

**SOCIO-CULTURAL FACTORS INFLUENCING WOMEN'S
PARTICIPATION IN MANAGEMENT OF PUBLIC PRIMARY
SCHOOLS IN KALAMA DIVISION, MACHAKOS DISTRICT, KENYA**

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**A Research Project Submitted to the Department of Educational
Administration and Planning in Partial Fulfillment of the Requirement
for the award of the Degree of Master of Education in Educational
Administration,**

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DECLARATION

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



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E55/78714/09

This research project has been submitted for examination with our approval as university supervisors.

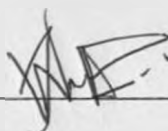


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DEDICATION

I dedicate this research project to my wife; Esther Mueni, children; Mumo, Victor and Anne Ndinda and to my parents Wilson Kilundo and Milcah Ndiso.

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I wish to acknowledge all those people who contributed to the completion of this work. First I feel indebted to The Almighty God for the knowledge he bestowed on me. I also acknowledge the continuous and unwavering support from my Supervisors Dr. Ursulla Achieng Okoth and Mrs. Lucy Wangui Njagi. They both gave unparalleled and timely guidance as I wrote this project paper.

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ABBREVIATIONS AND ACRONYMS

ADAE	Association for the Development of African Education
AEO	Area Education Officer
DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education For All
FGM	Female Genital Mutilation
IWD	International Women's Day
MDGs	Millennium Development Goals
NARC	National Rainbow Coalition
UPE	Universal Primary Education
TSC	Teachers' Service Commission

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ABSTRACT

The purpose of this study was to investigate the socio-cultural factors influencing women's participation in the management of public primary schools in Kalama division of Machakos district, Kenya. The study was hinged on the objectives that revolved on, family responsibilities and their influence on women participation in management of public primary schools, the influence of cultural beliefs and values on women participation in management of public primary schools, the influence of women teachers' perception towards women participation in management of public primary schools, the influence of marital status and the relationship between women's age, experience and their participation in management of public primary schools.

The study adopted the descriptive survey design because variables were not to be manipulated. Simple random sampling was used in data collection from the three categories of teachers in management positions which involved headteachers, deputy headteachers and senior teachers. The instruments used in data collection were questionnaires for headteachers, deputy headteachers and senior teachers. An interview guide was used for the DEO Machakos district and AEO Kalama division. The questionnaires were validated through appraisal from the supervisors and educational administration experts then subjected to a pilot study. The instruments' reliability was assessed through the results of the piloting which was done using test-retest technique and the reliability co-efficient was 0.87. The sample size was comprised of 34 headteachers, 34 deputy heads and 34 senior teachers from the public primary schools in Kalama division. They were selected using simple random sampling from each of the three zones in the division i.e Muumandu, Kola and Kalama. The data was analysed with the help of a computer statistical package for social sciences (SPSS). The data analysed was presented using tables, percentages, charts and figures. Findings revealed that, there is high rate of gender imbalance in leadership of the primary schools in Kalama division. This was attributed to several social-cultural factors such as marital status, family responsibility, women's negative attitude towards leadership, discouragement from others, child rearing, one's religious affiliation, one's education level and gender stereotypes.

Based on the findings, the study recommended that, women should be empowered through training to acquire skills on leadership; they should be encouraged to take up leadership positions through encouraging them to apply for the positions when they are available. There is also need to educate the community on the potential of women in leadership, this would help in changing the perception of the community on women leadership, outdated cultural beliefs such as male chauvinism should be done away with in order to encourage more women to assume leadership positions. The study also recommends that men in leadership positions should support and appreciate their female counterparts and treat them as equal partners in promotion of education in Kenya. The study suggested studies to be carried out on socio-

cultural factors influencing women's participation in management of public primary schools in more districts in order to elicit comparison since these factors could be unique in every district and also on institutional factors that hinder female participation in leadership in primary schools in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Gender balance has become a world concern in the management of different institutions. Several conferences and summits have been held to address this, for example, the Beijing World Conference on Women in 1995, the Copenhagen World Summit for Social Development in 1995, the Paris World Conference on Higher Education in 1998, Dakar Framework of Action of Education for All in 2000 and Millennium Development Goals all addressed issues on gender at work place (Chege & Sifuna, 2008). The status of women in the administration hierarchy was given paramount importance, for example, the Beijing Conference, noted that although women were present in the economic arena, they were absent in decision-making positions (Tachiwaa, 1998). Many factors have been attributed to women underrepresentation in management of public primary schools that include socio-cultural and economic factors.

Since the Second World War, the number of female primary teachers has considerably increased globally (Guerrero, 2007). In 1974-75, the number of female primary teachers in Greece was 46 percent and rose to 55.8 percent in 2008-2009 (Greece Ministry of Education, 2009). This can be attributed to women showing up high prominence in positions traditionally regarded as female occupations for example nursing and teaching of public schools.

The education system in Greece gives equal opportunities to both boys and girls' therefore Greek families encourage young pupils to obtain higher education regardless of their gender (Lim, 2002). Despite the government's effort to establish real gender equity in the education system only 1.7 of the directors of primary education divisions are women. Similarly women managers in the primary education offices are just 3.3 percent nationally (Greece Ministry of Education, 2009). This low percentage in decision-making positions for Greek women is unfortunately a modern day reality found in many countries of the world education systems.

Many countries like Britain have introduced legislation against unfair discrimination of women at the place of work. However, women participation in management of schools is very low despite the legislation (Lim, 2002). This legislation cannot bring about the changes needed by the government because the male attitude towards women management appears negative (Cole, 2004).

Pakistan Constitution adopted in 1973 emphasizes gender equality. It indicates that there should be full participation of men and women in the National life (Mehra 2009). Mehra in his study indicated that 81 percent of the married female teachers cited family responsibility as the main reason for their refusal to take part in management posts. Several female teachers avoid these posts because they are associated with excessive levels of work, responsibility and stress. They argued that it affects their social lives while they have the roles of mothers and wives (Mehra, 2009).

The analyses of women participation in decision-making process have certain difficulties because they are mainly linked to a number of ideological and cultural factors which are not easy to adequately determine (Coleman, 2002). Despite the cultural limitations, many women have a great deal to contribute to the changing practice of educational management in response to the radical global changes in education (Cumbillo & Brown, 2005).

In Africa, many women are highly educated but poorly represented in educational management (Saitis, 2010). Lesotho in 2009 had 75 percent of its women educated but only 10 percent are in management of educational institutions. Zambia had 11 percent of women in management and 89 percent by males. Kenya had 4.6 percent in 2009 but the situation has improved to 18 percent in 2012 (The Daily Nation, Kenya). Odera (2009) carried out a study in Burkina Faso which indicated that it is a recent policy that those primary teachers who have less than eight years of teaching experience cannot apply for a management post according to Burkina Faso's Presidential Decree in 2009. Age and experience seem to be factors to consider in acquiring these management posts.

Chemjor (2005) indicated that Kenya National Infrastructure for facilitating the employment of women's rights is still wanting as evidenced by the number of women in decision-making positions. Unless these disparities are addressed, the government's effort to eliminate the societal biases may remain unfulfilled. Wavinya (2008) studied teachers' perceptions on leadership

behaviour of women head teachers in Wote division, Makueni district. The study concentrated on women performance but underscored the issue of their numbers. The findings showed that female head teacher's schools performed poorly in national examinations as compared to those headed by men. The female principals' performance could only be compared if there was an even distribution of management posts to both males and females. Pala (1978) says that the world is still far away from getting rid of the traditional gender, stereotypes. There is a belief that the promotions to management posts are gender biased. The male teachers are more likely to enter the promotional queue and be successfully promoted to management (Saitis, 2010).

Mutinda (2007) researched on women representation in management of public primary schools in Matungulu division of Machakos district. The results showed that male head teachers held 98.67 percent of management posts while female head teachers held only 1.33 percent. Some of the factors behind this phenomenon are economic and socio-cultural. Women are said to lack support from their spouses when they want to apply for the management posts (Obonyo and Orlale, 2006). This same phenomenon of women teachers lacking in management is found in Kalama division of Machakos district. This is specifically in public primary schools where there are 8 female teachers against 49 male teachers in the division (Machakos district statistics office, 2011). Table 1.1 shows the distribution of management posts in Kalama division.

Table 1.1 Distribution of Head teachers and deputy Head teachers by gender in Kalama Division 2011.

	Head teachers				Deputy Head teachers			
	Males		Females		Males		Females	
	M	%	F	%	M	%	F	%
Muumandu Zone	13	81.25	3	18.75	12	75	4	25
Kola Zone	17	19.44	1	5.56	16	8.89	2	11.11
Kalama Zone	19	18.65	4	17.39	17	73.71	6	26.29
TOTAL	49	85.96	8	14.04	45	78.95	12	21.05

Source: Machakos District Staff Returns for the year 2011.

From Table 1.1, Kalama division has three zones which are Muumandu, Kola and Kalama. It has 57 schools, eight of them headed by females and 49 by males. It is evident that more males are in management posts than females. This imbalance necessitated this study to establish socio-cultural factors which may have contributed to lower women representation in management of public primary schools in Kalama division.

1.2 Statement of the problem

The Kenyan government has had a number of ongoing initiatives to address gender gap at all levels of educational management such as: appointment of qualified female managers, gender balanced intake of pre-service teachers, engendering the curriculum, quality assurance officers on gender issues (Livingstone, 2004). Other government documents that have addressed gender issues on education are the Economic Recovery Strategy (2003 - 2007),

National Development Plan (2002- 2008), Ministry of Education Strategic Plan (2006 - 2011) and the Kenya Vision 2030 (2007) (Chege & Sifuna, 2008). The Kenyan government established the Kenya National Commission on Gender and Development in 2003 to avoid gender biases in management of government institutions (Cubillo & Brown, 2003).

Mutinda (2007) has addressed generally on women underrepresentation in management at Matungulu division. Wavinya studied teachers' perception on leadership behaviour on women head teachers in Wote division of Makueni district. None of them has addressed the social-cultural factors influencing women's participation in management of public primary schools in Kalama division of Machakos district. This study endeavored to assess the social-cultural factors which may have contributed to the lower women representation in management of public primary schools in Kalama division.

1.3 Purpose of the study

The purpose of the study was to investigate the socio-cultural factors influencing women's participation in the management of public primary schools in Kalama division of Machakos district, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:-

- i. Establish the extent to which family responsibilities have an influence on women participation in management of public primary schools.

- ii. Establish the influence of cultural beliefs and values on women participation in management of public primary schools.
- iii. Assess the influence of women teachers' perception towards women participation in management of public primary schools.
- iv. Establish the extent to which marital status has influence on women participation in management of public primary schools.
- v. Assess the relationship between women's age, experience and their participation in management of public primary schools.

1.5 Research questions

The following research questions guided the study.

- i. To what extent do family responsibilities influence women participation in management of public primary schools?
- ii. To what extent do cultural beliefs and values influence women's participation in management of public primary schools?
- iii. How do women teachers' own perception influence their participation in the management of public primary schools?
- iv. To what extent does marital status influence women's participation in management of public primary schools?
- v. What is the relationship between women's age, experience and their participation on management of public primary schools?

1.6 Significance of the study

This study may be important to different groups in the following ways:-

District Education Officers may use findings of this study to guide them in the appointment of teachers to management posts in the primary schools. Its findings may motivate others to do further research with a view of balancing both of the gender in the appointment of management posts in public primary schools. Its findings may encourage many female teachers to apply for the management posts. Findings of this study may enable the education policy makers formulate policies that can reduce gender imbalances in managing public primary schools.

1.7 Limitation of the study

Although Kalama division has 57 public schools, this study was conducted in only 34 schools. For a more conclusive result, all the divisions in Machakos district should have been studied which was not possible due to the vastness of the district. The study had no enough literature internationally and most of it was basically drawn from Kenya. It was not possible to cover the opinions of parents and other stakeholders in the division for tracing them required considerable amount of money and other logistics.

1.8 Delimitations of the study

This study did not deal with all the cadres of teachers in the division. Its emphasis was on those in management posts of head teachers, deputy head teachers and senior teachers. There are other factors affecting women in management like economic, political but the study dealt with the socio-cultural aspects only. Those to be involved in the sample were those present in

their respective institutions by the time of the study. Those head teachers and deputy head teachers absent from school did participate in the study though they may have good input.

1.9 Assumptions of the study

The study was based on the following assumptions

- i. That public primary schools in Kalama division of Machakos district are staffed with TSC teachers.
- ii. The head teachers, deputy head teachers and senior teachers had enough information on the global changes calling for gender balance in management of institutions.
- iii. That the respondents were co-operative and the information they gave was correct.

1.10. Definition of significant Terms

This section deals with the significant terms which have been used in the study. They support the main variables which have been used throughout the study for clarity purposes. Such terms include:-

Administration challenges refers to the restrictive conditions in the primary school management.

Attitudes refers to the way people feel and think about female management.

Challenges refers to the restricting conditions in the primary school management.

Constitution refers to the system of laws and basic principles that a state, a country or an organization is governed by.

Gender roles refers to those duties which females are expected to perform as opposed to their male counterparts before they can take up any other responsibility outside the family set up.

Head teacher refers to an administrator of a school appointed by the Teachers Service Commission in accordance with the Education Act Cap 211.

Influence refers to the effect that has on the way people think or behave towards women.

Primary school Management refers to the process of running a school through management of personnel and physical resources for the realization of education goals of a school.

Participation refers to the act of women taking part in the primary school management.

Public school refers to a school initiated by the community for the education of their children.

Socio-cultural factors refers to those activities relating to society and culture.

Stereotypes refers to the fixed assumptions about a particular type of gender which are often not true.

1.11 Organization of the study

The study is organized in five chapters. Chapter one gives a background to the study, gives a statement of the problem, purpose of the study, objectives of the study, research questions, significance to the study, limitations of the

study, delimitations of the study, basic assumptions and then definition of abbreviations and acronyms.

Chapter two deals with literature review, introduction and thematic presentation of various sections, theoretical framework, conceptual framework and a summary of the reviewed literature.

Chapter three deals, with research methodology, it cover introduction, research design, target population, sample size, sampling procedures, research instruments, instrument validity, instrument reliability, data collection techniques, and data analysis techniques.

Chapter four on research findings covers introduction to the chapter, description of results for each research question, objective of the hypothesis then a summary of the research findings. Chapter five on discussion and recommendation covered introduction, discussion and interpretation of the findings for each research question, objective hypothesis then recommendations for policy and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the influence of socio-cultural factors on women's participation in management of public primary schools. It reflects on Kalama division of Machakos district in Kenya. The chapter presents literature review organized under the following subheadings:- Concept of management and gender, influence family responsibility on women management, influence of cultural beliefs and values on women management, women's perception of themselves in relation to educational management, impact of marital status on women educational management, age and experience in relation to women participation in management, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of management and gender

Management is defined as that process which involves designing, developing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals (Okumbe, 1998). In this respect management determines both the means and the ends in an organization. Women in managerial posts are very rare in both developed and developing countries (Gisholm, 2001). He argued that women share of management jobs was less than five per cent in most countries of Middle East and North Africa except in Egypt, India, Bangladesh, Malaysia and the Republic of Korea.

Gender imbalance in the field of teaching has been a problem in Latin America, Caribbean and even African countries (Obonyo & Orlale, 2006). Although the presence of women in educational sector has generally increased in the last decade their participation has remained within marked boundaries as they are less likely to be promoted to higher management posts.

Momanyi (2003) found that there was little data on the levels and quality of employment undertaken by females who had access to higher education. He further observed that women form a small number of academicians at university although recognizable achievements have been recorded in the Arts faculties. Graduate women lack options in employment, promotions and upward mobility because of discrimination and their roles as housewives. This situation needs a change both in the cultural attitude and sex stereotyping of jobs so as to improve women representation in educational management.

President Asif Ali Zardian of Pakistan brought changes in women by signing a bill against women discrimination in Management (Pakistan Government, 2010). Hertlinger (1979) observed that the proportion of women in high ranking jobs in former Soviet Union was low and declined sharply as it approached the top. He realized that in the teaching profession, women formed 70 percent of the entire teaching force but when it came to headship, their participation was very low. Many girls develop negative attitude towards administration as they grow and associate men with authority.

Pala (1978) argues that men have tended to hold most of the teaching positions in educational sector in Kenya. She said that it is a privilege for women to hold management posts which were unheard of in Kenya before independence. Most employees were reluctant to place women in responsible positions because they joined their husbands on transfer and women go for maternity leave and these put psychological pressure on females (Saitis, 2010).

The Kenyan government is putting a lot of effort to elevate women to high posts of management. During Kenyatta Day speech on 20/10/2009, President Mwai Kibaki emphasized on the need of involving women in decision making. This would alleviate gender inequalities in Kenyan society (Daily Nation-21/10/2009). During the 2003 Constitutional Conference, the Bill of Rights in the Draft Constitution emphasized equality in educational administration. However, some groups also rejected that proposed New Constitution in the National Referendum held in 2005 on the basis that the constitution would upset the natural order of men not being equal with women (Obonyo & Orlale 2006). Despite the government's effort to wipe the sexism in management of educational institutions, some factors have always thwarted this positive attempt.

2.3 Influence of family responsibilities on women management

Women are less likely than men to desire promotion due to the extra managerial family responsibilities they hold (Saitis, 2010). This is consistent with another study by Odera who found out that a significant percent of

female primary teachers avoid positions simply because high managerial positions are associated with excessive levels of work, responsibility and stress (Odera, 2009). Odera found that to many primary teachers, management post is a continuous struggle between school and family. One has no time for children and her home and when committed to school management, then the family presence is lost and her position gets eroded from the minds of her children and husband. She said that it seems that female teachers around the world are being dominated by the higher needs of the family and there is no doubt that this need is of greater importance than any other (Odera, 2009). The combination of heavy managerial commitment and women's primary responsibilities in the home determines their preference not to participation in school administration.

Culturally, many domestic chores in the homes are made for women (Livingstone, 2004). Most of the women's time is spend in duties like child care, cooking, cleaning and shopping. They do a large share of family-related work which interferes with their access to management work (Livingstone, 2004). Research has revealed that not many women are ready to take transfers from their homes due to the fear that their families will not run without them and this makes many lose their promotional positions to men (Chemjor, 1995). A woman's occupational life is interrupted by marriage and maternity and that on return from maternity leave, she is termed as old in a world where youth is considered synonymous with adaptability and resourcefulness.

Child bearing leads to a break resulting to women teachers holding lower paid and less responsible posts. Motherhood is accompanied by a low level of professional commitment (Chege, 2004). Momanyi (2010) states that child bearing which is a requirement for a family is an hindrance to working women teachers in taking up leadership positions. Women face the challenge of maintaining both the expectations of the job and family which eventually hamper many from taking up management posts (Saitis, 2010). The Kenyan government is encouraging equity of the management posts to both male and female teachers (Guerrero, 2007).

2.4 Influence of cultural beliefs and values on women management

Culture provides direction within which its members operate. Values, beliefs and ideologies are very crucial in determining later occupational decisions (Epstein, 1971). All societies have specified duties for men, women, boys, and girls and is inculcated in both sexes as they grow. The International Human Rights law guarantees all people equal rights irrespective of sex, race and Castle. Many societies have not honored this and women have been denied equal rights with men on land, property, education and employment opportunities (Pala, 1978).

Fenn (1978) said that sex role stereotyping which privileges the male is a fundamental barrier to providing women opportunities in Management. It creates a stereotype, which associates management with being a male activity.

Lim (2002) observed that a girl's traditional education among the Kikuyu, Kamba, Luo, Embu and Kuria was meant to prepare them for their future as timid, submissive and docile wives. They were further prepared to be soft and good house managers while boys were prepared to be aggressive, tough and authoritative.

Mwaniki (2004) notes that justification of oppression was further intensified by the creation of myths, proverbs, riddles, traditional practices and various systems of education that negated women and sanctified the positions of men while declaring women as lesser beings. All these block a woman from making any important decisions (Mwaniki, 2004). Today's reality is that women are well educated just like men and should not be chained by societal doctrines of the past culture and vices sustained by former colonial masters.

A woman's education in Africa and elsewhere has been plagued by a pedagogy of difference by the way education stresses the difference between men and women rather than their similarities (Gisholm, 2001). Some socio-cultural ideologies continue to portray men as thinkers, decision-makers and managers while women are shown as home makers, humble, simple minded, etc.

Patriarchal notion of the public domain of being male and the consequential limitation for women to domestic sphere as repercussions for women's access to decision-making. Women deference to male authority can be witnessed in

curtailing freedom of movement where women cannot move to the market place without a male supervision in the Middle East countries (Guerero, 2007).

Odera (2009) quoted a female elementary principal who said that even after women have obtained administrative positions, they are not given equal respect with their male colleagues. The Association for the Development of African Education (ADAE) identified some factors which lead to the disadvantaged position of women in the teaching profession. They included cultural practices and values leading to the non-acceptance of women as educational leaders by both men and the women themselves (Mehra, 2009). He further stated that women lack support of the teachers and community.

Odera (2009) in her study, 'A focus on women head teachers concluded that teachers prefer male teachers because they have been culturally socialized to accept men as more rational and conscious than their female counterparts. She noted that men had been socialized into making decisions from childhood and to hold positions in the nation compared to women. Momanyi (2003) concluded that negative community perceptions that devalue women prevent them from appointment of managing schools. Any mechanism to uplift teacher's morale should be applied giving both male and female teachers equal opportunities to climb the ladder to management posts. (Okumbe, 1998).

2.5 Women's perception toward themselves in relation to educational management

Barriers on women elevation to leadership levels emanate from both internally and externally (Otieno, 2001). Gregory said that internal barriers are based on both ones perception of his capacity to work in a leadership role and the leadership style he uses.

Powel (1981) said that an individual must balance abilities, interests and values in order to succeed in a given career. One must have positive self-image and self-confidence in order to lead. Women do not set high goals which result to lack of self confidence and negative self-image (Saitis, 2010). High self-esteem and success are positively related. Saitis says that low self-esteem may have its roots in early socialization. Saitis further notes that even if a woman teacher begins her career with a sense of efficiency and purpose, the behaviour and attitude of many men and especially those who establish the ethos of the school and staffroom ensure her lack of support within the school and in other work-related situations which limits her performance.

Odera (2009) examined gender roles in adult interaction and observed that women play a supportive role in conversations while men dominate talking at greater length and with frequency interrupting women's contribution. Women who argue out their points assertively are seen to have a moral weakness by men (Chege, 2004). In his study on women in Kenya, Were observed that schools headed by women are better organized and more stable than those

headed by male teachers. Women teachers should try to outgrow these social-cultural beliefs about them and prove their ability in management.

2.6 Impact of marital status on women educational management

Males and females are bound by some natural gender roles which are mandatory in marriage. Culturally many domestic duties in the homes are made for women (Livingstone, 2004). Most of the women's time is spent in duties like child care, cooking, cleaning and shopping. They do a large share of family-related work which interferes with their access to high management work (Livingstone, 2004). Research has shown that not many women are prepared to take transfers from their families due to the fear that their families will not run without them. This makes many women lose their promotional positions to men (Chemjor, 1995).

Powel (1981) pointed out that women are unsuitable to execute posts which require frequent travel and which force them sacrifice their children and their families as a whole. A woman's occupational life is interrupted by marriage and maternity and that on return from maternity leave she is termed as old in a world where youth is considered synonymous with adaptability and resourcefulness. Child bearing which is inevitable leads to a break resulting to women teachers holding lower paid and less responsible posts. Motherhood is accompanied by a low level of professional commitment (Chege, 2004).

Hertlinger (1979) in his study on issues confronting professional women in Kenya recorded how women are socialized by their families during childhood. This socialization process impacted on different set of roles and expectation for males and females. The society has always supported the fact that women's ultimate duty in life is to marry and bear children and everything else happens around and in relation to that.

Chemjor (1995) found that when women teachers begin to move in administrative levels, a conflict with family interest arises. Out of ten women who participated in her study, six of them decided not to transfer for the sake of their husbands' jobs and their children's schooling. Momanyi (2010) records childbearing as a factor hampering women from taking leadership roles. Women undergo the pressure of maintaining both family and job expectations which hamper them from high management posts (Saitis, 2010).

2.7 Age and experience in relation to women participation in management

Age and experience of teachers are vital factors considered in appointment of teachers to management posts in many countries Livingstone (2004). Grace (2009) carried out a study in Burkina Faso which indicated that it is a recent policy that those primary teachers who have less than 8 years of teaching experience are not allowed to apply for managerial posts as contained Burkina Faso's Presidential Decree, 2009. It seems that the country's education gives priority to seniority even if the manager is certainly not the one who has knowledge and managerial abilities.

Mehra (2009) carried out a research in Greece in 2008 on the age of women teachers in management from a sample of 304 teachers, 70 percent of the women in management were aged above forty and had between 10 and 20 years' experience in public primary teaching. In many traditional societies, the elderly women take part in decision making. Those elderly women in management seem to be favoured by this independent variable common to many African set-ups (Lim, 2000).

2.8 Summary of literature review

From the reviewed literature, it is evident that women are poorly represented in the management of public primary schools. Gender imbalance in teaching management is a world problem for example in Latin America, Caribbean and even African countries (Obonyo & Orlale, 2006).

Some groups are still opposed to constitutional changes leading to equality of both genders in management for example the 2005 Kenyan National Referendum highly considered women for management 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). Despite the government efforts of wiping out sexism in management of educational institutions, some socio-cultural factors are still promoting it (Livingstone, 2004). A focus on women head teachers concluded that teachers preferred male managers because they

have been culturally socialized to accept men as more rational and conscious than women.

Women undergo the pressure of maintaining both family and job expectations which hamper them from getting management posts (Saitis, 2010). This study therefore sought into socio-cultural factors influencing the phenomenon at Kalama Division, Machakos District.

2.9 Theoretical Framework

The study was guided by the Equity theory. This theory was proposed by John Stacey Adams in 1963. The theory postulates that there should be relational satisfaction of the 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 against the perceived inputs and outcomes of others (Adams, 1963). The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of the co-workers and the organization. It documents that one should receive the coin because of his / her achievements, capabilities and not by arbitrary conditions like economic or gender status. The criteria for promotion should be on ability and will (Adams, 1963).

However, there is some promotional discrepancy in terms of gender in promoting women to management posts in Kalama division. Many women are

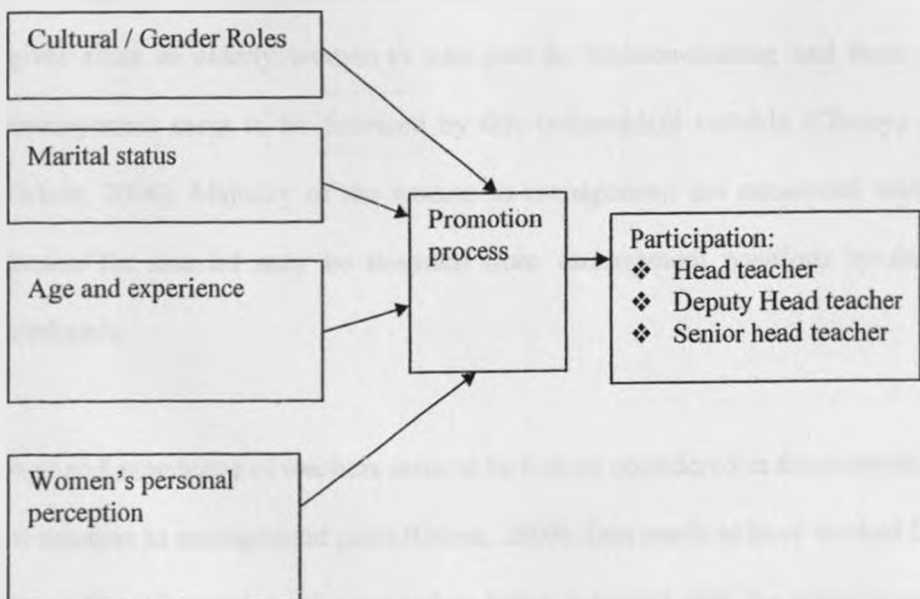
not getting promoted to management posts although they are equally trained and educated like their male counterparts (Machakos DEOs Statistics Office, 2011). Socio-cultural factors are hindering them from acquiring these posts (Obonyo & Orlale, 2006).

Roots of this theory can be traced to writers like Rousseau (1712-1778) who claimed that the natural statesman were born equal and personal qualities should not jeopardize social equity. This theory is relevant to this proposed study because it is pointing clearly the biases affecting the promotion of women teachers. It will help correct the situation in connection with female promotion into management.

2.10 Conceptual Framework

This Figure 2.1 is a reflection of the relationship between the variables in the study.

Figure 2.1 Relationships among variables



This conceptual framework is supporting the socio-cultural factors that affect women in the management of public primary schools. The independent variables are cultural beliefs, cultural / gender roles, marital status, age and experience, women's personal perception. The dependent variables are the management positions of becoming a head teacher, a deputy head teacher or a senior teacher.

The independent variables as shown in Figure 2.1 have an effect on acquisition of leadership positions in relation to gender. The procedure used in appointment of teachers to various management posts are not gender friendly and could be a hindrance to women participation in management. One may qualify as a woman to sit for promotional interview which she may not go for due to other family responsibilities. Traditionally, the cultural subordination of woman has denied leadership roles to women reserving them for men. This still exists in many communities (Chege, 2004). Traditional African Society gives room to elderly women to take part in decision-making and those in management seem to be favoured by this independent variable (Obonyo & Orlale, 2006). Majority of the women in management are unmarried which means the married may be thwarted from management positions by their husbands.

Age and experience of teachers seem to be factors considered in the promotion of teachers to management posts (Odera, 2009). One needs to have worked for a considerable number of years before being entrusted with the management

posts which also renders one enough exposure to management challenges. Women's personal perception towards management posts appears to be mostly negative (Livingstone, 2004). Many women leaders are not role models and therefore most women who are not in management tend to have a low opinion towards women leadership. They perceive males as the right people to take up the posts (Obonyo & Orlale, 2006). This study highlights on the remedies of balancing management posts to both gender.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research design used in the study, the target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection and data analysis technique.

3.2 Research design

Research design is defined as the procedures used by the researcher to undertake the study. The study used a descriptive survey design to establish and explain the socio-cultural factors influencing women's participation in management of public primary schools in Kalama division of Machakos district, Kenya. Descriptive survey design is a method of collecting information by intervening or administering a questionnaire to a sample of individuals (Orodho, 2004). It can be used to get information about people's attitudes, opinions, habits or any other of the varieties of education or social issues.

This design was relevant to the study because the researcher sought to assess the influence of socio-cultural factors to women's participation in management of public primary schools in Kalama division of Machakos district.

3.3 Target population

Best and Kahn (1998) say that a population is a group of individuals who have one or more characteristics in common that is of interest to a researcher. This research is targeting 173 respondents. They consist of 57 primary school head teachers, 57 deputy head teachers, 57 senior teachers, 1 AEO (Kalama division) and 1 DEO (Machakos district).

3.4 Sample size and sampling techniques

A researcher selects a sample due to certain limitations that do not allow researching the whole population. Cohen and Manion (1994) said a sample of 30 subjects is the minimum in a study. For this study, 60 percent of the population was sampled from the 57 schools in Kalama division. It included 34 head teachers, 34 deputy head teachers, 34 senior teachers. The AEO Kalama and DEO Machakos participated in the study through an interview schedule which the researcher conducted to them at individual level. Simple random sampling was used in selecting the respondents evenly from the three zones which form Kalama division; Muumandu, Kola and Kalama zones. It is a convenient technique used in survey where not less than 100 cases are sampled.

3.5 Research instruments

Two types of research instruments were used in this study. These are questionnaire and interview schedules.

3.5.1 Questionnaire

According to Mugenda & Mugenda (2003) a questionnaire consists of printed or typed questions in a given order on a form or set forms. It was used to collect information because the study concerns variables which cannot be observed directly for example opinions, views, perceptions and feelings from the respondents (Kothari, 2007).

It was used in the study because it gave responses from respondents which reflected on the real management situation in Kalama division. The instrument captured information related to female teacher's attitude towards management duties. It was also used because it is cheap in price and little time was used in collecting information. It is appropriate for it permits wide coverage in acquisition of information. It gives the respondents a sense of privacy (Miller, 1991).

Kothari (2004) observes that the use of questionnaire offers considerable advantages in management. It presents an even stimulus to a large number of people simultaneously and provides the investigator with easy documentation of data. The questionnaire contained two parts. Part one contained structured questions requesting for personal demographic data while part two contained both structured and semi-structured questions. There were questionnaires for head teachers, deputy head teachers and senior teachers.

Head teachers' questionnaire

The questionnaire had part one with general information about the head teacher, the school and the teachers under him / her. Part two sought on headteachers' appointment, criteria used in appointing headteachers, the Ministry of Education's policy on promotion, and various hindrances facing female teachers in taking up leadership positions. This instrument for head teachers is relevant to this study because head teachers have the insights of what happens in these appointments and the possible reasons why female head teachers are few in management.

Deputy Head teachers' questionnaire

Part one of their questionnaire sought general information about deputy head teachers. Part two sought answers to questions on criteria used in appointing both gender in management, challenges facing them in management posts and their opinions towards correcting women under-representation phenomenon in management.

Senior teachers' questionnaire

Part one of the senior teachers' questionnaire was asking for personal demographic data while part two contained both structured and semi-structured questions on; the criteria used in appointment of senior teachers to management, challenges facing them in their posts and their opinions towards correcting women under representation in management.

3.5.2 Interview Schedule for DEO and AEO

An interview schedule is a set of questions that the interviewer asks the interviewee (Mugenda & Mugenda, 2003). An interview provides a picture of in depth feeling and opinions of the respondents. The instrument gave the researcher an opportunity to interact with the officers concerned with the promotion of teachers. They were able to give the relevant information on female participation in management posts and the challenges facing them. Respondents are able to interact more freely with the researcher (Kerlinger, 1977).

The researcher used interview schedule for gathering data because it permits much greater depth than other methods of collecting data (Borg and Gall, 1979). The researcher used opened ended questions to elicit verbal responses from the respondents. These types of questions were useful in the study because they allow the respondents to express themselves more freely (Kerlinger, 1977). The interview enabled the researcher an opportunity to give clarification to the questions where necessary to the respondents.

3.5.3 Piloting of the study

The researcher carried a pilot study by picking 10 questionnaires and giving to respondents in schools at Muumandu zone. They were given to five headteachers and five deputy heads who were picked at random from the schools. The same amount of questionnaires were picked and given to respondents in Kola zone. The results of the respondents from the different

zones were the same. This showed that the research instrument was quite reliable.

3.6 Validity of the instruments

According to Orodho (2004), validity is concerned with establishing whether the research instruments content is measuring what it is supposed to measure. Mugenda (2003) says the validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Borg and Gall (1989) say that it is the degree to which a test measures what it purports to measure. Consultations and discussion with the lecturers from the Department of Educational Administration and Planning was done. They assessed the relevance of content used in the questionnaire and the interview schedule. Their recommendations were followed accordingly and necessary amendments done before data collection.

3.7 Instrument reliability

In this study, reliability was assessed through the results of piloting which was done using test-retest technique. The research instrument was administered to the same group of subjects twice in the pilot study. A two week lapse between the first and the second test was allowed.

The scores from both tests were correlated to get the coefficient of reliability using Pearson's product moment formulate a follows:- Pearson's coefficient of

correlation r

$$r_{xy} = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where

- N number of respondents
X scores from the first test
Y scores from the second test

The value of r lies between $+1$, the closer the value was to $+1$ the stronger the congruence. From the 10 questionnaires administered in two schools in different zones for the purpose of piloting. The calculation was done and reliability coefficient was found to be 0.87 meaning that the instrument was very reliable.

The interview guide for the DEO and AEO had two parts. Part one sought to get demographic data and personal information about the two officers who deal with the promotion of teachers. Part two of the interview schedule sought to get the officers input concerning the promotion of teachers to management posts. They gave their opinions on the variables of the study about promotion of teachers. This was done two times because the researcher went back to them after one week and inquired of their opinions in similar questions. The responses of the two officers were similar during the two times of interaction with the researcher. The similar responses even after a lapse of time meant that the interview administered to the two officers was very reliable.

3.8 Data collection procedures

The researcher obtained a research permit from the National Council of Science and Technology to enable him carry out the study. He obtained permission from the District Education Officer (DEO) to conduct research in the various schools. The researcher visited the Area Education Officer (AEO) Kalama to get permission to carry out the research in the division. He visited the schools to administer the questionnaires and collected them on the same day after respondents filled.

The researcher visited the DEO and AEO to agree on the dates of interviewing the two officers. After the interview and administration of the questionnaires, the researcher compiled the responses from respondents. The questionnaire and the interview schedule helped the researcher get respondents' opinions to the study variables.

3.9 Data Analysis techniques

The researcher used a descriptive survey design in analyzing data. As observed by Orodho (2004), it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. In this research, the researcher administered questionnaires to head teachers, deputy head teachers and senior teachers. Interview schedules were administered to the D.O and AEO.

Descriptive statistics of frequencies and percentages were computed and then presented as bar graphs, pie charts and histograms. Data was grouped

according to research objectives. It was analyzed using Statistical Package for Social Sciences (SPSS). The following variables were targeted in the analysis; cultural beliefs, gender roles, marital status, age and experience and women's personal perception. The data was then evaluated and analysed for usefulness in answering research questions and also for report writing.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data presentation, analysis and the interpretation of the findings. The data presented includes questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. It deals with family responsibilities and their influence on women participation in management of public schools, cultural beliefs and values, influence on women participation in management of public primary schools, women teachers' own perception and its influence on women participation in management, marital status, influence on women's participation in management of public primary schools and the relationship between women's age and experience in participation of management of public primary schools.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated in the survey as intended in all the research procedures. All the questionnaires administered to head teachers, deputy head teachers and senior teachers were returned making a questionnaire return rate to be 100 percent. This was possible because the researcher administered questionnaires and waited for them to be filled and then picked them immediately.

According to Mugenda and Mugenda (1999) a 50 percent response rate is adequate, 60 percent good and above 70 percent is rated as very good. This means that basing on this assertion, the response rate in this case of 100 percent was very good.

4.3 Interview schedule

An interview schedule was conducted to the DEO Machakos district and the AEO Kalama on the socio-cultural factors influencing participation of women in the management of public primary schools in Kalama division. The researcher collected background information of the two officers, information on criteria of promoting teachers into management positions. The information assisted the researcher to acquire facts into socio-cultural factors influencing women into management.

4.4 Demographic information of respondents

The researcher wanted to find to find out if one's gender was factored in the promotion to management posts. Gender refers to one's position as a male or female and its influence on management post acquisition.

Table 4.1 Headteachers' gender in management

	Frequency	Percentage
Male	29	85
Female	5	15
Total	34	100

From the above table, majority of the headteacher's, 85 percent were males while the females formed only 15 percent. It can therefore be deduced that the top management posts of the headteacher are male dominated in Kalama division.

Table 4.2 Deputy headteacher's gender in management

	Frequency	Percentage
Male	27	78
Female	7	22
Total	34	100

From the table, majority 78 percent of the respondents were males while females were 22 percent of the respondents in the deputy position. This shows that the lesser the position in seniority, the more it attracts more women in accessing it. More women are attracted into a deputy position than in the headship position.

Table 4.3 Senior teachers' gender in management

	Frequency	Percentage
Male	22	65
Female	12	35
Total	34	100

Table 4.3 indicates that the number of women in management of public primary schools is dominated by males compared to females. This mimics

Mutinda (2007) who established that in Matungulu division males dominate primary school headship at 98.67 percent. The table 4.3 shows that there were 65 percent of the senior teacher positions held by men while women held only 35 percent. This clearly shows that women are rarely found in the management posts and tend to settle at the lesser positions in management for example in senior teacher position they form 35 percent while in the headship position they constitute only 15 percentage.

Marital status

The respondents were also asked to indicate their marital status, this aimed at establishing whether family responsibilities hinder women from participating in leadership positions in primary schools. The results are as in figure 4.1

Figure 4.1 Marital status of the headteachers, deputy headteachers and senior teachers

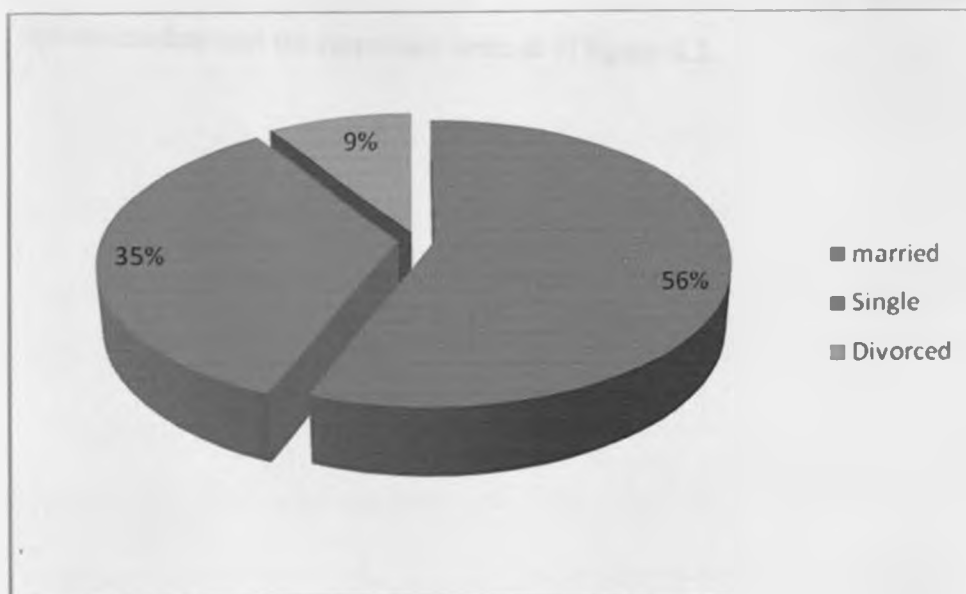


Figure 4.1 shows that 56 percent of the headteachers, deputy headteachers and senior teachers were married while 35 percent of them were single. However, 9 percent of them were divorced. In line to the marital status of the respondents, the respondents were asked to indicate whether they have children. This aimed at establishing whether household responsibilities, especially taking care of the children hinders women from ascending to power in primary schools.

Age of the headteachers, deputy headteachers and senior teachers

Age was one of the variables which the study sought to establish if it had any relationship with acquisition of management posts. It aimed at establishing if the age of the women teachers contributes to the appointment of the respondents to the management posts in the running of public primary schools in Kalama division. Both males and females were tested through the questionnaires and the responses were as in figure 4.2.

Figure 4.2 The age of the headteachers, deputy headteachers and senior teachers

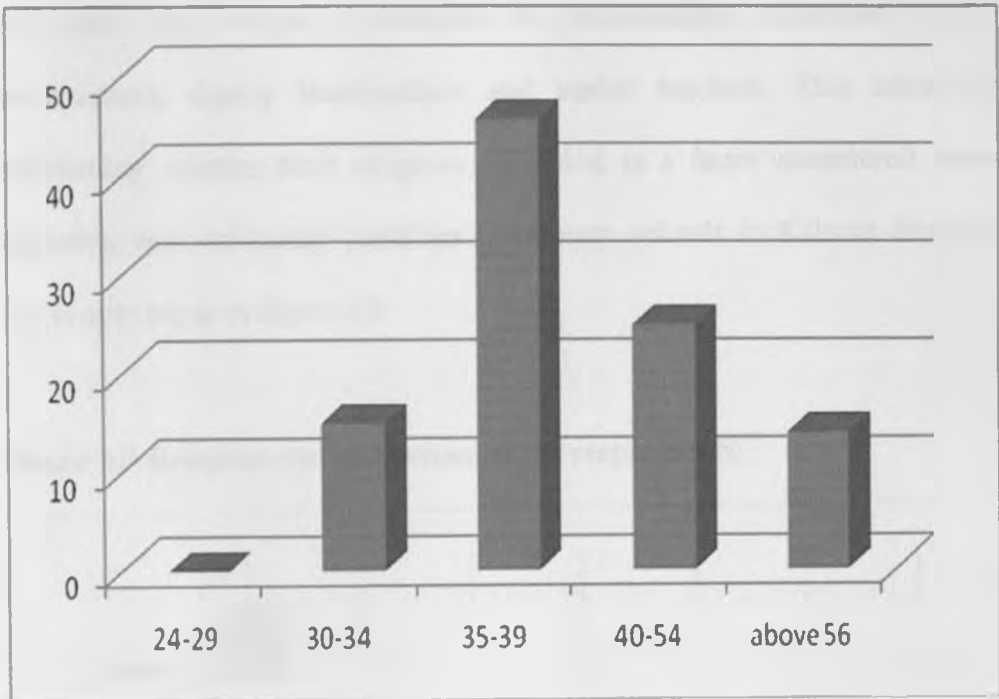


Figure 4.2 indicates that majority of the teachers ascend to leadership position at age 35-39 years. None of the teachers in the categories of the headteacher, deputy headteacher or senior teacher was at the age of 24-29. This is an indication that age is one of the qualifications considered to be in leadership position in primary school management. This confirms the study done by Mehra (2009) in Greece. She found that 70 percent of women in management were aged above 40 years and had between 10 and 20 years experience in the public primary school teaching. Table 4.2 also shows that 14 percent of the headteachers, deputy headteachers and senior teachers would have retired if the early policy of retirement age at 55 years was maintained.

Religious affiliation of headteachers, deputy headteachers and senior teachers

The study also sought to establish the denomination affiliation of the headteachers, deputy headteachers and senior teachers. This aimed at establishing whether their religious affiliation is a factor considered when ascending into leadership positions in primary schools in Kalama division.

The results are as in figure 4.3

Figure 4.3 Religious denominations of the respondents

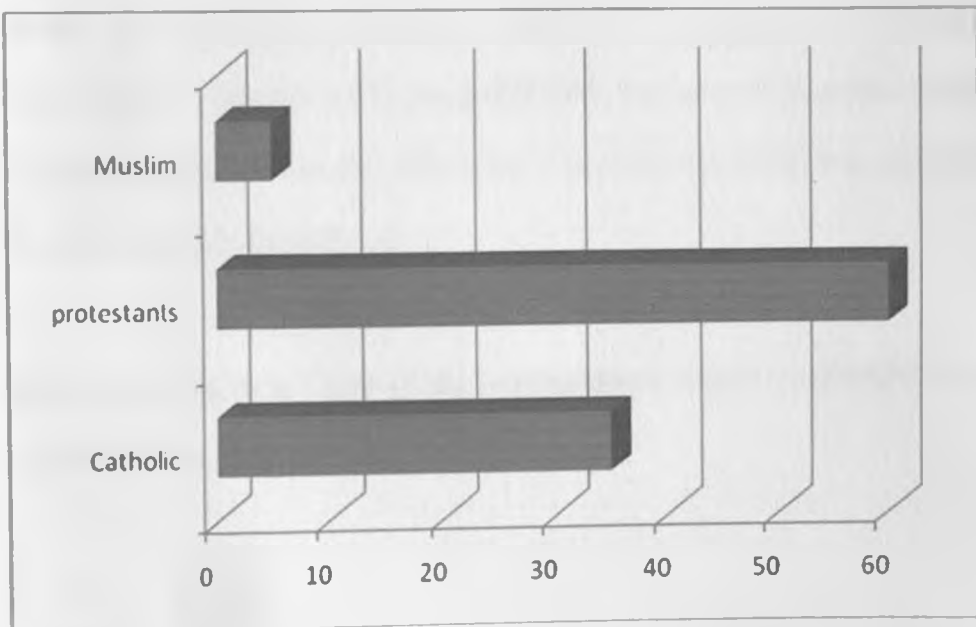


Figure 4.3 shows that the three categories of teachers in management whose religious denomination is of protestants dominate in Kalama location, they are followed by Catholics at 35 percent and Muslims at 5 percent. Through cross tabulation the study established that the head teachers head schools sponsored by the denominations they belong to. This is an indication that religious

affiliations especially the denomination that one belongs to determine the chances of one being in a leadership position.

Education levels of the headteachers, deputy headteachers and senior teachers

The study also sought to establish the academic qualification of the headteachers, deputy headteachers and senior teachers. This aimed at establishing whether the level of education of the headteachers, deputy headteachers and senior teachers influences one's chances of ascending into power. The academic levels pegged were at the categories of P1, diploma, Post Graduate Diploma in Education (PGDE), Bachelor of Education (B.Ed), Masters in education and any other level. The responses of the three categories of teachers are shown in figure 4.4

Figure 4.4 education levels of the headteachers, deputy headteachers and senior teachers

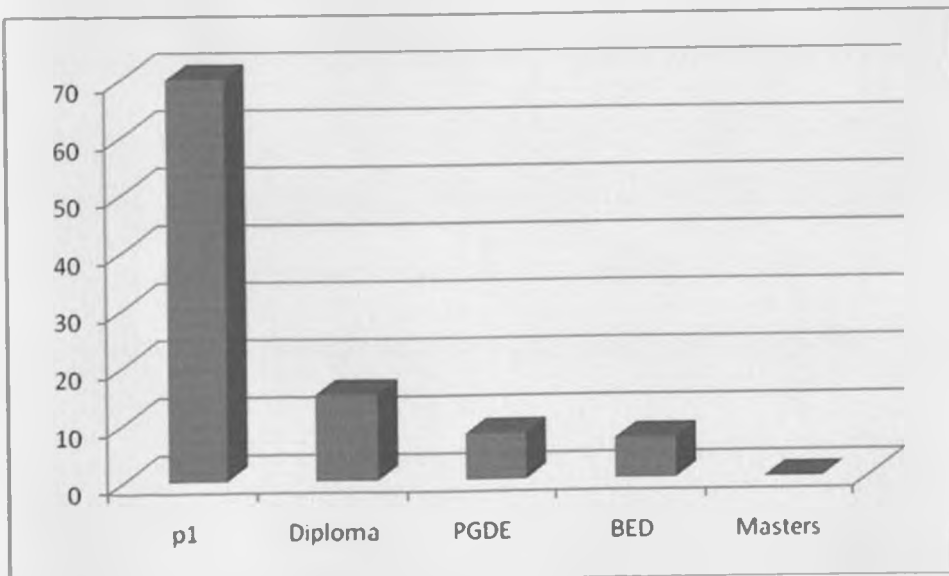


Figure 4.4 shows that the education level of the teachers in leadership is skewed towards certificate of education as indicated by 70 percent of the headteachers, deputy headteachers and senior teachers who said that they are P1 teachers. As the level of education increases the number of the people in leadership positions decreases, an implication that the policy of primary school head teachers to have degrees is not fully implemented.

The length of service as a teacher.

In a bid to establish the relationship between work experience and ascension to leadership position, the headteachers, deputy headteachers and senior teachers were asked to indicate the length of service as teachers. This would indicate if working duration is considered before a teacher is elevated to a management post. The researcher hoped that with enough working experience, the headteachers, deputy headteachers and senior teachers would give relevant information.

Figure 4.5 The length of service as a teacher.

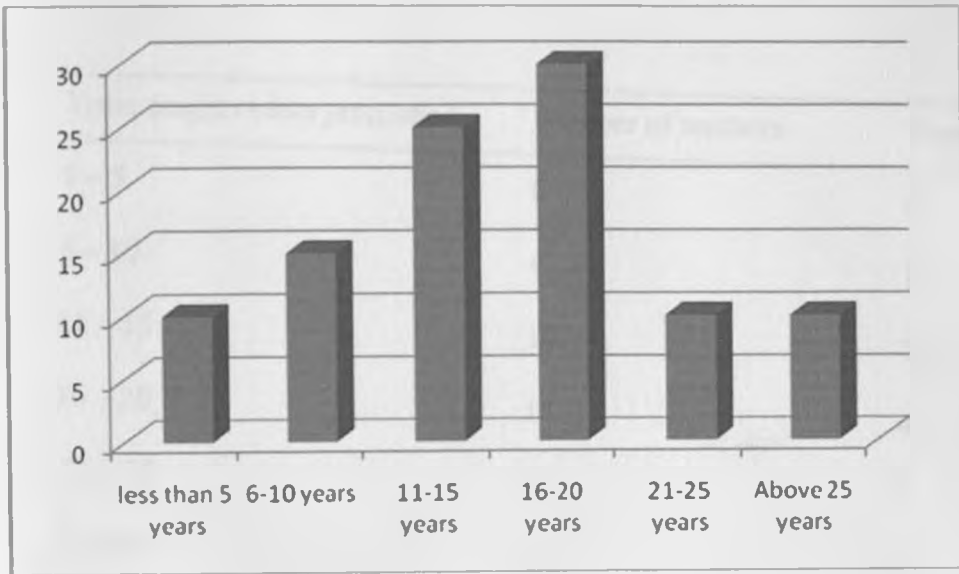


Figure 4.5 indicates that 30 percent of the teachers have a teaching experience spanning to 16-20 years while others have less than five years in teaching profession. Alongside teaching profession the head teachers were asked to indicate the number of years they served as teachers before being promoted. The result as in figure 4.5 showed that teaching experience is highly considered before a teacher is given a management post.

Senior teachers' years of service before promotion to deputy headteacher

The researcher inquired about the years of service in the capacity of senior teacher before being elevated to the post of a deputy. This was to find out if years of service influence the promotion of teachers into management posts. The responses of both male and female teachers are reflected in table 4.4

Table 4.4 Years of service before promotion to deputy headteacher

Years taught before promotion	Number of teachers	Percentage
1 – 5	0	0
6 – 10	4	12
11 – 15	10	29
16 – 20	15	44
21 – 25	3	9
26 – 30	1	3
30 and above	1	3
Total	34	100

From the data, it can be inferred that majority of teachers promoted to the position of deputy is after teaching 16 – 20 years as the percentage shows at 44 percent. Years of service make deputy heads mature and productive in their administrative responsibilities.

Years of service before promotion to senior teacher

The researcher inquired about the years of service taught by senior teachers before one was appointed to become a senior teacher. Table 4.5 below shows the varied ranges of teaching years and the number of teachers in every teaching bracket.

Table 4.5 Years of service before promotion to senior teacher

Years taught before promotion	Number of teachers	Percentage
1 – 5	0	0
6 – 10	8	24
11 – 15	9	26
16 – 20	12	35
21 – 25	2	6
26 – 30	2	6
30 and above	1	3
Total	34	100

Majority of the senior teachers were 16 -20 years in the teaching service before they were appointed to the post of senior teacher. The research shows that one's years of teaching experience adds value leading to one's qualification to a management post.

Figure 4.6 Head teachers years of teaching before promotion

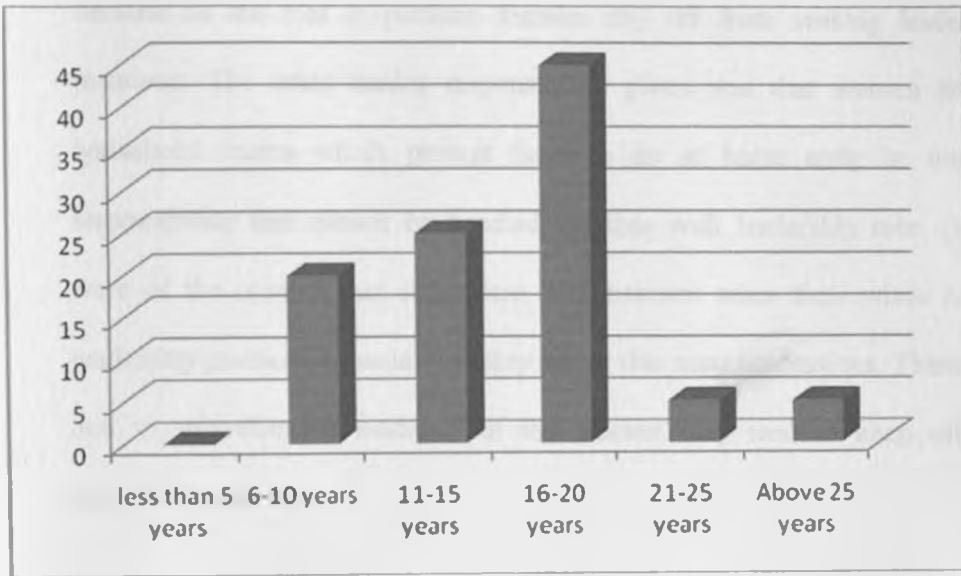


Figure 4.5 shows that most teachers were promoted after teaching for a period of between 16 to 20 years while others were promoted after teaching for 11-15 years. Surprisingly none of the teachers was promoted before completing five years in the teaching profession. This is an indication that years of teaching contributes in the promotion of the teachers.

4.5 The influence of Family responsibilities on women participation in management of public primary schools

One of the objectives of the study was to establish whether family responsibilities hinder women from ascending to leadership positions in primary schools. The key respondents were asked to indicate whether family responsibilities hinder women from assuming leadership positions in primary schools. The results indicate that 80 percent of the respondents said that family responsibilities hinder women from seeking leadership positions. Among the factors that were given to support the sentiment were Care for the children

especially when sick may make women not concentrate on leadership job and because of the fear to perform females shy off from seeking leadership positions. The other family responsibility given was that women do the household chores which prompt them to be at home early in time; a responsibility that cannot be handled together with leadership role. Others were of the opinion that some men feel insecure when their wives are in leadership positions especially if they are in the same professions. Therefore, due to subordination tendency of the women they tend to keep off the leadership positions.

The other factor on household responsibility is that promotions sometimes are tied to transfers and some women fear to be transferred to be away from the family therefore shy off from applying for the leadership positions. On the other hand giving birth and maternity leave keep women off from leadership positions.

4.6 The influence of cultural beliefs and values on women participation in management of public primary schools

The other objective of the study was to establish the influence of cultural beliefs on women participation in management of public primary schools. The respondents were asked to indicate whether cultural beliefs affect women assumption to leadership positions in primary schools. The results show that 90 percent of the respondents held the view that culture plays a role on hindering women from taking leadership positions. Some of the factors under

cultural beliefs that keep off women from leadership position include male chauvinism or the aspect of men feeling like perfectionists and women being full of failures. This position was held by 70 percent of the respondents who said that the community would wish more males to be in leadership position compared to females.

On the other hand 60 percent of the respondents said that women view the promotion and assignment of the responsibility negatively; implying that they do not like leadership positions.

4.7 The influence of women teachers' perception towards women participation in management of public primary schools

The other objective of the study was to establish the influence of women teachers' perception towards women participation in management of public primary schools. The participants were asked to indicate whether they have ever had a desire to be promoted. The results are as in table 4.6

Table 4.6 Headteachers, deputy headteachers and senior teachers desire for promotion

Desire	Head teachers		Deputy head teachers		Senior teachers	
	No	Yes	No	Yes	No	Yes
for promotion						
Male	10	90	20	80	5	95
Female	85	15	75	25	90	10

Table 4.6 shows that 85 percent of females in headship position would not like to be promoted contrary to the male counterparts who are in the leadership position who said they desire to be promoted. The same opinion was replicated by the senior teachers where 90 percent of the female respondents said that they do not desire to be promoted while 10 percent of females said that they desire to be promoted. Among the men in senior teacher positions, 95 percent of the males said that they desire to be promoted. Males generally desire to be promoted as reflected in the three categories of teachers in management as shown in table 4.6. This mimics Mwaniki (2004) who noted that myths, proverbs, riddles and traditional practices perceived women as lesser beings and justified men for leadership. Women teachers therefore seemed unprepared to take these management posts.

The results in table 4.6 indicates that minority of the female teachers desire to be promoted while on average 85 percent of female teachers do not desire to be promoted. This implies that female teachers do not have ambitions to be promoted.

4.8 The extent to which marital status influences women participation in management of public primary schools

The study also sought to establish the influence of marital status on women participation in management position. The key informant indicated that 90 percent of the unmarried women show more interest in leadership positions in primary schools than the married women. This was attributed to minimal

family responsibilities attached to unmarried women. This was strongly supported by 70 percent of the respondents who said that they strongly agree to the statement that one's marital status influences women to participate in leadership positions in primary schools. Other factors that hinder women from participation in ascension into power in primary schools are as indicated in table 4.7.

Table 4.7 Statement of the factors that hinder women from taking leadership position in primary schools

Factor	Strongly agree	agree	disagree	Strongly disagree	Not decided
	%	%	%	%	%
Ones marital status	70	20	10	0	0
Family responsibility	65	25	5	5	0
Women attitude towards leadership	40	50	10	0	0
Women age and experience	30	50	5	15	0
Discouragement from other women	90	10	0	0	0
Child rearing	65	15	10	10	0
Ones religious affiliations	45	30	25	0	0
Ones educational level	25	25	50	0	0
View of leadership position as masculine	10	20	40	10	0
Gender stereotypes	20	25	15	40	0

As indicated in table 4.7, there are several factor that hinder women from participating in leadership position in primary schools in Kalama district.

Some of them are indicated by the highest number of the headteachers, deputy headteachers and senior teachers who strongly agree by the statement of discouragement from others as indicated by 90 percent of the respondents who said that women are discouraged by others to participate in leadership positions.

The other factor is one's marital status as attested by 70 percent of the respondents who said that one's marital status influences women leadership in primary schools where 90 percent of the respondents were of the opinion that 90 percent of the unmarried women are interested in leadership positions as opposed to 10 percent of married women who were interested in leadership position. Other factors include family responsibility, child rearing, Women's negative attitude towards leadership, ones religious affiliations and gender stereotypes.

The study also sought to establish whether there is fairness in appointments of the leadership in primary schools for both males and females. The results show that 80 percent of the respondents said that there is no fairness. The reason given towards the same, is that the appointing authority is bias and corruption is involved. Some respondents pointed out that for one to be appointed has to give out some money or be known by somebody in the office.

However, the appointing key respondents that is the district education officers and the quality assurance personnel said that during appointment the criterion

used to consider good performance of the candidate is in terms of producing good national examination grades, the ability to maintain mutual understanding between the school and the community, the teachers' desire to fill the vacancy available for promotion, the age of the teacher and being a role model at the place of work.

Community preference to the headship of public primary schools

The researcher wanted to establish if the community has an input into determining who should head the primary schools by gender. Table 4.8 reflects the community wish on primary school management by gender as viewed by the headteachers.

Table 4.8 Community preference to the headship of public primary schools

	Frequency	Percentage
Males	30	88
Females	4	12
Total	34	100

A majority 88 percent of the teachers showed that the community expects the headship of the primary schools to be a male's duty. This emanates from the community feeling that men are born leaders and women are to be led.

The type of attitude held by the people one leads as a male or a female administrator

The researcher wanted to inquire on the attitude of the people led by the headteacher whether male or female. The responses were given in Table 4.9

Table 4.9 The type of attitude held by the people one leads as a male or a female administrator

	Male	Percent	Female	Percent
Positive	32	94	14	41
Negative	2	6	20	59
Total	34	100	34	100

Many of the male headteachers felt that the people they led had a positive attitude towards them (94 percent). To the female headteachers, the attitude towards them was negative. They were supported by minority of the teachers under them.

Fairness or lack of it in the appointment of both males and females to management posts

The researcher sought to know if the headteachers themselves felt that there was an equal share of the management posts between males and females.

Table 4.10 Fairness or lack of it in the appointment of both males and females to management posts

	Frequency	Percentage
Yes	7	20
No	27	80
Total	34	100

Majority 80 percent of the headteachers agreed that there was no fairness in the share of management posts between males and females. The appointments tend to be favouring male teachers for management posts.

4.9 Interview guide for the DEO / AEO

An interview guide was addressed to the DEO Machakos district and AEO Kalama division. The interview targeted the two officers because they are the ones concerned with the promotion of teachers into management posts. They were able to give their opinions according to the study variables.

Concerning the criteria for promotion of teachers, the AEO and DEO said that fairness is given to both gender and when it comes to promotion of teachers into management. Both male and female teachers are welcomed to sit for promotional interviews but most women are hesitant to do the interviews. The men dominate these interviews and the few women who show interest in

management posts are mostly the unmarried. The married were said be tied to their family responsibilities which discourages them from taking up the management posts. This mimics Saitis (2010).

The interview expected the DEO and AEO to indicate the age when most teachers take up management posts. This was to establish if age of the teachers is a factor to consider in promoting teachers into management. They said that majority of the teachers take these posts at the age of 36 to 40 years. This confirmed that age and experience is considered before elevating teachers into management. The two officers were expected to comment on the cultural beliefs in connection with the low number of women in management. They agreed that cultural roots of the people in Kalama division have a lot of influence in hindering women to management roles. This supported Lim (2002) who observed that a girl's traditional education among the Kikuyu, Kamba, Embu and Kuria was meant to prepare girls for their future as docile, soft, timid and good house managers while boys were prepared to be aggressive, tough and authoritative. Both commented that the society has a low opinion on women appointment to leadership positions and the gender stereotypes are very eminent in women management.

The two officers commented that they had witnessed several cases where they promoted women into management posts on merit emanating from good performance but the women declined the offer. The reasons they gave included satisfaction with their classroom positions and claimed that the post

was too demanding on them in terms of the time sacrifice involved in it. The two officers commented that women need to be encouraged to take these posts. Those in management should also act as role models so that they can pave way for others to desire to get into management. The community should also be sensitized on the ability of women in leadership positions so as to move from some outdated traditional stereotypes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the socio-cultural factors influencing women's participation in the management of public primary schools in Kalama division of Machakos district, Kenya. The study was hinged on the objectives that revolve on, the family responsibilities and its influence on women participation in management of public primary schools, the influence of cultural beliefs and values on women participation in management of public primary schools, the influence of women teachers' perception towards women participation in management of public primary schools, the influence of marital status and the influence of women's age, experience and their participation in management of public primary schools.

The literature review focused on outlining the concept of management and gender, influence of family responsibilities on women management, the influence of cultural beliefs and values on women management, women's perception of themselves in relation to educational management, the impact of marital status on women educational management and the influence of Age and experience in relation to women participation in management in different counties and later gave the summary of literature review.

The research instruments used were questionnaires for the headteachers, deputy headteachers and senior teachers. Samples from the three zones of Kalama division were taken. An interview schedule was also used for the DEO Machakos district and AEO Kalama division.

The study adopted the descriptive survey design because variables were not to be manipulated. The target population included all the primary school head teachers, deputy head teachers and senior teachers at Kalama division in Machakos district. The sample size was comprised on 34 head teachers, 34 deputy head teachers and 34 senior teachers in primary schools in the division. The study also targeted the DEO Machakos district and the AEO Kalama division who are the administrators in charge of the task of promoting teachers into management posts. A pilot study was conducted by administering 10 questionnaires in two schools in each of the three zones in Kalama. A calculation was done and reliability co-efficient was found to be 0.87 meaning that the instrument was very reliable. From the DEO and AEO the researcher went to two officers then after a lapse of one week went again. The opinions they had given in the first interview remained the same in the second showing the reliability of the instrument used.

Study findings revealed that, there is high rate of gender imbalance in leadership of the primary schools in Kalama division. This was attested by the research findings which indicates that 85 percent of people in leadership in Kalama division are male compared to 15 percent female head teachers. However, for the senior teachers position females constituted 35 percent, which is higher than the 15 percent females in headship position an

implication that women settle on less leadership positions in the division as compared to higher positions like heading a school.

The study also established that, 45 percent of teachers ascend to leadership position at age 35-39 years and none of the teachers ascended to headship position at age 24-29 which is an indication that age is one of the qualifications considered to be in leadership position in primary schools. The study also revealed that the education level of the teachers in leadership is skewed towards certificate of education as indicated by 70 percent of the respondents having PI certificate holders. This implies that, as the level of education increases the number of the people in leadership positions decrease which is contrary to the Teachers Service Commission policy of primary schools to be headed by graduate teachers. On matters of religion the study established that community holds a perception that schools should be headed by teachers who are affiliated to the same denomination that sponsors the school. After seeking the religious affiliations of the respondents the study established that 35 percent of the teachers in headship positions are Catholics, 5 percent Muslims and 60 percent Protestants. Through cross tabulation it was established that 90 percent of the school heads are from the denominations they are affiliated to.

In line to the objective that sought to establish the influence of family responsibility on women participation on leadership positions the study revealed that 80 percent of the respondents were of the opinion that family responsibilities hinder women from seeking leadership positions because

women are the children caretakers at home and therefore need to be at home to take care of the children especially when sick. The other reason is that women shy off from seeking leadership positions because of household chores which prompt them to be at home early in time and also some men feel insecure when their wives are in leadership position especially if they are in the same professions. On the other hand, promotions are sometimes tied to transfers and some women fear to assume leadership positions for fear of being transferred away from their families and therefore shy off from applying for the leadership positions.

The study also revealed that 90 percent of the respondents consider cultural beliefs to be a hindrance to women assumption to leadership positions in Kalama division. The cultural factors that hinder women from being in leadership position in primary schools in Kalama division include male chauvinisms or the aspect of men feeling like perfectionists and women being full of failures and the community feeling that it is men who are supposed to head schools as indicated by 70 percent of the respondents with the same view. Under the cultural beliefs 60 percent of the respondents said that women view the promotion and assignment of responsibility negatively an implication that women do not like leadership positions.

The study also established that 85 percent of females would not like to be promoted contrary to 90 percent of the male counterparts who said that they desire to be promoted to higher positions of leadership in primary schools. The desire for promotion varies with the position to be filled whereby female respondents said they could be comfortable with less leadership positions like

being senior teachers or a class teacher but not deputy head teachers or the head teacher. This showed that females perceive leadership positions negatively this discourages them from getting into management. The few women in management posts were not reflected as good role models by those in lesser management positions.

On marital status the study revealed that 90 percent of the unmarried women show more interest in leadership positions in primary schools compared to the married women. This was attributed to minimal family responsibilities attached to unmarried women. The unmarried were not bound by children, husbands and other household chores.

On women's age and experience, the study established that both males and females do not get into management positions at the early years of employment as teachers. Majority get to management after serving 16 to 20 years as teachers in the three management positions. Age and experience are highly factored by the promoting authority in giving teachers management positions. Age and experience could be attributed to maturity of the teachers so as to face the challenges attached to the management posts promptly.

Generally, the study revealed that there are several factors that hinder women from participating in leadership position in primary schools in Kalama division. Some of them include discouragement from others, marital status as attested by 70 percent of the respondents, family responsibility, child rearing, women's negative attitude towards leadership, one's religious affiliations and gender stereotypes.

5.3 Conclusions

In conclusion, family responsibilities seem to highly influence the participation of women in the management of public primary schools. This is because most of the women in the management posts of headteachers, deputy headteachers and senior teachers accepted that household chores e.g cooking, child caring are mandatory duties in their homes. Male spouses need to be educated on the need of assisting their wives in family responsibilities to create room for their wives to participate in management positions. Outdated cultural beliefs and values need to be discouraged so that women teachers can assume these management posts which are discouraged by mostly cultural beliefs and values from the community.

Women teachers' own perception about promotion was highly negative in the study. Most of the teachers both males and females supported that women belittle themselves when it comes to management, they term it as a masculine post. Women need to be encouraged to change this perception and take up the management posts because they are equally educated and capable with the males. Marital status seems to be a big hindrance of women into management posts. 90 percent of the women in management posts are those unmarried due to little attachment on marital responsibilities. Family planning should be encouraged to the married women to avoid a lot of time in giving birth, child rearing and apply for the management posts. Concerning age and experience in relation to the management posts acquisition, this strongly showed it is highly factored hence blocking many from management. The TSC should encourage teachers irrespective of age and experience to take up management posts at a youthful age when they have the zeal to do it.

5.4 Recommendations

In view of the research findings, the researcher recommends the following:-

1. The Ministry of Education should train women teachers to acquire the necessary skills in management. Training of the women should be in the top, middle and lower levels of management of education.
2. Women teachers should be encouraged to take up leadership positions by applying for the positions when they are available. The education officers for example the DEO and AEO should publicly invite all teachers for management interviews irrespective of gender. The advertisements should be done in all education offices.
3. There is need to educate the community on the potential in women leadership, this would help in changing the perception of the community on women leadership.
4. The Ministry of Education should engender government educational and promotion policies, with the government committing itself to provide the political will with a pre-requisite in the success of the policies implementation.
5. Outdated cultural beliefs and stereotypes e.g male chauvinism be discouraged by the religious organizations and preach equality of man / woman. This will encourage more women into leadership positions.
6. Teachers Service Commission should employ affirmative action for example ensuring management posts are balanced within males and females so as to improve representation of women in top educational management and leadership positions.

7. To the female headteachers, deputy headteachers and senior women in management, they should provide candid role model to the female students in school. They should remove all types of stereotypes against women at all levels of education. This will improve the number of women competing for management positions.

5.5. Suggestions for further research

Based on the findings of the study the researcher makes the following suggestions for further research;

A research need to be done on socio-cultural factors influencing women's participation in management of public primary schools in more districts in order to elicit comparison since these factors could be unique in every district.

There is also need to carry out a study on institutional factors that hinder female participation in leadership in primary schools in Kenya. This would complement the findings of this study in order to encourage more women to be in leadership positions.

Case studies need to be done on women in top educational management and leadership positions to find out the challenges they face and how they overcome the barriers. A research need to be done by carrying out a detailed survey on practical affirmative action strategies that can be employed to improve the representation of women in educational management and leadership.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University Of Nairobi,

P.O. Box 30197,

Nairobi.

Date..... 2012

The Headteacher,

_____ Primary School,

Machakos.

Dear Sir / Madam,

RE : PERMISSION TO ADMINISTER A QUESTIONNAIRE

I kindly seek your permission to administer questionnaires in your station. I am a postgraduate student at the University of Nairobi department of Educational Administration and Planning carrying out a research on the socio-cultural factors influencing women's participation in management of public primary schools in Kalama division, Machakos district, Kenya.

In this regard, I wish to request for your support and I assure you that the information given will be kept confidential. It will be only used for the purpose of the study.

Thank you for accepting to support me in advance.

Yours faithfully,

Ndiso Titus Mutiso

APPENDIX B

HEADTEACHERS' QUESTIONNAIRE

This questionnaire consists of two parts, A and B. Respond either by writing in the spaces provided or putting a tick where required. Do not write your name or that of your school.

PART A: Demographic Data and Personal Information.

Please tick (✓) where appropriate or fill information as necessary.

1. Please state your gender Male Female
2. Indicate your age bracket 24-29 30-34 35-39
40 - 44 45-49 50-54 55-59
3. Which is your religion? (a) Christianity [] (b) Islam []
(c) Hinduism [] (d) Others (Specify) _____
4. Indicate your marital status
Single Married Widowed Separated Divorced
5. What is your highest academic qualification?
P1 Diploma B.Ed Masters Others (specify)
6. (a) Do you have children? Yes No
(b) If yes, how many? 1 2 3 4 5 and above
7. How many teachers do you have in your staff?
Males Females Total
8. What gender is your deputy head teacher? Male Female
9. How many years have you been in the teaching profession?
1-5 6-10 11-15 16-20 21-25 26-30 31 and above

Part B : Appointments and promotions

10. At what age did you become a head teacher? 26-30 31-35
36-40 41-45 46-50 51-55 56-59

11. Which of the following stakeholders in primary school management
Played the greatest role in your appointment as a head teacher? Tick one.
Sponsor Community Staff DEO Others, specify _____

12. How do majority of female teachers view promotion and assignment of
responsibility? Positively Negatively

13. The following are factors that may be considered in appointment of
teachers into management posts. To what extent do you perceive these factors
as hindrances to women's appointment to positions of educational
management in public primary schools? Please indicate with a tick your
opinion as A - Agree SA - Strongly Agree D- Disagree
SD - Strongly Disagree NS - Not Sure

No.	FACTORS	A	SA	D	SD	NS
(i)	One's marital status					
(ii)	Family responsibilities					
(iii)	Women's negative attitude towards leadership					
(iv)	Women's age and experience					
(v)	Traditional African belief on leadership					
(vi)	Discouragement by other women					
(vii)	Child rearing					
(viii)	One's religious affiliations					
(ix)	One's educational level					
(x)	View of leadership position as masculine					
(xi)	Gender stereotypes					

14. (a) How do you perceive as the attitude of the people you head towards you as a male / female administrator? Positive Negative

(b) How does their attitude hinder or advance you in carrying out your duties?

15. In your opinion, who does the community prefer to be the head of a primary school? Male Female

16. Which gender do you perceive to be more involved in the management of public primary schools? Males Females

17. What strategies do you consider important to attract more women in Educational management? _____

Thank you for taking time to answer this questionnaire.

APPENDIX C

DEPUTY HEADTEACHERS' AND SENIOR TEACHERS'

QUESTIONNAIRE

This questionnaire consist 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 and Personal Information

1. Please tick (\checkmark) where appropriate or fill information as necessary.
2. Please indicate your work title. Deputy head teacher Senior teacher
3. Please state your gender Male Female
4. What is your marital status? Married Single Divorced
Separated
5. Do you have children? Yes No
a) If yes, how many? 1 2 3 4 5 and above
6. Indicate your age bracket 25-29 30-34 35-39 40-44
45-49 50-54 55-59
7. Which is your religion? (a) Christianity (b) Islam (c) Hinduism
(d) Other specify _____
8. How many years have you been in the teaching profession? 1 – 5
6-10 11-15 16-20 21-25 26-30 30 and above
9. What is your highest academic qualification? P1 Diploma
B.Ed PGDE Masters others, specify _____
10. What gender is your Head teacher? Male Female

11. (a) How many teachers do you have in your staff? Males Females

Total

(b) How many times have you applied for promotion to Deputy? Head teacher? _____

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

1-5 6-10 11-15 16-20 21-25

26-30 30 and above

Section B : Appointments and promotions

12 At what age did you become a deputy headteacher senior teacher?

26-30 31-35 36-40 41-45 46-50 51-55 56-59

13. The following are factors that may be considered in appointment of teachers into management posts. To what extent do you perceive these factors as hindrances to women's appointment to positions of educational management in public primary schools? Please indicate with a tick your opinion as:

A - Agree D - Disagree NS - Not Sure

SA - Strongly Agree SD - Strongly Disagree

No.	FACTORS	A	SA	D	SD	NS
(i)	One's marital status					
(ii)	Family responsibilities					
(iii)	Women's negative attitude towards leadership					
(iv)	Women's age and experience					
(v)	Traditional African belief on leadership					
(vi)	Discouragement by other women					
(vii)	Child rearing					
(viii)	One's religious affiliations					
(ix)	One's educational level					
(x)	View of leadership position as masculine					
(xi)	Gender stereotypes					

14. How do majority of female teachers view promotion and assignment of responsibility? Positively Negatively

15. Do you desire promotion? Yes No

If yes, have you applied for it? _____

If No, why? _____

16. In your opinion, who does the community prefer to be the head of a Primary school? Male Female

17. What do you perceive as the attitude of the people of the school you deputise towards you as a male / female? Negative Positive

18. (a) Do you find fairness in the appointment of both males and females to management posts? Yes No

(b) If no, what steps do you suggest necessary to promote more females to Management positions? _____

Thank you for taking time to fill this questionnaire.

APPENDIX D

INTERVIEW GUIDE FOR DEO / AEO

You have been selected to participate in this study on The Influence of Socio-cultural Factors Influencing Women's Participation in Management of Public Primary Schools in Kalama Division, Machakos District. Kindly respond to the interview questions as requested.

1. Gender Male Female
 2. Please let me know your work title. AEO DEO
 3. Being a member of the panel that promotes teachers, please tell me the criteria used in promoting them into management posts. _____
 4. Between married and unmarried women teachers, which category do you find mostly interested by these management posts?
Married Unmarried
 5. From your experience, what age do most women acquire management posts in the division / district? 30-35 years 36-40 years
41-45 years 46-50 years 51 and above
- (a) In your opinion, do you think family responsibilities hinder women from acquiring management posts? Yes No
- (b) If yes, in which way? _____
- More men than women seem to be in management posts of head teachers and deputy head teachers. Please comment on your observation about the cause of phenomenon _____

6. Please comment on the cultural beliefs in connection with low numbers of women in management of public primary schools.

(a) In your tenure in office, have you given any woman a management post and she declined the offer? Yes No

(b) If yes, what reasons did she give? _____

7. In your opinion, how can the participation of women in management be increased in Kalama division? _____

Thank you for taking time to fill this questionnaire.

REPUBLIC OF KENYA



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NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
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When replying please quote
secretary@ncst.go.ke

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

Our Ref: NCST/RCD/14/012/685

Date: 31st May 2012

Tius Mutiso Ndiso
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Socio-Cultural factors influencing women's participation in management of public primary schools in Kalama Division, Machakos District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Machakos District for a period ending 31st July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Machakos 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
Machakos District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

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THIS IS TO CERTIFY THAT:

Prof. /Dr./Mr./Mrs. (Name) Institution
Felix Mutiso Ndiso
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi.
has been permitted to conduct research in

	Location
Machakos	District
Eastern	Province

on the topic: Socio-cultural factors influencing women's participation in management of public primary schools in Kalama Division, Machakos District, Kenya.

for a period ending 31st July, 2012.

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Research Permit No. NCST/RCD/14/012/012
Date of issue 31st May, 2012
Fee received KSh. 1,000



(Signature)
Signature

(Signature)
Secretary
National Council for
Science & Technology