

**FACTORS INFLUENCING FEMALE TEACHERS' PROGRESSION  
INTO LEADERSHIP POSITIONS IN PUBLIC SECONDARY SCHOOLS  
IN TRANS-NZOIA EAST DISTRICT, KENYA**

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**DECLARATION**

This is my original work and has not been presented for a degree in any other university

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## **DEDICATION**

This research project is dedicated to my family, my loving husband Mr. Samson Siwa, my daughters Brenda, Cynthia, Sandra and Maryann, who have been my support and source of inspiration .May God richly bless you.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>EFA</b>	Education for All
<b>FAWE</b>	Forum for African Women educationists
<b>KEMI</b>	Kenya Education Management Institute
<b>MDGs</b>	Millennium Development Goals
<b>MOEST</b>	Ministry of Education Science and Technology
<b>SRSM</b>	Gender Responsive School Model
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of the study was to investigate the factors influencing female teachers' progression to leadership position in public secondary schools in Trans-Nzoia East District, Kenya. The objectives were to assess female teachers' academic qualification, cultural beliefs, female teachers' attitude towards leadership roles and gender roles in relation to their progression into leadership of public secondary schools in the district. The study was based on the equity theory of leadership which attempts to explain relational satisfaction in terms of perceptions of fair distribution of resources within interpersonal relationship. The study adopted a descriptive survey design. The target population of the study comprised of 52 public secondary schools, 52 principals, 408 teachers and 1 Educational Officer. The sample size comprised of 14 mixed public secondary schools in Trans-Nzoia East district. A sample of 1 DEO, 14 principals and 130 teachers was used for the study. An interview guide for the DEO and two questionnaires were used to collect data. Test-retest method was used to test the reliability of the tools. All the 14 head teachers' questionnaires (100%) and 130 teachers questionnaires (95.6%) were returned. Thus, a questionnaire return rate of 96% was achieved which was deemed very good for data analysis.

The major findings of the study revealed that there were ten male principals (71.8%) and four female principals (28.2%). The study findings also indicated that academic qualification and experience are no longer a hindrance to women appointment to leadership positions in public secondary school. Cultural beliefs, values and practices contribute to low participation of women in leadership in public secondary schools. Gender roles interfere more with women's performance of school duties as compared to male teachers. The findings further established that female teachers have a negative attitude towards leadership roles and therefore, are reluctant to apply for leadership positions.

In the light of the research findings the researcher made the following recommendations; Although social norms and traditional mind-sets are difficult to change over a short time the collaboration efforts involving stakeholders beyond education should be encouraged and sustained for continued progress towards gender equality in the society. The government through the Teachers' Service Commission should motivate female teachers to leadership through incentives. The Ministry of Education should encourage in-service courses on educational management to create awareness to all teachers on administrative roles. The study suggested that a study should be carried out to investigate the relationship between gender and leadership styles.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

There is a gender gap in educational management, globally and particularly in Kenya. For example an investigation by United Nations Educational, Scientific and Cultural Organization (UNESCO, 1999) showed that although the number of women employed in the education sector is relatively high, they are under-represented in educational management in most countries of the world. Globally, less than 20% of managers and 6% or less of senior management are women (United Nations, 1995).

The Australian Department of Education, secretary Geoff Spring, at a 1998 Conference, said “Women make up almost 70% of the workforce in school education, are highly qualified and achieving increasing success as they seek to obtain formal leadership roles but there are considerable distance to be travelled before women are present in leadership roles in the same ratio as men in the education workforce” (Spring, 1998). A review of literature by authorities such as Logan (1999), Peterson and Runyan (1999), Davidson and Burke (1994), Shakeshaft (1989), and Coleman (1994), among others, reflects much debate and discourse about the principal reasons for the under-representation of women in educational management. However, it is clear that this mainly concerns developed countries such as the UK and the USA. In South Africa, the issue has received the

attention of some researchers in the past years (Greyvenstein & Westhuizen, 1992).

Lynch (2004) found that in America, women are outnumbered by men in educational management. In a similar study, Adkinson (1990) found that men solely dominate higher ranks in the Ministry of Education in Britain. This is also true in Australia as proved by a study carried out by Limerick and Lingard (1995). According to Davies (1992), women in third world countries are no better, in educational management, the proportion of female head teachers, inspectors, or senior ministry personnel bears no relation to their proportions in the teaching force. Women are under-represented in management positions in third world countries. Chisholm (2005) observes that in many African countries, teaching profession is considered to be a woman's career. As a result, they are represented statistically as opposed to other science based careers. He further observes that though women dominate the teaching profession, their presence in educational administration is completely low.

Kenya has always strived to achieve gender equality since its political independence in 1963. Over the years, in its continued commitment to the removal of all forms of sex discrimination in the society, the government has alluded to several national and international gender declarations and conventions. Among these are the 1979 United Nations Convention on the Elimination of all



Forms of Discrimination against Women (CEDAW) (National Gender Policy, 2004). In many countries, concerns about gender disparities in education have focused on student performance, particularly "in terms of under-achievement of girls, differences in access at various levels of schooling, dropout rates and subjects taken and these have evoked a range of explanations and policies around gender gaps in educational outcomes" (Davies, 1990). However, the question of gender disparities in the management structures of schools and colleges has received little attention, despite the fact that "there is recognition in education of both the importance of equal opportunity and the strengths that women bring to management" (Coleman, 1994).

In Kenya there have been some debates on women and leadership which led to the development of policies intended to increase women's participation in decision making positions generally and in school headships in particular. However, it has not been clearly established why under-representation of women still persists. Onsongo (2002) found that women are under-represented in university management in Kenya. Onsongo (2002)'s study is supported by Wanjama (2002) who found out that there are fewer women in higher levels of educational management in Kenya. In a related study, Chelimo and Wasyanju (2007) also found that there are fewer women than men in educational management in Kenya. Hence the government came up with the policy that a third of management posts

in education should be occupied by women by the year 2010 (Republic of Kenya, 2005).

Though teaching is one profession where women participate in relatively large numbers, they tend to fade out as one ascends the education ladder from pre-primary to tertiary and to management and policy levels (ADEA Working Group, 1993). The fact that management of primary and secondary schools show a trend of male dominance seems to disadvantage the girl child's vision of being a leader as a result of lack of role modeling by female teachers being in leadership positions. A workshop by a National Task Force on Gender and Education held in October 1996 identified critical gender gaps in the professional personnel that manage education in the country both at the ministry's headquarters and in the field.

In response to the persistent gender disparity in decision-making positions in Kenya, the government introduced the gender affirmative action policy in the new constitution Article 81 (2010). In turn, the Public Service Commission responded to the affirmative action policy by coming up with specific policies meant to expedite the promotion of women teachers to headship positions in both primary and secondary schools. Several measures have been taken to speed up the promotion of more women teachers to school leadership positions. (Republic of Kenya 2011)

It can be seen from this background that in Kenya, policies and legislations have been put in place designed to address the problem of women's under-representation in positions of educational leadership, yet gender inequalities persist. Hence this study investigated and analyzed the factors that women teachers consider as barriers to their advancement to headship positions in secondary schools in Trans-Nzoia East District in Kenya. Specifically, the study sought to identify factors perceived by women teachers and school heads to be causes of persistent under-representation of women in school headship positions.

### **1.2 Statement of the problem**

Women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social activity (Constitution of Kenya, 2010). Even though women form more than half the population of Kenya they are grossly underrepresented in leadership and decision making positions. Mbilinyi (1992) asserts that living out women in policy and decision making implies living out experiences of half the countries' population. The executive director of UN women says 'when more women are leaders decisions better reflect and respond to the diverse needs of the society' (Bachelet, 2012). Furthermore female role models particularly in leadership positions in schools, are important in encouraging the enrolment and retention of female students and their vision of being future leaders

In Kenya women presently constitute a large majority share of the teaching profession, yet they are still under represented in educational administration. Thus, the common assertion, that ‘women teach and men manage’ in schools still holds true despite a multitude of strategies to rectify the gender imbalance in educational management, (Greyvenstein & Van der Westhuizen 1992). Gender imbalances still manifest in the management of public secondary schools in Trans-nzoia East District which out of 52 secondary schools, only nine are headed by women, considering other administrative posts in the structure of secondary schools, that is, deputy headship and head of departments women representation is generally low. There was therefore need for the study to ascertain whether female teachers attitude towards leadership, gender roles, cultural beliefs and educational qualification inhibit their progression into leadership positions of public secondary schools in Trans-Nzoia East District, Trans-Nzoia county.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the factors influencing female teachers’ progression into leadership positions in public secondary schools in Trans-Nzoia East District, Kenya.

### **1.4 Objectives of the study**

The study investigated the factors that women teachers consider as barriers to their advancement to headship positions in Kenyan secondary schools. In particular the study's interest was;

- i. To establish the extent to which educational qualification of female teachers influence their appointment to leadership positions in public secondary schools.
- ii. To determine the extent to which cultural beliefs influence participation of female teachers in leadership in public secondary schools
- iii. To examine the extent to which female teachers attitude towards headship roles hinder their participation in leadership in public secondary schools.
- iv. To determine the effect of gender roles on female teachers' participation in leadership in public secondary schools.

### **1.5 Research questions**

- i. To what extent does the education qualification of female teachers inhibit their appointment to leadership positions in public secondary schools?
- ii. What is the influence of cultural beliefs on low participation of female teachers in leadership in public secondary schools?
- iii. To what extent does female teachers' attitude towards headship roles influence their participation in leadership in public secondary schools?
- iv. To what extent do gender roles hinder women from aspiring and taking up positions of leadership in public secondary schools?

### **1.6 Significance of the study**

The findings may contribute in changing the society's perception on gender role based on dynamics brought about by formal education. The study may sensitize educational policy maker on the extent to which gender disparities exist in secondary schools leadership thereby influence future policies and practices. The study is hoped to be an eye opener to female teachers to realize their leadership potential, therefore, have a positive attitude towards leadership of educational institutions. Kenya Educational Management Institute (KEMI) is likely to utilize this information in designing the best approach of ensuring gender equality in management and administration of educational institutions. The result of the study may form a basis for further research on women and leadership. The research findings may be useful in initiating changes in the enhancement of participation of women in leadership positions in learning institutions.

### **1.7 Limitations of the study**

The study only covered secondary schools in Trans-Nzoia East district due to limited time and financial resources that were available to the researcher.

The questionnaires were designed in a structured way so as to provide responses that were relevant to the study objectives. The researcher administered the questionnaires personally and assured the respondents of the importance of their response.

Secondary schools in the district are geographically far apart complicating the research. To address this limitation the researcher looked for convenient means of transport to travel between schools like motor bike or taxi hire.

### **1.8 Delimitations of the study**

These are boundaries of the study (Best and Khan, 2003). The research study was confined to public secondary school in Trans-Nzoia East district which consists of two divisions with 52 schools living out private schools because their management approach is different.

Head teachers and teachers were selected from 30% of the target population.

The study only focused on factors that hinder female teachers from progressing to positions of leaderships in public secondary schools.

### **1.9 Basic assumptions of the study**

- i. The study was based on the assumption that the respondents; the educational officers, head teachers and teachers provided sincere and honest views that were accurate and relevant to the study.
- ii. That the respondents understood each of the elements in the data collection instruments.
- iii. That the tests administered to the respondents were valid measures of the objectives of the study.

### **1.10 Definition of significant terms**

**Attitude** refers to a favorable or unfavorable response towards leadership displayed by male and female teachers.

**Gender** denotes the social meaning of male and female and what different societies regard as normal and appropriate behavior, attitudes and attributes for men and women

**Gender discrimination** refers to unequal treatment to female and male teachers based on their gender.

**Gender roles** refer to the duties which female teachers are expected to perform at home before starting office duties. ie roles of a mother and wife

**Leader** refers to someone who heads an educational institution, controls, coordinates and directs the staff in achieving goals and objectives of the institution.

**Perception** refers to how female teachers view leadership and how they interpret leadership roles.

### **1.11 Organization of the study**

This study is organized in five chapters: chapter one consists of background to the study, the statement of the problem, purpose of the study, limitation of the study, delimitation of the study, assumption of the study, definition of the significant terms and the organization of the study. Chapter two deals with literature review, theoretical and conceptual frameworks. Chapter three entails research methodology under the following sub-areas: research design, target population, sample size and sampling procedure, research instrument, validity and reliability



of the instrument, data collection procedure and data analysis techniques. Chapter four deals with analysis, interpretation and discussion of the findings. Chapter five deals with the summary of the study, conclusions of the study, recommendations arising from the study and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The review is focused on women in educational administration, gender inequality in educational administration and factors that influence participation of women in educational leadership. It will be presented under gender inequality and leadership, education qualification and leadership, cultural beliefs and female leadership, female teachers' attitudes in relation to leadership, effects of gender roles on female teachers' participation in leadership, summary of literature review, theoretical framework and conceptual framework on progression of female teachers to leadership positions

#### **2.2 Gender inequality and leadership**

Nearly all societies in the world share in common the problems of women subordination. Occupational segregation by gender constitutes a major social problem for working women; this occurs when women's work can be clearly distinguished from men's and when concentration of men and women appear at different levels in work hierarchies, that is, vertical job segregation (Blau and Ferber, 1992).

A survey conducted by the Executive Educator and Xavier University (1992), revealed that in 1990's women held 37.7% of the elementary school principal positions, followed by 20.5% at the junior high/middle school level and 12% at the high school level in Britain. Concerns about gender disparities within

education have been long standing in many parts of the world. Davies, (1990) and Shakeshaft, (1995).

In Kenya, the new constitution gives women more opportunities to participate effectively in decision making nationally and in the devolved governance structures, but as Davies (1990) notes, although most developing countries refer to gender equality in their policies documents, they have done very little to fulfill these noble objectives. Recently, the issue of equity in educational administration has become of increasing concern to educational policy makers especially in developing countries. In Kenya the Gender Policy in Education (2007) indicates that women are grossly underrepresented in governance of public affairs. The policy further shows that the governance and management of education is equally male dominated (Republic of Kenya, 2007).

### **2.3 Education qualification and leadership**

It must be understood that historically, education in Sub-Saharan Africa and even Asia was initially available only to males. This then entails that women were from the onset disadvantaged in the formal employment sector since jobs in this sector are mainly negotiable through acquisition of education and skills. It has been reported that even in Latin America where the expansion of educational system started earlier, women were denied formal education during colonialism but often received instructions to enable them perform domestic tasks and raise their children (Avalos, 2003). Women's inadequate access to education has been seen as the source of the various discriminations that they suffer today (Afigbo, 1991).

Ideally education trains manpower for the economy, helps to fully develop the potentials of individuals and helps such individuals consummate employment opportunities (Ali, 1988). In other words formal education ideally enhances labour forces participation of women, for it broadens their experience and gives them access to new resources and skills (Shaheed, 1995).male enrolment rate at the university outnumbers females (Government of Kenya, 2005). According to the Ministry of Education (Government of Kenya, 2007), gender disparity in enrolment in teacher education at secondary schools was high. Between 1999 and 2003 the average enrolment of females at secondary teaching training colleges was 44.3%. At the university level, enrolment in teacher education degree programmes reveals a wide gender disparity in favour of males. In the 2002/2003 to 2004/2005 academic years of those enrolled in teacher education programmes in public universities, only 39.8% were females.

According to TSC (2005), promotions of teachers from one grade to another are governed by the relevant schemes of service and such teachers may be deployed by the commission in administrative posts such as principals.

In Britain, a survey carried out on headship promotions found out that promotion of males to headship at the secondary school level was more likely than women. As much as the gender split at the secondary level was more even with 56% of teachers being females and 44% males, 65% of the male teachers were secondary school head teachers (Gender & Education, 2003).

## **2.4 Cultural beliefs and female leadership**

Researchers have long found that people think “male” when they think “leader,” and that this result transcends many cultural differences. Because of perceived incompatibility between the requirements of femininity and those of leadership, women are often required to “soften” their leadership styles to gain the approval of their constituents.

The socialization of the girl child in many societies is to blame for perceived inabilities on the part of women. To quote Emmett (2001), “The life passages of women are not sacramentalised, celebrated or even acknowledged”. This is illustrative of the position ascribed to women, right from the birth of the girl child, in comparison to the boy child and the subsequent position of men in society. In many African cultures, the rituals and rites of passage pertaining to the boy child nurture them for leadership positions, whether at local or national levels of governance, in business, politics or public administration. Religion tends to cement these cultural norms.

Despite the societal mandates used to increase the number of women in leadership positions (e.g., various legal measures such as affirmative action), the traditional stereotypes remain. These stereotypes still exert a powerful influence and are at least partially to blame both for women’s difficulty in attaining leadership positions and for society’s struggle to accept them. Because women do not fit the stereotypical leader mold, those who want to be leaders usually need to be

extremely well qualified, have proven records of accomplishments, and be over prepared for their positions. Once these positions are attained, women are often expected to “behave just like their male counterparts rather than enhancing their roles with the new and varied talents and fresh perspectives they might bring” (Shavlik and Touchton, 1988, p. 101).

Denmark (2003), speculated that sex role stereotypes accounted for the lack of women in leadership positions. Early research on sex role stereotypes in the late 1960s and early 1970s revealed that men were seen as more competent, and women were seen as warm or expressive. At that time, masculinity and femininity were seen as opposites. Men were expected to be masculine and women were to be feminine-and anyone who fell in the middle was considered maladjusted or in need of help (Powell & Butterfield, 1989).

The female sex role stereotype labels women as less competent and warmer emotionally than men, but the stereotype of the effective manager matches the masculine stereotype of competence, toughness, and lacking in warmth (Bass, 1981). Recent research (Powell & Butterfield, 1989) shows that the “good manager” is still described as masculine despite the growing number of women managers. This overlap between “good manager” and typical male has been found in other studies. Again, the inference is that “maleness” equates with leadership and “femaleness” does not. Powell and Butterfield warn of the possible hazardous effects on one’s career of deviating from the dominant management style in an

organization. Complicating matters is the fact that subordinates respond differently to the same behavior depending on whether it is exhibited by a male or female leader (Russell, 1988).

Given the issues raised so far, it is not surprising to learn that, in order for women to be accepted in leadership roles, they must often have external endorsements. Particularly in competitive, highly-masculinized contexts, simply having leadership training or task-related expertise does not guarantee a woman's success unless accompanied by legitimation by another established leader. Gender stereotypes interfere with observers' ability to see women's competence; it is sometimes necessary to for a high-status other to provide them with credibility.

### **2.5 Female teachers' attitudes in relation to leadership**

It has been argued that women themselves are often reluctant to run for leadership positions and this is partly attributed to cultural prohibitions on women speaking in public or going to public places. Political campaigning for instance requires that one travel extensively, spend nights away from home, go into bars, and for women it means meeting men. All of these things are not easily accepted for women in many African societies (Tripp, 2001). Women who vie for public office have to consider the risk of being labeled 'loose' or 'unfit' as mothers and wives, and being socially stigmatized.

There is evidence that women may be more aware than men of the potential costs of leadership. Women do worry about the contradictions between acceptable

feminine behavior and the requirements of leadership positions. Young women asked to imagine themselves in powerful positions rate such positions as be less positive than young men do. Furthermore, the women betray awareness of the possibility that relationship problems could ensue if they were to hold such positions. Some describe themselves as potentially very unlikable in such roles, using words such as “dominating, aggressive,” “opinionated,” “power hungry, ... mean,” “bossy, direct and aggressive.” Clearly, they recognize the near-impossibility of “softening” one’s image while yet maintaining the air of authority, determination and competence necessary to convince others that one can exercise strong leadership. As such, it is little wonder that many women are hesitant to take up positions of leadership because of the stress involved. For women who do seek leadership positions, some factors that contribute to this stress include balancing work and family, domestic violence and discrimination (Cole, 2006, Gardiner & Tiggermann, 1999).

In the African context, the work and family dichotomy is filled with many contradictions for women that provoke stress. Similar issues have been raised regarding educated Chinese women. Qin (2000), in examining the development of female college students in China, found that several factors combine to restrict their desire to become successful career women. These include traditional prejudice, social pressures, women’s sensitivity to people’s misconception of successful women, and the tendency of men to choose ‘family-oriented’ wives.



These women even fear being more capable than men and as a result shy away from leadership.

In many institutions women's attainment of leadership positions has been facilitated by the implementation of employment equity policies and affirmative action. However, because of this there is the perception that one was 'let in,' and even the most capable women are viewed with suspicion. Leadership for women is not an easy task, and, as observed by Moutlana (2001), moving up and staying at the top is not necessarily filled with joy. Other literature on women's leadership in higher education reveals that women are less likely than men to participate in upper levels of administration (Tedrow, 1999). This author advances the theory that there is some kind of 'success-avoidance' by women that influences their leadership ability or interest in leadership positions. In Kenya advocacy in educational leadership has tended to rely upon and respond to government legislation on equity rather than being something that women in the sector actively struggle for Constitution of Kenya, (2010)

## **2.6 Effects of gender roles on female teachers' participation in leadership**

The lack of time due to women's reproductive roles is also mentioned as a limitation to women's participation in leadership (Shayo, 2005). U.S. research indicates employment is the outcome of different opportunities and accumulated advantages for men (Schlozman, 1999), and cross-nationally it is clear that women in industrialized democracies spend more time on housework than their

male partners even when both partners work full time (Batalova and Cohen 2002; Knudsen and Waerness 2008). Thus, being employed may have a negative effect on women's participation due to accumulated indirect disadvantages and a direct lack of leisure time that may not affect men's participation as strongly. Along these lines, Schlozman (1999), find that women's leadership participation declines with hours on the job, but not men's. For women, leadership roles is a burden added on to their child-care, home, and family responsibilities, a phenomenon referred to as the 'double shift' in Sader, (2005). These observations are also true of women in higher education. In addition to issues of family responsibility that make it difficult for women to advance, cultural beliefs about the roles of men and women inhibit women's advancement to top leadership

Marriage and parenthood are anticipated to have a stronger negative effect among women than among men, where marriage may even boost participation (Rotolo 2000). Once married, women's leisure time declines to a greater extent than men's, and women tend to increase the amount of time spent on housework, whereas men's contribution decreases (Gupta 1999; Sayer 2005). Thus, marriage might lower leadership participation among women and boost it among men (Rotolo 2000). This is expected to be particularly the case for resource-demanding activities such as collective types of actions, which expect participants to be at a certain place at a certain time (regardless of financial, familial, or time limitations). As with marriage, Dutch findings indicate divorce changes the resources that people have, and the effect is generally stronger and more negative

for women (Poortman 2000). Hence, the effect of separation may be more negative for women than for men. As for marriage, we anticipate these gender differences to occur particularly for time-demanding activities which are not easily incorporated into daily life.

With regard to conditions of gender positioning, Hojgaard (2002) looked at marital status, presence of children and distribution of work at home. The male leaders were more likely to be married, while a higher proportion of women leaders were divorced or independently living together. Furthermore, a higher proportion of women had no children. The partners of female leaders were also more likely to be working full time, while among the partners of male leaders (especially business leaders) there was a high proportion of part time work and full time housewives. Two thirds of male leaders did little or no housework, indicating that most male leaders (unlike female leaders) are relieved of the burdens associated with family life and can devote all their energy to their jobs.

## **2.7 Summary of literature review**

From the literature review it is apparent that there is gender disparity in educational administration with vertical job segregation 'where women concentrate in teaching rather than administrative duties'. Thus the common assumption that women teach and men manage (Greyvenstein & Westhuizen, (1992). Afigbo (1991), says that women's inadequate access to education has been seen as the source of the various discriminations that they suffer today.

Denmark (2003), on the other hand argues that sex role stereotypes account for the lack of female teachers in leadership positions. Cultural beliefs, values and practices also negatively influence career development of female teachers. Some groups are still opposed to constitutional changes leading to equality of both genders in leadership for example the 2005 Kenya national Referendum highly considered women for leadership posts but it was rejected on the grounds that it would upset the natural order of men not being equal with women (Obonyo & Orlale, 2006). From the above debates it is eminent that factors hindering female teachers progression has not been exhaustively studied thus the justification for this study.

## **2.8 Theoretical framework**

The Study is guided by the Equity Theory. This theory was proposed by John Stacey Adams in 1965, cited in Nzuve (2007). The theory attempts to explain relational satisfaction in terms of perceptions of fair distribution of resources within interpersonal relationship. Adams asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it. The belief is that people value fair treatment which causes them to either be satisfied or dissatisfied, to keep the fairness maintained within the relationship of the co-workers and the organization, the criteria for promotion should be based on ability and will and not based on gender discrimination.

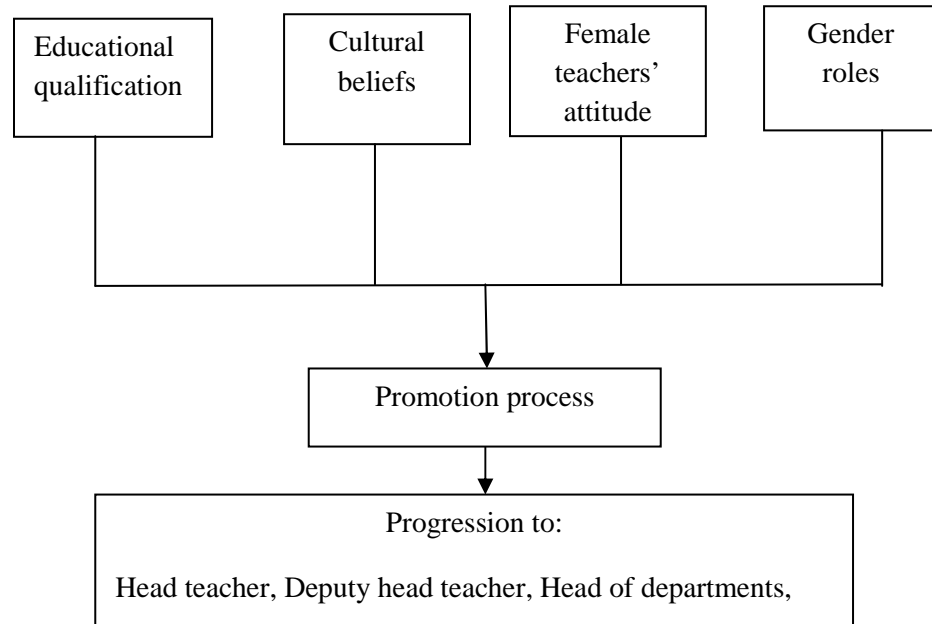
Female teachers in Trans Nzoia East District are not progressing into leadership positions although they are equally trained and academically qualified as their

male counterparts. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization, considering that female teachers outnumber male teachers in the district they also need to feature in the same proportion as males in leadership of public secondary schools in the district. Gender bias in educational management in Transnzoia district could have major implications as female teachers may be demoralized by the lack of opportunity for professional development (Hungu, 2011). Educational qualification of female teachers, cultural beliefs, female teachers' attitude towards leadership roles and domestic gender roles are deemed to cause the gender inequity in leadership of public secondary schools in Trans Nzoia East district.

## **2.9 Conceptual framework on progression of female teachers to leadership positions**

The conceptual framework postulates that factors that may influence the participation of women in the management of education include educational qualification, cultural beliefs, female teachers' attitude towards leadership and gender roles. It is conceptualized that these factors are interdependent and they may influence the participation of women in educational management.

**Figure 2.1 Progression of female teachers to leadership positions**



This conceptual framework is illustrating the factors that influence female teachers' progression into leadership of public secondary schools. The independent variables are educational qualification, cultural beliefs, gender roles and female teachers. attitude towards leadership roles. The dependent variables are the leadership positions i.e. headship, deputy headship and head of departments. The independent variables as shown in figures 2.1 influences female teachers progression into leadership position.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter constitutes the procedures and methods, employed in the study. These include the research design, description of the study area, study sample and sampling procedure, data collection procedure, development of research instruments, and validity and reliability of research instruments and description of data analysis.

#### **3.2. The Research design**

In this study the descriptive survey research design was adopted. This involved collection of quantitative and qualitative data in an attempt to answer the research questions. Descriptive survey research enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. This design was therefore, deemed appropriate, as it enables the researcher to reach as many respondents as possible within a short time.

According to Oso and Onen (2005), surveys are justifiable by considering issues of economy of the design, rapid data collection, and ability to understand populations from a part of it. For these reasons, a survey design proved to be an appropriate choice for addressing the questions that were considered in this study.

### **3.3 Target population**

Mugenda and Mugenda (1999), define population as an entire group of individuals, events or having common observable characteristics. The target population for this study comprised of 52 public secondary schools in Trans Nzoia East district. The target population of the study comprised of; 52 head teachers, 408 teachers and one Education Officer (DEO's office Trans-Nzoia East district, 2013).

### **3.4 Sample size and sampling procedures**

A sample is a small proportion of a population selected for observation and analysis (Best and Khan, 2004). They further argue that 30% of the target population is enough for the study. Stratified sampling procedure was used to select mixed schools from the 52 public secondary schools where all the five girls' schools and three boys' secondary schools did not participate in the study. Simple random sampling was used to select 30 percent of the remaining 44 mixed secondary schools to have a total number of 14 schools used in the study. The 14 head teachers of the sampled schools participated in the study. Simple random sampling was used to select 30 percent of the 408 teachers summing to 136 teachers. The District Education officer of Trans Nzoia District participated in the study. The sample size of the study, therefore consisted of a total of 151 respondents.



### **3.4 Data collection instruments**

Data collection involved use of questionnaire and interviews. Questionnaire was the main data collection instrument. Structured questionnaire was developed and administered. This ensured that the many questions asked were strictly answered within the context of the research objectives. Each item in the questionnaire was developed to address a specific objective. The questionnaire was developed and administered to all the respondents by the researcher personally. Questionnaires comprised of two section; section A and Section B. Section A consisted of respondents demographic information while section B consisted of information on factors influencing female teachers progression into leadership.

Interview schedules with questions of semi-structured and unstructured types were used to collect information from the teachers. The interview questions were similar in intent with the questionnaire to give validity to the responses received and check the consistency of responses. Respondents were taken through the questions by the researcher personally to ensure that the research intentions were consistently adhered to. Semi-structured interviews were compatible with feminist ideals in that they offered women the chance to speak out on the issues that concern them and to construct an agenda on matters of central importance rather than the researchers imposing their own views on them (Mahlase, 1997). All the interviews were held in the interviewees' offices during working hours. Each interview session was roughly 60 minutes long. Bennett, Glatter and Le Vacic

(1994) point out that "spending an equal amount of interview time with each interviewee ensures consistency which leads to trustworthiness of the study".

### **3.5 Instrument validity**

Validity refers to the extent to which an instrument measures what it is supposed to measure (Fraenkel & Wallen, 2002). To establish the scientific credibility of the study, data collection procedures were designed keeping in mind the tests of internal validity. To test validity of the designed and developed instruments, the instruments were availed to the supervisors and colleagues from within the University who then guided the researcher and advised accordingly on the ways of improving the research instruments before commencing data collection.

### **3.6 Instrument reliability**

The test-retest technique was used to test the consistence of the instrument. This is where the instrument was administered to the same group twice. If the instrument is reliable, the individuals taking the test are supposed to score the same or similar scores in the second test as they did the first one. To ensure reliability of the findings, there was a time lapse of two weeks between the first test and the second test for within this short period of time, the respondents were in a position to remember what they wrote in the first test. The researcher personally administered the questionnaires to the respondents. This rouse the response rate in them for she was able to establish rapport and trust with the respondents Gay & Airasian

(2003). The respondents gave frank answers to sensitive questions because they were not be required to disclose their identity Mulusa (1990). At the same time, the researcher was able to explain the purpose of the research and how it was to benefit the respondents, hence motivating them to respond. The scores from test one and test two were correlated to get the reliability of the instruments using Pearson’s Product Moment coefficient correlation.

Thus:

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\frac{\sum X^2 - (\sum x)^2}{N}\right) \left(\frac{\sum y^2 - (\sum y)^2}{N}\right)}}$$

Where N = Number of respondents

X = Scores from test one

Y= Scores from test two

A correlation coefficient, which that ranged from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. The larger the absolute value of the number, the stronger the relationship whether it be positive or negative Best & Kahn (1989). Therefore, the higher the correlation coefficient the higher the test-retest reliability.

### **3.7 Data collection procedures**

A research permit was obtained from the National Council for Science and Technology. The researcher also reported to the District Commissioner (D.C), Trans Nzoia East District and to the District Education Officer (DEO) Trans Nzoia East District to obtain authorization to conduct the study. The researcher also obtained permission from each head teacher to conduct the research in the schools. Questionnaires were administered directly to the respondents by the researcher and collected immediately after they were filled. The respondents were assured that confidentiality would be maintained in dealing with their responses.

### **3.7 Data analysis techniques**

The data was edited first to identify the errors made by respondents. Data collected was analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistic techniques and presented as frequencies, percentages and means using Statistical Package for Social Sciences (SPSS). Qualitative data was analyzed by organizing data into themes or topics guided by research questions and then establishing the relationship among these themes or topics.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents and discusses the findings of the study. The study was to investigate the factors influencing progression of female teachers into headship in Trans-Nzoia East district, Kenya. Data was collected and interpreted in reflect of the research objectives. Factors hindering gender equality in leadership were compiled into frequencies, percentages and presented in tables and pie charts.

#### **4.2 Questionnaire return rate**

Two questionnaires were used to collect data from 14 secondary school principals and 136 teachers. An interview schedule was used for the Educational officer. Therefore, 150 questionnaires and one interview guide were administered. All the 14 head teachers' questionnaire were returned (100%) and 130 teachers' questionnaire ((95.6%), hence a total of 144 questionnaires (96.0%) were returned. This response was considered satisfactory for the purpose of the study (Heyneman, 1976). The respondents were quite cooperative in the exercise and the data collected was taken to be a true representation of the respondents' views.

#### **4.3 Demographic information**

Leadership quality is highly dependent on the individual's personal characteristics, therefore, the research sought to establish the respondents' personal information that comprised of gender, age, academic and professional

qualifications, marital status and the teaching experience to identify whether they hindered progression into leadership.

#### 4.3.1 Respondents' gender

To determine the distribution, principals and teachers were requested to indicate their gender. The responses were as shown on table 4.1.

**Table 4.1 Distribution of respondents' gender**

Gender	Principals		Teachers	
	Freq	%	Freq	%
Male	10	71.4	56	43.1
Female	4	28.6	74	56.9
<b>Total</b>	<b>14</b>	<b>100.00</b>	<b>130</b>	<b>100.00</b>

The study findings showed that majority of the principals were males. These findings can be attributed to the notion that female teachers are reluctant to take up leadership positions. This negative perception about leadership may have contributed to having low female leaders in schools. It was however, noted that the government policy on gender equality has not been fully implemented in the district since the male gender representation still dominates leadership of public secondary schools. These findings are inline with Davies (1990), who says gender disparity in educational leadership has been long standing in many parts of the world.

Data on teachers reveal that majority of the teachers were females. Though there was no much gap between the gender representation, which means the government policy on gender mainstreaming which requires a 30% gender representation is seen to have worked. These findings can be attributed to the fact that females prefer art based careers as opposed to science based careers where males dominate (Chisholm, 2005).

#### **4.3.2 Deputy head teachers' gender**

Though teaching is one profession where women participate in relatively large numbers they tend to fade out as one ascends the education ladder. Thus the study sought to find out the gender of the deputy head teachers to compare the gender distribution in the post in relation to gender distribution of principals and presented the findings in Table 4.2.

**Table 4.2 Deputy head teachers' and head of departments' gender distribution**

<b>Gender</b>	<b>Deputy headteachers</b>		<b>Head of department</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Male	6	42.9	28	28.6
Female	8	57.1	70	71.4
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>98</b>	<b>100.0</b>

The findings in table 4.2 show that, female teachers dominated these positions as opposed to headship. These findings confirm that females are found in lower hierarchies of education management, as their representation greatly increases in head of department post. These findings can be attributed to the fact that female teachers fear being posted away from their families thus they take up positions that would maintain them in their current stations. A workshop by a National Task force on Gender and Education (1996) identified critical gender gaps in the professional personnel that manage education both at the ministry head quarters and in the field with females being found at the bottom.

The researcher further sought to establish the respondents' marital status and presented the findings as follows.

#### **4.3.3 Marital status**

Marital obligations are believed to hinder female teachers from seeking leadership positions. The researcher sought from the principals their marital status to identify whether it had an effect on their progression to leadership. The responses were tabulated in the table 4.3.



**Table 4.3 Respondents' marital status**

<b>Marital Status</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Married	10	71.4	95	73.1
Single	4	28.6	35	26.9
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

From the study findings, majority of the principals indicated that they were married, from the principals who indicated that they were not married (N= 4) three were females. This implies that marital responsibilities such as motherhood and domestic chores, is one of the factors that hinder female teachers from progressing to leadership. Majority of the teachers are married which implies that these could be the underlying reason for their underrepresentation in leadership of public secondary schools in the district. This was also confirmed by the DEO who stated that female teachers in the district try to balance family commitment than career progression. These findings were in line with Rotolo (2000), who says marriage and parenthood are anticipated to have a stronger negative effect among women than among men.

#### 4.3.4 Respondents age

Professional maturity of an individual is determined by age, thus the researcher sought to find out the age of the respondents. The findings were tabulated in Table 4.4.

**Table 4.4 Distribution of respondents' age**

Age	Principals		Teacher	
	Freq	Percentage	Freq	Percentage
20 – 29	0	0	35	26.9
30 – 39	0	0	44	32.8
40 – 49	8	78.6	37	28.5
Over 50	3	21.4	14	10.8
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The research findings show that all the principals were above 40 years of age. This suggests that for one to be appointed into leadership one must be at least 39 years of age. The results also indicated that most preferred leadership age is between 40 and 50 years, which implies teachers with over 40 years have acquired the required experience to become leaders. Most of the teachers were aged between 20 to 30 years of age. This triggered the researcher to find out on the academic qualification of the respondents, the findings were presented below.

#### 4.3.5 Respondents' academic qualifications

The purpose of seeking information on academic/professional qualification information was to find out if the principals and teachers in the district are endowed professionally to handle leadership matters. The head teachers' and teachers' academic qualifications are shown in Table 4.5.

**Table 4.5 Distribution of respondents' academic qualifications**

Qualification	Principal		Teachers	
	Freq	%	Freq	%
PhD	1	7.1	0	0
Masters Degree	3	21.4	5	3.8
B. Ed	8	57.1	97	74.6
PGDE	2	14.3	28	21.5
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

Table 4.5 shows that most of the principals indicated that they hold Bachelor of education degree as their highest academic qualification. This confirms that all the head teachers in the district were qualified and well equipped to head their respective institutions. The findings concur with Ali (2003), who states that ideally education trains manpower for the economy, helps to fully develop the potential of individuals and helps such individuals consummate employment opportunities. Eshiwani (1993), argue that academic and professional qualification have significant influence on pupils' achievement. It was therefore

encouraging to find out that most of the teachers in the district had acquired higher academic qualifications which implied that teachers in the district were adequately equipped with knowledge on academic and leadership matters. Further the researcher sought to determine teaching experience of the respondents' influenced their progression into leadership.

#### **4.3.6 Teaching experience**

The duration one has taken in a profession determines their advancement. Thus, the researcher sought to establish the teaching experience of the respondents. The aim of seeking this information was to find out if teaching experience influences their progression into leadership. The findings were presented in table 4.6.

**Table 4.6 Respondents' teaching experience**

<b>No of Years</b>	<b>Head teacher</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
0 – 5	0	0	55	42.3
6 – 10	1	5.6	59	45.4
11 – 15	4	22.2	9	6.9
Over 16	13	72.2	7	5.4
<b>Total</b>	<b>18</b>	<b>100.00</b>	<b>130</b>	<b>100.0</b>

From the study findings majority of the principals were in the teaching profession for more than 20 years meaning they were exposed to activities of supervision in

their respective institutions long enough to enable them carry out their role of leadership. While majority of the teachers indicated they had a teaching experience of less than ten years. This shows that they were very conversant with the challenges and were able to come up with successful solution in the educational leadership due the experience they had gained in the career. That is inline with TSC (2005), scheme of service whereby teachers with particular grades can be promoted to administrative posts.

The study looked into the gender policies within public secondary schools in order to establish whether ender policies are biased towards any gender and also to establish the extent to which those with the responsibility of appointing secondary schools leaders apply the government gender policy. Therefore the researcher sought to investigate whether there are equal promotion opportunities to both gender. The findings were presented in table 4.7.

**Table 4.7 Availability of opportunities for appointment to leadership**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	11	78.6
No	3	21.4
<b>Total</b>	<b>14</b>	<b>100.0</b>

The study findings reveal that there are equal promotion opportunities in public schools in Trans-Nzoia East district. The underrepresentation of female teachers in public secondary school can not be attributed to lack of equal opportunities.

These findings were in agreement with Wallace (2011), who states that although there are multiple opportunities to leadership for both male and female, there appears to be fewer obstacles for men in relationship to their personal and social responsibilities when attempting to find leadership progression in a career.

On promotion opportunity the DEO stated that there were so many opportunities open to female teachers. He felt that the government’s gender policy of giving a third of all appointments to women was a clear indication that women have all the necessary support.

**Table 4.8 Gender sensitivity of those in charge of promotion of secondary school teachers**

Responses	Principals		Teachers	
	Freq	%	Freq	%
Yes	0	0.0	57	43.8
No	9	64.3	70	56.2
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

From the study findings reveal that the recruitment panels are gender sensitive, only that female teachers decline the promotion opportunities, thus their underrepresentation. This implies that female teachers’ negative attitudes towards leadership roles is greatly to blame for their underrepresentation in leadership of public secondary schools.

#### 4.4 Female teachers' academic qualification in relation to progression to leadership

Academic qualification is deemed to determine the leadership capability of an individual. The education level therefore, is an important consideration in appointment of leaders of education institutions. The researcher was interested in establishing the extent to which educational level influences female teachers' progression into leadership positions. The researcher also wanted to find out the education of female teachers relative to male teachers. The responses were tabulated in Table 4.9.

**Table 4.9 Comparison of respondents' level of qualification based on gender**

Level of education	Head teachers' gender		Teachers' gender	
	Male	Female	Male	Female
PhD	1	0	0	0
Masters degree	2	1	3	2
B.Ed	5	3	40	57
PGDE	2	0	13	15
<b>Total</b>	<b>10</b>	<b>4</b>	<b>56</b>	<b>74</b>

The study findings show that female teachers hold the same educational qualifications as their male counterparts though the proportion greatly differs when it comes to leadership. This implies that since males and females are equally qualified the same proportion is supposed to reflect also in leadership positions.

The DEO felt that through women are doing well academically most of them declined leadership roles.

The researcher sought to investigate whether the female teacher were academically qualified to progress into leadership. The findings were tabulated in table 4.10.

**Table 4.10 Academic qualifications as a hindrance to progression into leadership**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Disagreed	11	78.6	113	86.9
Strongly disagree	3	21.4	17	13.1
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

From the study findings, the respondents greatly disagreed to the fact that the female teachers were not academically qualified like their male counterparts. These findings revealed that female teachers were equally qualified to leadership progression.

Experience is an important factor to be considered if one is to be promoted into leadership. Therefore, the researcher sought to find out whether female teachers lacked professional experience. The findings were tabulated in table 4.11.



**Table 4.11 Female teachers' possession of required experience for promotion**

Response	Principals		Teachers	
	Freq	%	Freq	%
Disagree	12	85.7	104	80.0
Strongly disagree	2	14.3	26	20.0
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The study findings revealed that female teachers were equally experienced to hold leadership positions since the head teachers overwhelmingly disagreed with the fact that female teachers lacked the experience required for promotion. They generally lacked confidence to seek leadership and considered attending to family responsibilities.

Further the researcher sought to identify whether female teachers were not able to take leadership challenges in school. The responses were tabulated in table 4.12.

**Table 4.12 Female teachers' ability to take leadership challenges**

Responses	Principals		Teachers	
	Freq	%	Freq	%
Agree	2	14.3	7	5.4
Disagree	11	78.6	104	80.0
Strongly disagree	1	7.1	19	14.6
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

Though there was underrepresentation of female teachers into leadership, the study findings reveal that they had the qualifications and experience required to head, only that they have a negative attitude towards leadership roles, thus they lack interest of becoming leaders.

#### **4.5 Cultural beliefs and female leadership**

Leadership is highly perceived by the African culture to be masculine. Most communities devalue female leadership and culturally women are seen as less than and different from men. This assignment of less value to women takes of attitudes that favour males over females. Therefore the researcher sought to establish the respondents' perception of leadership by enquiring whether leadership positions were seen as jobs for men. The results were presented as in table 4.13.

**Table 4.13 Respondents' perception on whether leadership is a job for men**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Agree	11	78.6	115	88.5
Disagree	3	21.4	15	11.5
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

Gender disparity was depicted by the respondents' agreement with the argument that leadership positions were taken to be for men. The results seem to agree with the cultural beliefs that women are subordinates. An idea supported by Emmett

(2001) who says people think ‘male’ when they think ‘leader’ and that these results transcends many cultural differences.

Further, for the researcher to establish the teachers’ gender difference, the teachers were to indicate the gender of the head teacher they would prefer in their schools their responses were presented as follows in table 4.14.

**Table 4.14 Teachers responses on the sex of the head teacher they would prefer to head secondary schools**

	<b>Frequency</b>	<b>Percent</b>
Male	81	62.3
Female	19	14.6
Any	30	23.1
<b>Total</b>	<b>130</b>	<b>100.0</b>

Majority of the teachers indicated that they preferred working with a male head teacher, because male head teachers work with commitment, more flexible than women are genuine, aggressive and less emotional. Most reasons given by respondents tend to have been influenced by their cultural beliefs that women are irrational, emotional and lack self control. Those cultural perceptions could be the underlying reason for female teachers’ underrepresentation in leadership.

The researcher also sought to find out if cultural socialization hinders female teacher progression into leadership. The findings were presented in table 4.15.

**Table 4.15 Cultural socialization as a hindrance of female teachers' appointment to leadership**

Response	Principals		Teachers	
	Freq	%	Freq	%
Strongly Agree	3	21.4	30	23.1
Agree	6	42.9	81	62.3
Disagree	5	35.7	19	14.6
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The study findings revealed that most of the respondents agreed to the notion.

These findings align with Emmett (2001), who states that the socialization of the girl child in many societies is to blame for perceived inabilities on the part of women.

Gender stereotype has been a great hindrance to women progress into leadership.

The researcher asked the respondents if stereotyping of women interfere with their progression into leadership. The findings were tabulated as follows in table 4.16.

**Table 4.16 Responses on gender stereotyping and promotion to leadership**

Responses	Principals		Teachers	
	Freq	%	Freq	%
Strongly agree	5	35.7	47	36.2
Agree	2	14.3	51	39.2
Disagree	7	50.0	32	24.6
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The respondents displayed mixed perceptions as they indicated 50 - 50 representation on whether gender stereotyping of women hinder female teachers from appointment in leadership positions in public secondary schools in Trans-Nzoia district. This suggests that stereotypes still exert an interest and are at least partially to blame for women's difficulty in attaining leadership positions.

#### **4.6 Female teachers' attitude in relation to leadership**

Female teacher are perceived to have a negative attitude towards leadership roles and therefore they are reluctant to run for leadership position. This negative perception may have contributed to having few female leaders in schools. Historically, men have dominated management and administrative positions women certainly face constraints in adopting themselves to leadership environment that have been built based on men's standards. Therefore, the

researcher sought to establish the reason of the underrepresentation of female in leadership. The findings were tabulated in Table 4.17.

**Table 4.17 Causes of gender imbalance in leadership**

<b>Reason</b>	<b>Frequency</b>	<b>Percentage</b>
Educational level	1	7.1
Male chauvinism	4	28.6
Female unwillingness	9	64.3
<b>Total</b>	<b>14</b>	<b>100.0</b>

Table 4.17 reveals that women’s negative attitude towards leadership highly caused gender imbalance in leadership of public secondary schools. This implies that most women find it difficult to take up leadership since they are overburdened by family responsibilities such as child rearing and domestic chores. Most of the female teachers also feel that they may not be able to compete with their male counterparts and so are not interested in applying when posts are advertised. These findings were in line with Cole (2006), who argues that women worry about the contradictions between acceptable feminine behaviour and the requirements of leadership positions. The DEO stated that women are pressured by the society to behave in certain ways when they hold management positions a situation which discourages females from taking the posts.

The underrepresentation of female teachers in leadership of secondary schools prompted the researcher source for the reasons for the gender imbalance. The findings were tabulated in table 4.18.

**Table 4.18 Reasons for gender imbalance in promotion opportunities**

<b>Reasons</b>	<b>Freq</b>	<b>%</b>
Female teachers' negative attitude	7	50.0
Competitive opportunities	4	28.6
Gender biasness	3	21.4
<b>Total</b>	<b>14</b>	<b>100.0</b>

The study findings reveal that female teachers have a negative attitude towards leadership. Thus, they decline the appointments, chances which are taken by their male counterparts who are aggressive and willing to take up the positions.

Therefore the researcher further wanted to establish whether teachers had applied for promotion to leadership. Their responses were presented in table 4.19.

**Table 4.19 Teachers attempts to apply for leadership position**

<b>Attempts</b>	<b>Frequency</b>		<b>Percentage</b>	
	<b>Male</b>		<b>Female</b>	
Yes	13	10.0	2	1.5
No	43	33.1	72	55.4
<b>Total</b>	<b>56</b>	<b>43.1</b>	<b>74</b>	<b>56.9</b>

The study findings revealed that majority of the teachers had not attempted to apply for leadership position. Then the study sought to from the teachers who indicated that they had attempted to apply for promotion the number of times they had applied.

The findings were tabulated in the Table 4.20.

**Table 4.20 The number of times teachers attempted leadership application**

<b>No. of time</b>	<b>Frequency</b>	<b>Percentage</b>
None	115	88.5
Once	9	6.9
Twice	3	2.3
Thrice	3	2.3
<b>Total</b>	<b>130</b>	<b>100.0</b>

Majority of teacher indicated that they had never applied for promotion and those who had applied had only done it once. Thus, showing that generally teachers have a negative attitude towards leadership roles. For the teachers who indicated that they had never applied the researcher sought to establish the reasons behind this decisions. The responses were tabulated in table 4.21.



**Table 4.21 Reasons for teachers' failure to apply for promotion**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Not applicable	15	11.5
Not interested	66	50.8
Lack of qualification	4	3.1
Lack experience	45	34.6
<b>Total</b>	<b>130</b>	<b>100.0</b>

The study findings further revealed that majority of the respondents were not interested in the post since they felt that leadership roles are too demanding, thus applying means inviting frustrations.

Further the study sought to establish the perception of the respondents concerning female teachers' willingness to take up leadership positions. Their responses were tabulated in Table 4.22.

**Table 4.22 Female teachers' unwillingness to take up leadership position**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Strongly agree	2	14.3	30	23.1
Agree	9	64.3	51	39.2
Disagree	3	21.4	32	24.6
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The study findings revealed that majority of the female teachers are contented as teachers, thus unwilling to apply for promotions. Social biasness on women leadership has caused a great impact on the female teachers' consciousness on their capability towards leadership. These have greatly affected their attitude on progression into headship positions.

#### **4.7 Gender roles in relation to female teachers' progression into leadership**

Marriage lowers leadership participation among women and boosts it among men, because they spend more time on house work and directly lack leisure time. To answer this research question the respondents were asked to indicate whether gender roles hinder female teachers from progressing to leadership. Hence the researcher sought to find out whether marital obligations hinder female teachers from seeking promotion to leadership. The findings were tabulated in table 4.23.

**Table 4.23 Marital obligation as a hindrance to female teachers' promotion to leadership**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Strongly agree	4	28.6	28	21.5
Agree	10	71.4	69	53.1
Disagree	0	0.0	33	25.4
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

Marital obligations hinder women from progressing to leadership due to the cultural positioning of a woman. These study findings imply that marriage and parenthood are anticipated to have a stronger negative effect on women’s career (Rotolo, 2000). Further the researcher sought to establish whether female teachers inability to balance family roles and job requirement hindered their progression into leadership. The findings were presented in Table 4.24.

**Table 4.24 Inability of female teachers to balance job requirements and family roles**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Strongly agree	0	0.0	12	9.2
Agree	9	64.3	83	63.8
Disagree	5	35.7	35	26.9
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

Women are perceived to lack the ability to balance family responsibilities and job expectations, this did pose as a reason to why they do not seek promotion to leadership. The respondents agreed that women are too busy with domestic chores and child rearing. This implies that family responsibilities reduce the chances of female teachers participating in administrative roles in the schools.

**Table 4.25 Female teachers fail to seek leadership position for fear of being posted far from their homes**

Responses	Principals		Teachers	
	Freq	%	Freq	%
Strongly agree	4	28.6	36	27.7
Agree	8	57.1	69	53.1
Disagree	2	14.3	25	19.2
<b>Total</b>	<b>14</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>

The study findings show that female teachers were reluctant to take up leadership positions so as not to be posted away from their families. This was shown by the strong respondent agreement on the notion. This implies that female teachers prefer working near their homes due to family responsibilities and the tendency that men choose family oriented wives, thus discourage female teachers from taking leadership in schools far away from their homes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. It also presents suggestions for further study.

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

The study investigated the factors influencing female teachers' progression into leadership positions in public secondary schools in Trans-Nzoia East district, Kenya. It was guided by the following variables as the research objectives; female teacher academic qualification, cultural beliefs, female teachers' attitude and gender roles in relation to their progression into leadership.

The study employed descriptive survey research design for its appropriateness as it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior and values. The target population comprised of 52 public secondary school thus the research used a sample of 14 public secondary schools (30%) that were sampled based on the school type to display gender distribution of the leadership positions. Data was collected using principals and teacher questionnaires and an interview guide for the DEO. The research tools were tested and retested to enhance their reliability

while the university supervisors' expert judgment was used to validate the tools content.

Data was presented in relation to the study findings and the study objectives. The study findings showed that majority of the principals were male teachers (71.4%). Though female teachers were more than male teacher in the profession, they are underrepresented in leadership of public secondary schools in Trans-Nzoia East district. The lack of adequate academic qualification and training is no longer a hindrance to women appointment into leadership positions in secondary schools.

Cultural beliefs, values and practices contribute to low participation of women teachers in leadership of public secondary schools. Leadership is highly perceived by the African culture to be a masculine responsibility. The respondents displayed mixed perceptions as they indicated 50 - 50 representation on whether gender stereotyping of women hinder female teachers from progression into leadership positions in public secondary schools in Trans-Nzoia district.

Female teacher are perceived to have a negative attitude towards leadership roles and therefore they are reluctant to run for leadership position. The respondents had a strong agreement that there exists a clear gender disparity in leadership.

Social biasness on women leadership has caused a great impact on the female teachers' consciousness on their capability towards leadership. These have greatly affected their attitude on progression into headship positions.

Most of the teachers indicated that they had never applied for the positions and those who indicated that they had, had only applied once. The study findings revealed that majority of the respondents were not interested in the post since they felt that the leadership roles are too demanding, thus applying means inviting frustrations. Academic qualification is deemed to determine the leadership capability of an individual, thus, female teachers academic qualification was investigated to establish whether it hindered their progression into leadership positions in public secondary schools.

From the study findings, the respondents greatly disagreed to the fact that the female teachers were not academically qualified like their male counterparts, revealing that female teachers were equally qualified to leadership progression.

Leadership progression was deemed to require high experience. The study findings revealed that female teachers were equally experienced to hold leadership positions. Though there was underrepresentation of female teachers in leadership, the study findings reveal that they had the potential to lead. The study findings revealed that majority of the female teachers are contented with their current positions as teachers as they were unwilling to apply for promotions.

Gender roles such as domestic chores and child rearing interfere more with women's performance of school duties as compared to male teachers. Marriage lowers leadership participation among women and boosts it among men, because they spend more time on house work and a direct lack of leisure time.

Gender roles are greatly perceived to be female jobs thus the study depicted that female teachers were reluctant to take up leadership positions so as not to be posted away from their families.

### **5.3 Conclusions**

Female teachers attitude towards leadership roles was highly displayed to be the major cause of female teachers under representation in educational management.

The study findings revealed that female respondents made reference to motherhood and extra domestic pressures as the major hindrances to their progression into leadership none of them spontaneously mentioned public policies as necessary to provide strategies to overcome obstacles and difficulties post by family responsibilities. Instead these matters were viewed simply as private negotiations between partners.

On the other hand the government is to blame with the failure to recognize or encourage men's contribution with parental leaves associated with the care of newborn baby or sick child only available to mothers. Interventions have not targeted constraints placed on mothers by traditional norms and understandably there has been little progress in the share of household work.

From the study findings academic qualification is no longer an issue as both male and female are equally qualified. Cultural and structural changes with regard to women's attitudes and roles are needed to address gender inequality. Moreover women need to be part of a solution rather than projecting themselves as victims.



The research findings reveal that cultural beliefs are partly to blame for female representation in leadership of public secondary schools as from the findings 50% of the respondents concur while the rest 50% opposes.

In concluding discussions it was noted that though there were multiple opportunities to leadership for both male and female, there appeared to be fewer obstacles for men in relation to their personal and social responsibilities when attempting to find leadership positions in a career.

#### **5.4 Recommendations of the Study**

The study findings recommended that;

- i. Although social norms and traditional mind-sets are difficult to change over short time the collaboration efforts involving stakeholders beyond education should be encouraged and sustained for continued progress towards gender equality in the society.
- ii. In order to ensure that female and male teachers appear in leadership in the same proportion the government through the Teachers' Service Commission should motivate female teachers through incentives.
- iii. The Ministry of Education should encourage in-service courses on educational management to create awareness to all teachers on administrative roles
- iv. The community should be sensitized on gender equality in every sector to enhance women visibility in public life.

- v. More flexibility to females in order to have balance in their professional life and family life.
- vi. Females should not be discriminated in selections, recruitment, and in development of their career.

### **5.5 Suggestions for Further Study**

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in other parts of the country in order to compare the results.
- ii. A study should be carried out to investigate the relationship between gender and leadership styles.

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**APPENDIX I**  
**LETTER OF INTRODUCTION**

University of Nairobi,  
P.O. Box 30197,  
Nairobi  
March 2013

**To**  
THE HEADTEACHERS  
PUBLIC SECONDARYSCHOOLS,  
TRANS NZOIA EAST DISTRICT,

Dear Sir/ Madam

**RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.**

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in the Department of Educational Administration and Planning.

I am conducting a research on '**Factors Affecting Female Teachers'**

**Progression into Leadership Positions in Public Secondary Schools in Trans-Nzoia East District**

I Kindly request for information that will facilitate the study. The information you will provide will be used for the purpose of this study only and your identity will be treated with utmost confidentiality.

Thank you

Yours Faithfully,

Rose C. Keter.

## APPENDIX II

### HEAD TEACHERS' QUESTIONNAIRE

This questionnaire consists of two parts, A and B. respond either by writing in the space provided or putting a tick ( $\surd$ ) where required. **DO NOT** write your name or that of your school.

#### SECTION A: Demographic data

1. Indicate your gender                      Male (    )                      Female (    )
  
2. Indicate your age bracket  
25 – 30          (    )                  31 – 35          (    )                  36 – 40(    )  
41 – 45          (    )                  46 – 50          (    )                  51 – 55(    )  
56 – 60          (    )
  
3. Indicate your marital status  
Single                  (    )                  Married (    )                  Other  
(specify).....
  
4. What is your highest level of academic qualification?  
Diploma (    )    B.Ed (    )    Masters (    ) Others (specify) \_\_\_\_\_
  
5. How many teachers do you have in your staff?  
Males (    )    Females (    )                  Total (    )
  
6. What is the gender of your deputy head teacher? Male (    ) Female (    )
  
7. How many years have you been in the teaching profession?

1 – 5 years ( )    6 – 10 years ( )                      11 – 15 years ( )  
 16 – 20 years ( )              21 – 25 years ( )                      over 26 years ( )

**SECTION B: Progression of teachers**

8. Are there more male principals than female principals in the district.

Yes ( )    No ( )

In your opinion what causes the imbalance .....

9. Are promotions opportunities to leadership positions similar for both male and female teachers? Yes ( ) No ( )

Please explain.....

10. The following are practices believed to determine female teachers promotion to leadership in primary schools in Trans-Nzoia district

Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD) Not Sure (NS)

STATEMENTS	SA	A	D	SD
Female teachers in the district lack academic qualification to get promoted to leadership				
Female teachers in the district lack the experience required to get leadership positions				
Female teachers are not able to take leadership challenges in schools				

Leadership positions in the district are seen as jobs for men only				
Cultural socialization is a hindrance to female teachers leadership appointment				
Stereotyping of women interfere with their promotion				
Female teachers are not willing to apply for leadership positions				
Female teachers don't seek leadership positions because they fear they will be posted far away from their homes				
Marital obligations hinder female teachers from seeking promotions to leadership.				
Inability of female teachers to balance job requirements and family roles				
Conflict between traditional and professional roles				

11. Are those in charge of promotion and appointment in the education sector gender sensitive?      Yes   ( )      No   ( )

Please explain

.....

12. Suggest the way forward in ensuring more women participate in educational management **Thank you for your cooperation.**

### APPENDIX III

#### TEACHERS QUESTIONNAIRE

This questionnaire consists of two sections, A and B. kindly respond by either writing in the spaces provided or putting a tick (✓) where required. **DO NOT** write your name or that of your school.

##### SECTION A: Demographic data

1. What is your work title.

Deputy Headteacher ( ) Head of departments ( ) Teacher ( )

2. What is your gender Male ( ) Female ( )

3. What is your age bracket 25 – 29 ( ) 30 – 34 ( )

35 – 39 ( ) 40 – 44 ( ) over 45 years ( )

4. How many years have you been in the teaching profession?

1 – 5 ( ) 6 – 10 ( ) 11 – 15 ( )

16 – 20 ( ) 21 – 25 ( ) 26 – 30 ( )

Above 30 years ( )

5. What is your highest academic qualification?

Diploma ( ) B. Ed ( ) PGDE ( ) Masters ( )

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

6. What is the gender of your head teacher? Male ( ) Female ( )

7. How many times have you applied for promotion to deputy? \_\_\_\_\_

8. How many years have you been in the teaching profession?



1 – 5 ( )    6 – 10 ( )    11 – 15 ( )    16 – 20 ( )  
 21 – 25 ( )    26 – 30 ( )    above 30 ( )

**SECTION B:**

9. Have you ever made attempts to apply for leadership positions? Yes ( ) No ( )  
 )

If yes how many times .....

If no why .....

10. Have you undergone any in-service training in education management?

Mention the courses attended

.....

11. Which sex of the head teacher do you prefer to head secondary schools

12. The following are practices believed to determine female teachers promotion

to leadership in secondary schools in Trans-Nzoia district

Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD) Not

Sure (NS)

STATEMENTS	S A	A	D	S D
Female teachers in the district lack academic qualification to get promoted to leadership				
Female teachers in the district lack the experience required to get leadership positions				

Female teachers are not able to take leadership challenges in schools				
Leadership positions in the district are seen as jobs for men only				
Cultural socialization is a hinderance to female teachers leadership appointment				
Stereotyping of women interfere with their promotion				
Female teachers are not willing to apply for leadership positions				
Female teachers don't seek leadership positions because they fear they will be posted far away from their homes				
Marital obligations hinder female teachers from seeking promotions to leadership.				
Inability of female teachers to balance job requirements and family roles				
Conflict between traditional and professional roles				

13. Are those in charge of promotion and appointment in the education sector gender sensitive?      Yes ( )      No ( )

Please explain

.....

.....

.....

**14.** Suggest the way forward in ensuring more women participate in

educational

management.....

.....

.

**Thank you for your cooperation.**

## **APPENDIX IV**

### **INTERVIEW GUIDE FOR DEO**

You have been selected to participate in this study on the influence of socio-cultural factors influencing women's participation in leadership of public secondary schools in Trans Nzoia East District.

1. Being a member of panel that promotes teachers, please tell me the criteria used in promoting them into leadership posts.
2. From your experience, what age do most women acquire leadership posts in the district?
3. In your opinion, do you think family responsibilities hinder women from acquiring leadership posts?  
If yes, in which way?
4. Please comment on the community's cultural beliefs in connection to low numbers of women in leadership in public secondary schools.
5. In your tenure in office, have you ever appointed any female teacher a leadership position? and has any declined the offer?  
If yes, what reason did they give?
6. In your opinion do men and women have the same leadership ability
7. In your opinion are female teachers equally qualified for leadership as their male counterparts?

8. Are there some managerial positions you consider too demanding that female teachers cannot handle? If Yes, explain
9. In your view and experience, what are some of the factors leading to under representation of women in educational management in the district?
10. Suggest the way forward in ensuring more women participate in educational management

**Thank you for your cooperation.**

## APPENDIX V

### AUTHORIZATION LETTER

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/888**

Date: **3<sup>rd</sup> June 2013**

Rose Chepkasi Keter  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

### RE: RESEARCH AUTHORIZATION

Following your application dated **23<sup>rd</sup> May 2013** for authority to carry out research on "*Factors influencing female teachers' progression into leadership positions in public secondary schools in Trans-Nzoia East District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Trans-Nzoia East District** for a period ending **30<sup>th</sup> June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Trans-Nzoia East District** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Trans-Nzoia East District.

**APPENDIX VI**

**RESEARCH PERMIT**

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/888**  
**Date of issue 3<sup>rd</sup> June, 2013**  
**Fee received KSH. 1000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Rose Chepkasi Keter**  
**of (Address) University of Nairobi**  
**P.O Box 92-0902, Kikuyu.**  
**has been permitted to conduct research in**

**Location**  
**Trans-Nzoia East District**  
**Rift Valley Province**

**on the topic: Factors influencing female**  
**teachers' progression into leadership**  
**positions in public secondary schools in**  
**Trans-Nzoia East District, Kenya.**

**Applicant's Signature** **N. Keter**  
**For Secretary**  
**National Council for**  
**Science & Technology**

**for a period ending: 30<sup>th</sup> June, 2013.**

