contribution to themselves and to the society hence their contribution to the nation building.

2. The influence of government policies and demand for professional qualifications in employment on public secondary school female teachers' participation in postgraduate studies is closely inter-woven and inter-dependent for the purpose of achieving full participation in postgraduate studies. There is therefore need for financial and family support in order to ensure full participation of public secondary school female teachers in post graduate studies.

3. The work demands, inadequate resources, negative attitude towards women's education and family commitments were delimiting factors to furthering of post graduate studies by women hence there is great need of more financial support from the government and allowance leave by the Teachers Service Commission for more female teachers without unnecessary conditions. There is therefore need for government and policy makers to come up with an education / employment system that encourages female teachers to pursue further studies with minimal challenges. The government through the Ministry of Gender and Culture should address the issues that undermine women in their efforts to empower themselves through furthering their studies.

4. Change of attitude towards furthering of education by female teachers and ensuring efficient source of funds in Kyuso District would equip the beneficiaries of post graduate studies better for their roles in the world at large. When each individual plays his/her role effectively and efficiently, then the rate of achievement of professional qualifications attainment and the Millennium Development goals will be accelerated. This will hence increase female teachers' participation in post graduate studies consequently ensuring high quality service delivery.

### **5.6 Suggestions for further research**

The researcher wishes to make the following recommendations for further research:

- i) A similar study can be carried out in a different geographical area to investigate the factors influencing women participation in top management positions in Kenya.
- ii) A comparative study on participation levels of males and females in post graduate studies
- iii) The future of post graduate qualifications in relation to attainment of Millennium Development Goals and Vision 2030



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## **APPENDICES**

### **APPENDIX I: Letter of transmittal**

University of Nairobi Enterprises and  
Service (UNES) Ltd.  
Department of Extra Mural  
P.O Box 68241-00200, Nairobi, Kenya

30<sup>th</sup> July, 2012.

Dear Sir/Madam,

RE: REQUEST TO FILL QUSTIONNAIRES FOR RESEARCH PROJECT.

I am a post graduate student in the University of Nairobi, department of extra mural and  
I am carrying out a research on factors influencing public secondary school female  
teachers' participation in post graduate studies in Kyuso district. You are kindly  
requested to respond to the items in attached questionnaires to the best of your  
knowledge.

Yours faithfully,

Eunice Kyangali Ngui

## **APPENDIX II: Interview schedule for Principals**

This study aims at gathering information on Factors Influencing Public Secondary School Female Teachers' Participation in Post Graduate Studies in Kyuso District. You are kindly requested to respond to the questions to the best of your knowledge.

### **Part A: Demographic information**

#### **1. Gender**

i) Male ( )

(ii) Female ( )

#### **2. Age bracket**

i) Below 25 years ( )

ii) 25 – 30 years ( )

iii) 31 – 35 years ( )

iv) 36 – 40 years ( )

v) 41 – 45 years ( )

vi) 46 – 50 years ( )

vii) Above 50 years ( )

#### **3. What is your highest professional qualification?**

i. Diploma in Education ( )

ii. Bachelors Degree ( )

iii. Master of Education ( )

iv. Any other (specify)\_\_\_\_\_

4. How long have you served as a school principal?

i) Less than one year (    )

ii) 1-5 years (    )

iii) 6-10 years (    )

iv) 11-15 years (    )

v) 16-20 years (    )

vi) Over 20 years (    )

5. Are there female teachers in your school who are pursuing post graduate studies?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. If yes, how many have enrolled for post graduate studies for the last five years? \_\_\_\_\_

7. Are there other female teachers pursuing post graduate studies from the neighbouring public secondary schools in the district?

i) Yes (    )      ii) No (    )

8. How would you describe the rate at which female teachers are furthering their studies at post graduate level from public secondary schools in Kyuso district?

i] High (    )      ii] Average (    )      iii] Low (    )

9. From the district monitoring reports, how would you rate public secondary school female teachers' participation in post graduate studies in terms of numbers and frequency per year?

[1] Good ( ) [2] Fair ( ) [3] Poor ( )

**PART B: Socio-economic factors influencing public secondary school female teachers' participation in post graduate studies**

10. What economic factors influence public secondary school female teachers' participation in post graduate studies?

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11. How do the economic factors influence public secondary school female teachers' participation in post graduate studies?

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12. What social factors contribute to public secondary school female teachers' participation in post graduate studies?

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13. How do the social factors influence public secondary school female teachers' participation in post graduate studies?



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14. How does public secondary school female teachers' participation in post graduate studies influence the following:

i) Teaching

performance\_\_\_\_\_

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ii) Family

finances:\_\_\_\_\_

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iii) Social network

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15. How does your school manage the teaching challenges emanating from absence of female teachers pursuing their post graduate studies?

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**Part C: Demand for educational and professional qualifications in employment**

16. What professional factors motivate public secondary school female teachers to participate in post graduate studies?

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17. How do educational qualifications influence public secondary school female teachers' participation in post graduate studies?

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18. What comments would you make in relation to the rate at which public secondary school female teachers are furthering their post graduate studies?

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**Part D: Influence of current government policies on public secondary school female teachers' participation in post graduate studies**

19. What government policies motivate public secondary school female teachers to further their education to post graduate level?

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20. How do the government policies influence public secondary school female teachers' participation in post graduate studies?

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**Part E: Personal characteristics influencing public secondary school female teachers' participation in post graduate studies**

21. What personal attributes influence public secondary school female teachers to participate in post graduate studies?

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22. How do the above characteristics influence public secondary school female teachers' participation in post graduate studies?

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23. In your own opinion in relation to government policies, what comments would you make concerning the current status of public secondary school female teachers' participation in post graduate studies?

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24. Kindly suggest the measures that would be put in place to promote public secondary school female teachers' participation in post graduate studies

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### **APPENDIX III: Questionnaire for female Heads of Departments**

The purpose of this questionnaire is to gather information on factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District. As Head of Department, your resourcefulness will be very important. You are kindly requested to respond to the questions raised in the questionnaire. Do not write your name and the name of the school anywhere in the questionnaire. Please indicate the relevant answers by ticking in the bracket (✓) and filling in the provided spaces.

#### **Part A: Demographic information**

1. Please indicate your age bracket

- viii) Below 25 years (      )
- ix) 25 – 30 years (      )
- x) 31 – 35 years (      )
- xi) 36 – 40 years (      )
- xii) 41 – 45 years (      )
- xiii) 46 – 50 years (      )
- xiv) Above 50 years (      )

2. What is your highest professional qualification?

- v. Diploma in Education (      )
- vi. Bachelors Degree (      )
- vii. Master of Education (      )
- viii. Any other (specify)\_\_\_\_\_

3. How long have you served as a teacher?

- i) Less than one year (    )
- ii) 1-5 years            (    )
- iii) 6-10 years        (    )
- iv) 11-15 years        (    )
- v) 16-20 years        (    )
- vi) 21-25 years        (    )
- vii) 26-30 years       (    )
- viii) Over 30 years    (    )

4. Please indicate the type of school category

- i) Boys boarding        (    )    ii) Girls boarding (    )    iii) Mixed boarding    (    )
- iv) Mixed day and boarding (    )    v) Any other (specify)\_\_\_\_\_

5. How many years have you served as HOD in your current school?

- i. Less than one year        (    )
- ii. 1 – 3 years                (    )
- iii. 4 – 6 years                (    )
- iv. Above six years            (    )

6. How many lessons do you teach per week?

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7. What is the school enrolment per class?

- i. Form 1 \_\_\_\_\_
- ii. Form 2 \_\_\_\_\_
- iii. Form 3 \_\_\_\_\_.
- iv. Form4\_\_\_\_\_

**Part B: Socio- economic factors influencing public secondary school female teachers' participation in post graduate studies**

8. Do you have female teachers in your school who are pursuing post graduate studies?

Yes \_\_\_\_\_ No\_\_\_\_\_

9. If yes, how many?\_\_\_\_\_

10. How would you describe the rate of at which female teachers are furthering their studies at post graduate level from public secondary schools in Kyuso district?

- i] High ( )
- ii] Average ( )
- iii] Low ( )

11. Do female teachers pursuing post graduate studies from public secondary schools experience difficulties in striking a balance between their studies and teaching work load?

- i. Yes ( )
- ii. No ( )

12. If yes, please give an assessment of the difficulties faced by public secondary school female teachers' in striking a balance between their studies and teaching work load. (Tick where appropriate)

<b>Difficulties experienced</b>	<b>Strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
i) Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Lack of family support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Pressure from work and family chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Inflexible course and course selection requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Lack of time and energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please give an assessment of the degree of influence of social factors on public secondary school female teachers' participation in post graduate studies. (Tick where appropriate)

<b>Social factors</b>	<b>Highly influences</b>	<b>Influences</b>	<b>Neutral</b>	<b>Lowly influences</b>
i) Gender stereotyping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ii) Negative attitude towards female education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Lack of control of family resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Individual's social network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Family commitments and household chores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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14. Please give an assessment of the influence of economic factors on public secondary school female teachers' participation in post graduate studies. (Tick where appropriate)

<b>Economic factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
i) Inadequate financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Low salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Many dependants due to unemployment of siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Family financial commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Financial demands for children school fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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15. Do public secondary school female teachers encounter any socio-economic difficulties in pursuing their post graduate studies?

i) Yes (    )

ii) No (    )

16. If yes, please give an assessment of the socio-economic difficulties faced by public secondary school female teachers participating in post graduate studies? (Tick where appropriate)

<b>Socio-economic difficulties faced</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
i) Negative male attitude towards women education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Belief that women's place is in the kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Lack of family support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Family social and financial commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v ) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How do they overcome these socio-economic difficulties?

i) Get loans to finance their education (    )

ii) Actively participating in family projects (    )

iii) Encouraging their spouses to further studies (    )

iv) Any other (specify)

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**Part C: Influence of demand for educational and professional qualifications in employment**

18. Is there demand for post graduate qualifications for females in the labour market today?

i) Yes (    )

ii) No (    )

19. If yes, what is causing the demand?

i) Need for higher academic and professional qualifications (    )

ii) Need to qualify for top management and leadership positions (    )

iii) Fit in the status quo (    )

iv) Competition in the labour market (    )

v) Any other

(specify)\_\_\_\_\_

20. What professional related factors are motivating public secondary school female teachers to participate in post graduate studies?

i) Need to qualify for promotion to top leadership and management positions (    )

ii) Academic requirements for further studies (    )

iii) Benefits realized from high professional qualifications (    )

iv) Any other (specify) \_\_\_\_\_

21. In your own opinion, what comments would you make in relation to the rate at which female teachers in public secondary schools are furthering their post graduate studies?

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22. What openings in the labour market are motivating public secondary school female teachers to participate in post graduate studies?

i) Deployment as school administrators (     )

ii) Opening at county offices (     )

iii) Employment opportunities in private and NGO sectors (     )

iv) Political aspirations (     )

v) Any other (specify)

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**Part D: Influence of current government policies on public secondary school female teachers' participation in post graduate studies**

23. What government policies are favoring women in education and government positions?

i) Promotion of women rights (     )

ii) Gender empowerment in education (     )

iii) Affirmative action to promote women in education and social development (     )

iv) Policy of a third representation in the public offices and leadership (     )

v) Any other (specify) \_\_\_\_\_

24. In your own opinion, how do the government's policies motivate public secondary school female teachers to pursue post graduate studies?

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**Part E: Personal characteristics influencing public secondary school female teachers' participation in post graduate studies**

25. Please give an assessment the personal characteristics influencing public secondary school female teachers' participation in post graduate studies? (Tick where appropriate)

Personal characteristics	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
i) Individuals educational qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Attitude towards furthering education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Personal confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Time and energy to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Demands at work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Family support and commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Based on your own assessment, how do these personal characteristics influence public secondary school female teachers' participation in post graduate studies?

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27. In your own opinion, what comments would you make concerning the current status of public secondary school female teachers' participation in post graduate studies?

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28. What measures would be put in place to ensure effective participation of public secondary school female teachers' in post graduate studies?

i) Subsidization of university education by government (     )

ii) Allow study leave to allow adequate time (     )

iii) Decentralize post graduate studies to district levels (     )

iv) Promote post graduates to higher positions (     )

v) Any other (specify) \_\_\_\_\_

#### **APPENDIX IV: Questionnaire for public secondary school female subject teachers**

This study aims at gathering information on factors influencing public secondary school female teachers' participation in post graduate studies in Kyuso District. As a subject teacher your resourcefulness will be very important. You are kindly requested to respond to the questions to the best of your knowledge. Do not write your name and the name of your school anywhere in the questionnaire. Please indicate the relevant answers by ticking in the bracket ( ☐ ) and filling in the provided spaces.

##### **Part A: Demographic information**

1. Please indicate your age bracket

- i) Below 31 years ( ☐ )
- ii) 31 – 35 years ( ☐ )
- iii) 36 – 40 years ( ☐ )
- iv) 41 – 45 years ( ☐ )
- v) 46 – 50 years ( ☐ )
- vi) Above 50 years ( ☐ )

2. What is your highest professional qualification?

- i) Diploma in Education ( ☐ )
- ii) Bachelors Degree ( ☐ )
- iii) Master of Education ( ☐ )
- iv) Any other (specify)\_\_\_\_\_

3. How long have you served as a teacher?

- i) Less than one year ( ☐ )
- ii) 1-5 years ( ☐ )

- iii) 6-10 years (    )
- iv) 11-15 years (    )
- v) 16-20 years (    )
- vi) 21-25 years (    )
- vii) 26-30 years (    )
- viii) Over 30 years (    )

4. Which classes do you teach?

- i) Form 1 (    )
- ii) Form 2 (    )
- iii) Form 3 (    )
- iv) Form4 (    )

5. How many years have you been a teacher in your current school?

- i) Less than one year (    )
- ii) 1 – 2 years (    )
- iii) 3 – 4 years (    )
- iv) Above five years (    )

6. How many lessons do you teach per week? \_\_\_\_\_

7. Please indicate the type of schools category

- i) Boys boarding (    )      i i) Girls boarding (    )
- iii) Mixed boarding (    )      iv) mixed day and boarding (    )
- v) Any other (specify) \_\_\_\_\_



8. What is the school enrolment per class?

i) Form 1 \_\_\_\_\_

ii) Form 2 \_\_\_\_\_

iii) Form 3 \_\_\_\_\_

iv) Form 4 \_\_\_\_\_

9. Do you have female teachers in your school who are pursuing post graduate studies?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. If yes, how many? \_\_\_\_\_

11. How would you describe the rate at which female teachers are furthering their studies at post graduate level from public secondary schools in Kyuso district?

i] High ( ) ii] Average ( )

iii] Low ( )

**Part B: Socio- economic factors influencing public secondary school female teachers' participation in post graduate studies**

12. Do you have female teachers in your school who are pursuing post graduate studies?

Yes \_\_\_\_\_ No \_\_\_\_\_

13. If yes, how many? \_\_\_\_\_

14. How would you describe the rate of at which female teachers are furthering their studies at post graduate level from public secondary schools in Kyuso district?

i] High ( )

ii] Average ( )

iii] Low ( )

15. Do female teachers pursuing post graduate studies from public secondary schools experience difficulties in striking a balance between their studies and teaching work load?

i) Yes ( )

ii) No ( )

16. If yes, please give an assessment of the difficulties faced by public secondary school female teachers' in striking a balance between their studies and teaching work load. (Tick where appropriate)

Difficulties experienced	Strongly agree	agree	neutral	disagree	Strongly disagree
i) Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Lack of family support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Pressure from work and family chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv)Inflexible course and course selection requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Lack of time and energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please give an assessment of the degree of influence of social factors on public secondary school female teachers' participation in post graduate studies. (Tick where appropriate)

<b>Social factors</b>	<b>Highly influences</b>	<b>Influences</b>	<b>Neutral</b>	<b>Lowly influences</b>
i) Gender stereotyping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Negative attitude towards female education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Lack of control of family resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Individual's social network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Family commitments and household chores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please give an assessment of the influence of economic factors on public secondary school female teachers' participation in post graduate studies. (Tick where appropriate)

<b>Economic factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
i) Inadequate financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Low salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

iii) Many dependants due to unemployment of siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Family financial commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Financial demands for children school fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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19. Do public secondary school female teachers encounter any socio-economic difficulties in pursuing their post graduate studies?

i) Yes (    )      ii) No (    )

20. If yes, please give an assessment of the socio-economic difficulties faced by public secondary school female teachers participating in post graduate studies? (Tick where appropriate)

<b>Socio-economic difficulties faced</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
i) Negative male attitude towards women education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Belief that women's place is in the kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Lack of family support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Family social and financial commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v ) Any other (specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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21. How do they overcome these socio-economic difficulties?

- i) Get loans to finance their education (     )
- ii) Actively participating in family projects (     )
- iii) Encouraging their spouses to further studies (     )
- iv) Any other (specify) \_\_\_\_\_

**Part C: Influence of demand for educational and professional qualifications in employment**

22. Is there demand for post graduate qualifications for females in the labour market today?

- i) Yes (     )
- ii) No (     )

23. If yes, what is causing the demand?

- i) Need for higher academic and professional qualifications (     )
- ii) Need to qualify for top management and leadership positions (     )
- iii) Fit in the status quo (     )
- iv) Competition in the labour market (     )
- v) Any other (specify) \_\_\_\_\_

24. What professional related factors are motivating public secondary school female teachers to participate in post graduate studies?

- i) Need to qualify for promotion to top leadership and management positions (     )

ii) Academic requirements for further studies (     )

iii) Benefits realized from high professional qualifications (     )

iv) Any other (specify) \_\_\_\_\_

25. In your own opinion, what comments would you make in relation to the rate at which female teachers in public secondary schools are furthering their post graduate studies?

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26. What openings in the labour market are motivating public secondary school female teachers to participate in post graduate studies?

i) Deployment as school administrators (     )

ii) Opening at county offices (     )

iii) Employment opportunities in private and NGO sectors (     )

iv) Political aspirations (     )

v) Any other (specify) \_\_\_\_\_

**Part D: Influence of current government policies on public secondary school female teachers' participation in post graduate studies**

27. What government policies are favoring women in education and government positions?

- i) Promotion of women rights (     )
- ii) Gender empowerment in education (     )
- iii) Affirmative action to promote women in education and social development (     )
- iv) Policy of a third representation in the public offices and leadership (     )
- v) Any other (specify) \_\_\_\_\_

28. In your own opinion, how do the government policies motivate public secondary school female teachers to pursue post graduate studies?

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**Part E: Personal characteristics influencing public secondary school female teachers' participation in post graduate studies**

29. Please give an assessment the personal characteristics influencing public secondary school female teachers' participation in post graduate studies? (Tick where appropriate)

Personal characteristics	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
i) Individuals educational qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Attitude towards furthering education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Personal confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Time and energy to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Demands at work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Family support and commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Based on your own assessment, how do these personal characteristics influence public secondary school female teachers' participation in post graduate studies?

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31. In your own opinion, what comments would you make concerning the current status of public secondary school female teachers' participation in post graduate studies?

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32. What measures would be put in place to ensure effective participation of public secondary school female teachers' in post graduate studies?

i) Subsidization of university education by government (     )

ii) Allow study leave to allow adequate time (     )

iii) Decentralize post graduate studies to district levels (     )

iv) Promote post graduates to higher positions (     )

v) Any other (specify) \_\_\_\_\_

**APPENDIX V: Number of public secondary school female teachers pursuing post graduate studies in Kyuso and other districts with similar environmental and climatic conditions**

District /Year	Total no. of female teachers					No. of female teachers pursuing post graduate studies				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Mwingi Central	201	192	198	180	166	9	15	22	27	32
Kyuso	97	100	138	130	124	5	11	21	30	46
Mwingi East	-	-	-	90	100	-	-	-	8	15

Source: MOE, (2011)