

**SOCIO-CULTURAL FACTORS INFLUENCING ACHIEVEMENT OF
GENDER PARITY IN SECONDARY SCHOOL LEADERSHIP IN
SIAYA SUB COUNTY, SIAYA COUNTY, KENYA**

Michael Willice Okoth Oriedi

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Administration**

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DECLARATION

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

.....
Michael Willice Okoth Oriedi

E55/73941/2014

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

.....
Dr. Okoth Ursulla
Senior Lecturer

Department of Educational Administration and Planning
University of Nairobi

.....
Dr. Mercy Mugambi
Lecturer

Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This research project is dedicated to my loving wife Ruth Aketch for the encouragement and support all through this course.

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ABBREVIATIONS AND ACRONYMS

FAWE	Foundation for Women's Education in Africa
MDG	Millennium Development Goals
NCST	National Council for Science and Technology
NER	Net Enrolment Ratio
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission Kenya
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose for this study was to find out the socio-cultural factors that affect the gender parity in leadership of secondary schools in Siaya Sub-county, Siaya County. It sought to examine the influence of policies and practices that govern appointment into leadership, patriarchal culture, domestic responsibilities of female teachers and marital status on achievement of gender parity in secondary school leadership in Siaya Sub County. The study was based on the broaden-and-build theory. This was a descriptive research design where the target population comprised of 47 principals, 47 deputy principals and 500 teachers, 2 directors of education and 2 directors of TSC at the county. The 17 schools were randomly selected. The sample consisted of 17 principals, 17 deputy principals, 150 teachers, 2 directors of education and 2 directors of TSC. The study used questionnaires and interview schedule to obtain information. Qualitative data was organized in themes and presented as narratives. Analyzed data was presented in tables, charts and graphs. The study revealed that the existing policies and practices governing appointment of secondary school teachers in leadership were not effective because they did not solve the problem of gender disparities conclusively; The Patriarchal culture discouraged many qualified women in applying for leadership positions in secondary schools as they viewed leadership as a preserve for men; Domestic responsibilities negatively influenced gender parity as it mainly affected more women than men and marriage was a great hindrance to women teachers taking up leadership roles in secondary schools. Male spouses influenced the working station of female teachers and this affected their leadership in schools as majorities forego the leadership positions if they were far away from their spouses. The study recommended that the policies and practices governing promotion and appointment into leadership in secondary schools should be effected to ensure gender parity; the community should be sensitized on women and leadership in schools to bringing about gender parity; The teachers service commission should give married women leadership positions not far away from their families. Suggestions for further studies: to investigate gender and leadership styles; the influence of Kenyan constitution on gender parity in leadership in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The concept of gender is associated with the social roles of males and females in a societal perspective. It entails what women and men should be and therefore defines what it is to be feminine or masculine (Griffins, 2014). Gender disparity is a situation of imbalance in gender that generates concern in both formal and informal sectors across the globe (World Bank, 2007). Throughout the world, structures of leadership have been associated more with masculine gender than feminine gender but with the introduction of formal education, only a few women have been able to ascend to positions of leadership more so in the position of secondary school leadership.

There is therefore a great need to create more opportunities to rope in more girls and women to seek employment and attainment of leadership opportunities to enable an environment of gender parity with their male counterparts in the society (Oppong, 1987). The World Bank today routs for gender balanced approach to development issues and observes greater need for increased voice of women in the society, according to UN report (2016), Sustainable Development Goal (SDG) No. 5, the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (MDG) including access to primary education between boys and girls, but women and girls continue to suffer discrimination.

(Acker, 1992) confirms that majority of teachers in England are women yet a greater proportion of male teachers are in senior positions

Coleman (2004), concludes that women numerically dominate the teaching profession in most countries but they hold a minority of the head teacher positions in education. Many global conferences, including the 4th world conference on women (1995), the Cairo Conference on Population and Development (1994) have recognized that, despite the progress made globally in improving the status of women, gender disparities still exist in regard to participation in executive and electoral political positions. A study conducted by the US Bureau Census (2001) showed that indeed the number of women in employment had speedily gone up. Women in employment were projected to make up 48% of the workforce by 2008 (US Bureau of labour Statistics, 2001).

In Australia for example there has been an increase in the number of women principals but the locus of decision making has greatly shifted to administrators outside of the schools who are mainly men (Coleman, 2004). The author identifies cultural influences on leadership as biased on maleness. Female secondary school head teachers feel somewhat isolated as leaders with at least half reporting experience of sexism. Research by Moreau, Osgood, & Halsall, (2007), clearly suggests that under- representation of women in

management has not been given serious consideration despite equal opportunity policies in place.

According to General Assembly of States Parties (1979), resolution no. 34/180, all countries committed to eliminate discrimination against women in order to ensure equal rights with men in the field of education and in particular to ensure same conditions for career and vocational guidance, access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas. This equality is to be exhibited in pre-school general, technical, professional and higher technical education as well as existing between men and women any gap should be reduced at the earliest opportunity.

The Kenya government acknowledges that the empowerment of women is an effective way to combat poverty, hunger, and disease and to stimulate sustainable development. Gender equality and women empowerment is an important condition for the achievement of the sustainable development goals (UN, 2015). Kenya has in the past implemented numerous gender parity friendly policies. The Kenya Constitution, 2010 has reserved at least 33% of the composition of all public bodies to either gender. Despite the existence of policies, legislative reforms, plans and programs, gender disparities still exist in legal, social, economic, and political levels; and access to and control of resources and opportunities, Onyango (2004).

The key challenges inhibiting the achievement of gender parity in the county include; retrogressive cultural and traditional practices and beliefs, inadequate resources for gender parity work; and limited access of women to productive resources.

Table 1.1 presents data on secondary schools leadership by gender as at August 2016 in Siaya.

Table 1.1: Siaya county school leadership by gender

Sub county	No. of schools	Principals			Deputies		
		M	F	%	M	F	%
Siaya	47	38	9	19.15	35	12	25.53
Ugenya	29	23	6	20.69	24	5	17.24
Bondo	35	27	8	22.86	24	11	31.43
Ugunja	24	19	5	20.83	19	5	20.83
Gem	33	21	12	36.36	26	7	21.21
Total	168	128	40	23.81	118	40	23.81

Source: County TSC Director's office August (2016)

According to Table 1.1, gender disparity exists in secondary school leadership in Siaya County with only 40 female principals against 128 male counterparts and 118 male deputy principals against 40 female deputy principals. Siaya Sub County has 9 female principals against 38 male principals converting to only

19.5% presenting the greatest disparity in secondary school leadership in five sub counties. This has been so despite the gender parity policy issues on appointments. It is on this background of disparity that this research is to be carried out to investigate socio-cultural factors which influence a balanced participation of female teachers in leadership of secondary schools in Siaya Sub County.

1.2 Statement of the problem

The Government of Kenya being signatory to the state parties of the United Nations has developed progressive policies to bridge gaps and enforce laws that will reduce discrimination against women. The Kenya Constitution 2010 that provides one third of employment and management opportunities to either gender attests to this. There has been growing participation of women in many sectors of workplace but gender disparities still exist. Available data indicate that women are still inadequately represented in senior leadership positions in public schools, Schien (2007). Studies by Lodiaga (1995), Mbevi (1995), Nzomo (1995) and Mullei (1995) document women's participation in leadership in public and private sectors but little focus has been put to identify factors that hinder women's participation in secondary school leadership. Like in Siaya sub county, there are only 9 female head teachers against 38 male head teachers representing only 19.15% of female principal leadership hence this study on factors which influence gender parity achievement in secondary

school leadership in Siaya Sub County. This scenario calls for a research to establish the cause for this glaring disparity, a gap that this study seeks to fill.

1.3 The purpose of the study

The purpose for this study was to investigate the socio-cultural factors that affect gender parity in leadership of secondary schools in Siaya Sub-County, Siaya County.

1.4 Research objective

The following objectives were used in this study.

- i. To examine the effectiveness of the policies and practices that govern appointment to secondary school leadership affect gender parity in secondary school leadership in Siaya Sub County.
- ii. To determine how patriarchal culture affects achievement of gender parity in secondary school leadership in Siaya sub county
- iii. To assess to what extent domestic responsibilities (of female teachers) influence achievement of gender parity in secondary school leadership in Siaya Sub County.
- iv. To determine how marital status affect achievement of gender parity in secondary school leadership in Siaya sub county.

1.5 Research questions

The following research questions were used to guide the study.

- i. What policies and practices govern appointment of secondary school teachers to leadership position in Siaya Sub County?
- ii. How does patriarchal culture influence achievement of gender parity in secondary school leadership in Siaya Sub County?
- iii. What is the influence of domestic responsibilities (of female teachers) on achievement of gender parity in secondary school leadership in Siaya Sub County?
- iv. How does marital status influence achievement of gender parity in secondary school leadership in Siaya Sub County?

1.6 Significance of the study

The study was worth undertaking as its findings may be used by the Ministry of Education and TSC officials to formulate and implement policies that encourage good practices on gender parity. The study may provide parents with information on gender parity issues and hence give them the opportunity to encourage both boys and girls to work hard and become leaders. The community may use findings to allocate resources to develop both genders. This study may provide data for studies in the area of gender disparity in leadership. The finding may sensitize the community and individual families that females are needed in school leadership

1.7 Limitations of the study

The respondents were suspicious hence did not give honest information willingly. To counter this suspicion the researcher assured the respondents of

confidentiality of their information as this would be purely academic matter. Some respondents felt they were too busy to provide response to questionnaires and to these people the researcher assured them that their response was of academic improvement of the learners and the information they so give would remain confidential and anonymous. Some respondents were still not sure the reason behind the research and even thought there was a lot of money in it hence they might expect money. To these, the researcher assured them that the research is purely academic and not sponsored by an NGO.

1.8 Delimitations of the study

The study was delimited to socio cultural factors influencing achievement of gender parity. The study was confined to only a number of sampled public schools in Siaya and respondents were the education officials, principals, deputy principals and teachers.

1.9 Basic assumptions

The study was guided by the following assumptions

- i. Existence of uniform education policy on secondary schools management in Siaya Sub County
- ii. Respondents were honest, truthful and unbiased to the questions
- iii. Gender disparity in secondary school leadership existed as a result of socio-cultural factors.

1.10 Definition of significant terms

Attitude: refers to the general feelings towards issues etc.

Affirmative action: refers to the governments policy on appointment and promotion of women in all sectors to create gender parity.

Family responsibilities: refers to the role of a woman as a care giver to the members of the family in a society.

Gender parity: refers to the fairness in allocation of leadership opportunities, chances of employment, and the advantages by all.

Gender Socialization: this is a life long process in which individuals culturally rationalize their sense of either femininity or masculinity.

Gender Stereotype: refers to a fixed impression, opinion or belief which is applied to a group of people or an individual within a group basing on their gender.

Gender: refers to social roles of males and females by a given society

Leadership: refers to being the head of a learning institution i.e. secondary school.

Male Dominance: is the social system structure where men are given prominence in disposition of issues rather than their female counterparts.

Policies: as used in the study refers to a set of rules and regulations to consider in appointment and promotion of teachers.

Management: refers to administrative roles of ensuring effective and efficient running of secondary school education.

Poverty: an economic level of a living below a dollar per day. It means a low economic level of living by a member of the community.

Sex: This is used to refer to biological characteristics of men or women.

Socio-cultural factor: refers to issues connected to customs, beliefs and ideals of a society that package their way of life.

1.11 Organization of the study

The study was organized in five chapters; Chapter one covers the background to the study, statement of the research problem, purpose of the study, objectives of the study, the research questions, the significance of the study, the limitations of the study, the delimitations, the basic assumptions and the definition of significant terms. Chapter two covers the literature review, summary of the literature review in the following sub topic, gender parity and school leadership, policies and practices in appointment of women to leadership in secondary schools, patriarchal culture and gender parity in school leadership, marital status/responsibilities and gender parity in secondary school leadership, domestic responsibilities and gender parity in leadership, theoretical and conceptual framework and the diagrammatic presentation of the conceptual framework. Chapter three constitutes the research methodology which includes the research design, target group, sample size and sampling procedure, research instruments, validity and reliability of instruments data collection procedures and ethical consideration.

Chapter four constitutes data analysis, presentation and interpretation. Chapter five contains summary, conclusion. Recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature is reviewed under the following headings, gender parity and school leadership, policies and practices in appointment of women to leadership in secondary schools, patriarchal culture and gender parity in school leadership, marital status/responsibilities and gender parity in secondary school leadership, domestic responsibilities and gender parity in leadership, theoretical and conceptual framework and the diagrammatic presentation of the conceptual framework.

2.2 Gender parity and school leadership

Gender parity in leadership positions in various sectors of employment has received great attention globally particularly focusing on the levels of disparities at legislative and research levels (Kiamba, 2008). It was generally accepted that women were underrepresented in management positions virtually in all spheres of employment and education is no exception to this widely held position (Chabaya, 2009; Tikoko and Kiprop, 2012; Logan, 1999).

The need for female representation in education leadership positions (in education systems worldwide) is necessary to provide a gendered perspective on educational change and development and to ensure social justice through gender parity at leadership and decision making levels. The presence of women in leadership positions at the secondary school level contributes to

sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choices with role models of women decision- makers and leaders. It is also important that women be actively involved in leading educational change given the vital role that the education system of a country plays in both national development and the development of a gender equal society. For women to be active participants in the change and development process, they must be present and provide the necessary skills and understanding needed to participate effectively in educational leadership and policy-making at both school and national levels (Sperandio & Kagoda, 2005).

2.3 Policies and practices in appointment of women to leadership in secondary schools

The 5th Sustainable Development Goal (SDG) UN report, (2016) alludes the general improvement of access to both girls and boys to education opportunities but still decries the disparities that women and girls face in empowerment. This goal seeks to eliminate gender disparities in secondary school leadership by providing commensurate opportunities in education leadership. Research indicates that several countries globally have set in place legal frameworks to guide policies on equal opportunities for both genders in secondary school leadership but still there exists considerably large under representation of female gender in secondary school leadership suggesting that

legal frameworks have not ideally enhanced gender parity in secondary school leadership. (Moreau et al, 2008).

In Kenya, the need to involve women in management of education at all levels is highly underscored. This is in its administrative structures. The constitution of Kenya (Republic of Kenya, 2010) states that in all appointments one third gender policy must be applied. This legislation was put in place because previously almost all management positions in almost all sectors of the economy were held by men, yet there were qualified and competent women who could also occupy these positions.

In 2004, the Kenya government took a bold step through a policy framework (Republic of Kenya, 2005) Sessional Paper No. 1 of 2005 to make it compulsory that at least one third of Boards of management of secondary school positions should be held by women. This policy has been implemented in all public primary and secondary schools. The Kenya government's determination to involve women in management of higher education is also being emphasized.

In many countries, concerns about gender disparities in education have focused on student performance, particularly in terms of under-achievement of girls, differences in access at various levels of schooling, dropout rates in subjects taken and these have evoked a range of explanations and policies

around gender gaps in educational outcomes (Davies, 1990). However, the question of gender disparity in the management structures of schools and colleges has received little attention, despite the fact that there is recognition in education of both the importance of equal opportunity and the strengths that women bring to management (Coleman, 1994).

The 1995 Declaration on Gender Equality and Development by United Nations (Beijing Declaration, 1995) guarantees equal opportunity to women and men in accessing management positions. Additionally, the 4th World Conference on Women (Beijing Declaration, 1995) called for governments worldwide to create gender sensitive education systems in order to ensure full and equal participation of women in educational administration, policy, and decision making.

This declaration was to be achieved by 2005 but it has not been met, except in South Africa and Mozambique (Kiamba, 2008). It was therefore necessary for an investigation to be undertaken into the factors that hinder women's access to management positions in Government Grant Aided secondary schools in Uganda. At regional level, effort had been made to enable women access management positions. In Uganda, the government has encouraged women to access management positions in all institutions by putting in place various gender equality policies as a commitment to redressing the disparities that characterize the provision of education for girls. In education for example,

girls who qualify to gain admission to universities are accorded 1.5 points (Sperandio & Kagoda, 2005). Similar opportunities are accorded to women in political parties and leadership. In addition, protective laws against gender bias in the opportunities of employment have been enacted (Wakholi, 2006).

Despite these progressive policies on gender equality, women are still concentrated in low income and low status positions like deputy head teachers and classroom teachers (The Republic of the Government of Uganda, 2013). Despite the fact that the constitution of Uganda (1995), stipulates equality for all citizens, women are still few in number in management positions in Government Aided secondary schools (The Republic of the Government of Uganda, 2013).

In Eastern Uganda, out of the 142 Government Grant-Aided secondary schools, only 15 schools (10%) are headed by female head teachers. As observed by Kiamba (2008), traditionally and culturally men have been favored to access management jobs including leadership of Government Grant- Aided secondary schools. On that note, the common assertion, that women teach and men manage in schools, still holds despite a multitude of strategies to rectify the gender imbalance in educational management (Chabaya *et al*, 2009).

2.4 Patriarchal culture and gender parity in secondary school leadership

Despite the evolving of feminine roles to the present day, certain cultures have persisted to view the role of women in the society from a stereotype point of view (Powell 2002). Stereotyping occurs in circumstances that isolate certain individuals to be viewed as falling into groups in which they acquire beliefs and certain characteristics among members of that group.

Patriarchally, men have been over the time stereotyped to be viewed as superior in pursuit of performance and leadership. They are considered as possessing masculine qualities that encompass assertiveness competitiveness and courage which endear them for respect and opportunity to attain the supervisory roles (Eagly & Mitchel 2014) while on the other hand women are expected to display a relatively feminine societal and communal roles by being accommodative, cooperative, effective and compassionate. Women are generally viewed to be dormant and not to expressly show independence, assertiveness, self-effecting and self-confidence (Eagly & Mitchel 2004).

The traditional view that leaders are special; over domineering and carry decisions with them have mystified leadership to be seen as masculine affair. Thus women are viewed as not able to lead. Olsson (2002) is of the view that this process subconsciously reinforces masculine leadership and stereotyping women as only dependent, submissive and conforming. As a result women are viewed to be lacking in leadership qualities and characteristics (Burns 1897)

Women are hence pushed to believe that they are not congruent to men and hence cannot lead (Joasil, 2008)

In Kenya it is established that women are discouraged from ascending to school leadership by male colleagues and spouses as a result of stereotypes hence women become ineffective, (Onyango, 2004). Men as such prefer their teacher spouses to narrow down to child care and domestic chores (Schisms 1990)

According to Emmet (2001), socialization of the female gender in many societies bears the whole brunt in the gender parity in leadership considerations. Limits are quick to be issued on females. There is urgent need to sensitize societies and communities on the equal potentials God has bestowed on both gender hence female teachers need not to be underrated, discriminated just because they too have what it takes to offer good leadership. Socialization barriers to gender leadership can be explained within the domain of internal and external barriers. Internal barriers are self-inflicted and the self-need to transform to overcome them. External barriers require social and influential change (Shakashaft, 1989) women have self-limiting ways not because they are socialized as females but they find themselves locked individually in low power visibility and dead end jobs. (Hancot & Tylack,1981)Lack of confidence and low self-image present themselves as

internal barriers, Shmuck (1996) in women that prevent them from rising to the occasion of secondary school leadership.

Sadie (2005) and Smith (2010) view that female teachers face patriarchal system where decision making process and powers are placed in the hands of men. The study revealed that interviewing panels are mostly biased and dominated by men and that at other times the panels comprise only men. The practical implication of this finding is that there is need to balance gender on the interviewing panels to help minimize gender disparities. In the patriarchal culture, leadership is owned by the male and as such male leaders become nostalgic always leading the way they were led and in the process they continue to convene, collude with fellow male and exacerbate male entitlement, (Nostrand, 1993), cited by Irura (1999). In Kenya male dominance is traceable from the colonial system of governance.

2.5 Marital Status/Responsibilities and Gender Parity in Secondary School Leadership

Mapp (2004) observes that secondary school principals were mostly men as their female counterparts were either unwilling to attempt applying for leadership positions fearing being deployed in a far off place from family or found it difficult to act in the balance of several marital demands and leadership requirements. Many female teachers single, married or even widowed find it extremely delicate to provide a perfect compromise in their

career, marriage and child care (Bruner 1998). Every female teacher therefore hesitates to apply for the position of secondary school leadership.

One of the major impediments to women's career in family responsibilities (Colman, 2002). American women high school in Lads' (2000) study identified family responsibilities inherent to their positions. Only the principal with no children did not report having problems in achieving balance between the work schedule and life demands in Limerick and Anderson's (1999) study in entirely many families the world over, women naturally take responsibility in the care of the children. These responsibilities at one stage or another slow down women professional advancement and make them shy away from leadership. Family life solely rests on the shoulders of women and as spouses, parents and caregivers, they take on the primary responsibility of ensuring proper functioning of families, their provision of everyday care and maintenance.

2.6 Domestic Responsibilities and Gender Parity Leadership

In most families women are the majority of home makers and child care. Preparing family meals, maintaining hygiene caring for the family members and a myriad of related domestic chores align themselves to consume a relatively large portion of women's daily schedule in the world. Mothers with young children and generally young families, decision regarding working hours or whether to work at all largely depend on the availability of affordable

and reliable childcare and home attendant. Such support was traditionally available but with increased urbanization and widened labour force participation of women, it has become increasingly unavailable meaning many families are finding it difficult to care for domestic demands.

Women face more household demands and family responsibilities (Rothbard, 2001) even when working outside their homes because they are still expected to provide primary family care. In the discharge of this, their available time for work is reduced and hence stress set in. This lead to more work-family conflict and attitudes that interfere with leadership. Domestic wok/responsibilities constraints can lead women to pull double duty with home and work responsibilities and hence restrict career advancement rather than encourage it. This in the reverse give higher priority to the male counterparts who find it easy to make sacrifices in their schedules and advance in their careers and leadership.

2.7 Summary of the literature review

The literature review in this study has pointed out clearly that serious gender disparities exist in educational institution. Female teachers have carefully chosen to concentrate in teaching rather than try their hands on leadership tasks. A number of socio-cultural beliefs and practices have been outlined to have negatively contributed to the gender disparity in secondary school leadership. Female teachers have been found to be cautious and hesitant to

acquire secondary school leadership largely because of personality traits arising from biased socialization. Female teachers were found to be passive, dependent, non competitive and lacking commitment.

2.8 Theoretical framework

The theoretical framework of this study is based on the broaden-and-build theory as advanced by Fredrickson (1998). The theory explains that when positive emotions are employed, individuals acquire greater capacity to broaden and enhance cognitive ability and hence engage in more open minded and flexible responses to a multitude of stimuli. Some of the elements relevant to this study that would spur female teachers to enhance gender parity is secondary school leadership boards on the study of interest, excitement, flow exploration, contentment and joy often regarded as happiness. These positive emotional states have been shown to increase appraisal dimension inherent in emotional recognition. Women in society have been down trodden, they are viewed as inferior. The literature review supports this. Socialization of female gender has been biased to relegate women to mere beings. They need support, self-confidence to inspire them to go for leadership positions in the secondary schools.

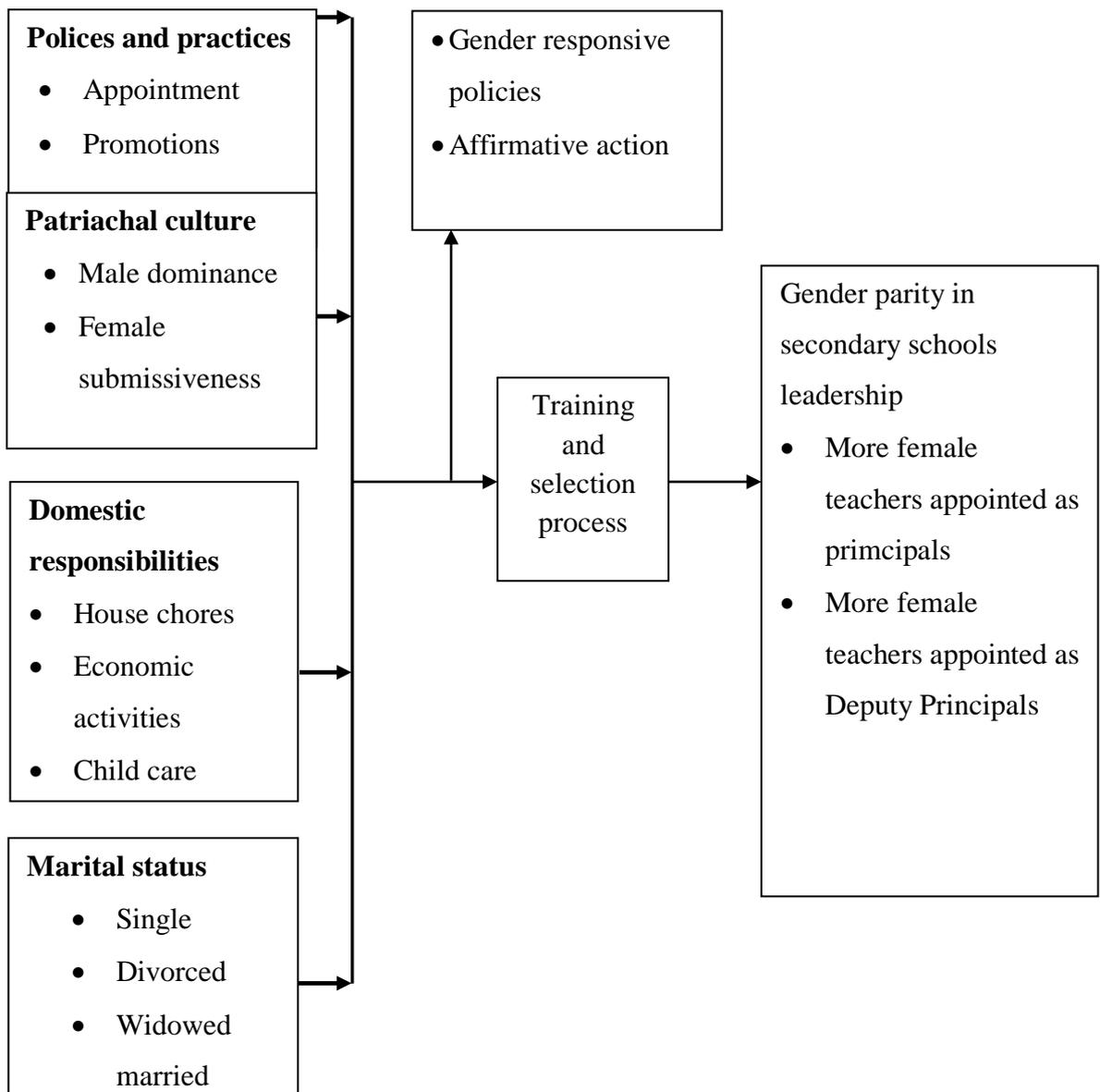


Figure 2.1: Conceptual framework of the study

2.9 Conceptual framework

Conceptual framework refers to the way the researcher conceptualizes the relationship between the variables in study and presents this in a diagrammatic form. This is shown in figure 2.1. It is a hypothesized model identifying the concept under study and their relationship. The conceptual framework as displayed below showed the interplay of variables that enhance gender parity in secondary school leadership achievement. Some of these socio-cultural dimensions include patriarchal culture of male dominance, gender stereotyping, domestic responsibilities, marital status and socialization process and policies and practices of appointment and promotion. These factors have militated against female teachers forcing them to choose to avoid leadership. If these variables are carefully manipulated through affirmative action and gender responsiveness their output results would be more positive socio-cultural attitudes towards female leadership and hence more female teachers would be transformed and motivated and more would be appointed to secondary school leadership as deputy principals and principals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the procedures used to conduct the study, obtain data and lastly the research questions. It focuses on the research design, the target population, sample size and sampling techniques, research instruments used, validity of instruments and reliability of instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Research design

The research design is the scheme, an outline or plan used to generate answers to a research problem (Orodho, 2003). This study adopted a descriptive survey design. Descriptive survey design involves an in-depth empirical collection of facts and data about a certain phenomenon, describes actions as they are or as they occur rather than manipulation of variables and collects data from a wide range category of respondents. The researcher used descriptive survey design to elicit variety of opinions of teachers, principals, deputy principals and education officials on the socio-cultural factors that influence achievement of gender parity in secondary school leadership. The researcher used questionnaires to collect views on the participation of women in secondary school leadership in Siaya sub county, sample respondents, classify information and report the findings.

3.3 Target population

Population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher intends to generalize the results of study, Borg and Gall (1989). Siaya Sub County has 47 secondary schools with 500 teachers according to the TSC data of June 2016. The study targeted 47 principals, 47 deputy principals and 500 teachers. The study also targeted 2 directors of education and 2 directors of TSC at the county.

3.4 Sampling procedures and sample size

Kombo and Tromp (2006) define sampling as the procedure a researcher uses to gather people, places or things to study. According to Mugenda and Mugenda (2003) 30% of a sample is good enough for a study. The sample for this study therefore consisted of 17 schools, 2 boys only and 2 girls' only schools and 13 mixed schools. This gave 17 principals, 17 Deputy Principals selected by census.

In each school, random sampling was used to obtain 10 teachers per mixed school and 5 teachers per single sex school. The researcher purposively selected single gender schools while mixed schools were selected by random sampling. Two directors of education and two directors of TSC were also purposively selected because they were key informants.

Table 3.1 Sample Frame

School Category	Target population	Sample population	Principals	Dep. Principals	Teachers	TSC Directors	Min. Edu.
Mixed	43	13	13	13	130	2	2
Girls	2	2	2	2	10	0	0
Boys	2	2	2	2	10	0	0
Total	47	17	17	17	150	2	2

3.5 Data collection instruments

The researcher used questionnaires which are considered most suitable research instruments for descriptive survey design. Kombo and Tromp (2006) states that in questionnaires respondents will fill in answers in written form and the researcher collects the forms with complete information. The questionnaires were used in the research as they require less time, are less expensive and permit collection of data from a wide geographical area (Orodho, 2005).

Both the Principals and Deputy Principals questionnaires were divided into five parts. Part A dealt with demographic factors and part B, C, D and E of the instrument dealt with factors such as policies and practices in appointment of women to leadership, patriarchal culture, marital responsibilities and domestic responsibilities as they affect or influence gender parity in secondary school leadership. Interview guide was designed for the sub county TSC directors and

Ministry of Education directors as it gave room to practically probe into issues in the study.

3.6 Validity of instruments

According to Kombo and Tromp (2006) validity measure of how well a test measures what it is believed to measure. The validity of the instruments was determined by presenting the instrument to two research supervisors who examined the content and gave advice on their face validity. Pretesting was done in two schools and the results were used to assess whether or not the questions were clear to the respondents. The supervisor's suggestions were used to revise the questionnaire for better results.

3.7 Reliability of instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable if it can measure a variable exactly and every time and still obtain the same results under the same condition over a period of time. A test-retest technique was used to test the reliability. This test-retest method involved administering the same questionnaire to the same group of respondents. The second administration was after a time lapse of a week from the first one. After the two tests are scored, the Pearson's product moment correlation coefficient was computed to obtain the correlation coefficient. The correlation coefficient (r) of 0.75 was obtained for principals, 0.72 for deputy principals, 0.69 for teachers and 0.77

for directors. This was considered high enough to judge reliability of the data collection instruments.

3.8 Data Collection Procedure

The researcher obtained a permit from the National Council for Science and Technology (NACOSTI) and a written permission from the County Director of Education to carry out the research. Letters were sent to sampled schools' principals for introduction and establishing time for instrument administration. On agreed dates, the questionnaires were administered in person. Immediately after filling, the questionnaires were collected to avoid any manipulation. The researcher set date and time agreed upon by the interviewee and conducted an interview with each of the respondents.

3.9 Data Analysis Techniques

The researcher checked for completeness of questionnaires and code information. Coding helped to ensure data collected was fed accurately into the computer and processed using statistical package for social science (SPSS) software for analysis. Quantitative data was analyzed using descriptive statistics, percentages and frequencies and presented in form of tables, charts and graphs. Qualitative data was transcribed then organized as themes.

3.10 Ethical considerations

The researcher upheld ethical standards by ensuring anonymity, consent of all respondents and kept their confidentiality. According to Borg and Gall (1989)

two ethical concerns which are inevitable in educational research are the consent of the participants and confidentiality of the information given by the participants. Their views were respected and information so gathered was used only for the purposes of the study. Clearance from various departments was sought and application for the permit was also acquired, sources and authors in the study were also cited.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter comprises of data analysis, presentation, interpretation of data and discussion based on the questionnaire return rate, demographic information. This is followed by influence of policies, patriarchal culture, domestic responsibilities and marital status on achievement of gender parity in secondary school leadership in Siaya Sub County

4.2. Return rate

Table 4.1 shows the questionnaire return rate for the study.

Table 4.1: Questionnaire return rate

Targeted respondents	Sample size	Responses	Return rate (%)
Principals	17	11	64.7
Deputy principals	17	14	82.4
Teachers	150	128	85.3
Total	184	153	83.2

The results on Table 4.1 indicate that majority of the principals (64.7 percent) filled and returned the questionnaires, while 82.4 percent of deputy principals and teachers (85.3 percent) filled and returned the questionnaires. A response

rate above 50 percent is adequate for the researcher to make informed conclusion (Mugenda and Mugenda 2003).

4.3 Demographic information of the Respondents

This section presents the distribution of principals, deputy principals and teachers by their gender, age bracket academic qualification, marital status, number of years served in their current positions and category of schools.

The principals were asked to indicate their gender. Their responses are shown in Table 4.2.

Table 4.2: Gender Distribution of Principals

	Frequency	Percent (%)
Male	7	63.6
Female	4	36.4
Total	11	100

The data on Table 4.2 indicate that majority of principals (63.6 percent) were male. This implies that there is gender disparity from the top leadership. Early leadership theories benefited men and this led to the long held axiom that leadership is the men's role. Bolman and Deal (2008) asserts that all over history research and writings on leadership relegated women to the background and this consequently created the impression that leadership is exclusively for men. This trend does not only belong to history but also in the

contemporary world, as Ayman and Korabik (2010) report that for many decades most useful theories on leadership are mostly drawn from researches conducted on white men in the United States. Acker (1992) asserts that most researchers investigating women in leadership have been focusing on difficulties that women face in the labour market, thus occupational inequalities, sex segregation, and wage gaps have been the mantra of these researchers. These are the reasons why the research wants to determine the socio-cultural factors that affect the gender parity in leadership of secondary schools in Siaya Sub-county, Siaya County.

The deputy principals were asked to indicate their gender. Their responses are shown in Table 4.3.

Table 4.3: Gender Distribution of Deputy Principals

	Frequency	%
Male	9	64.3
Female	5	35.7
Total	14	100

The data on Table 4.3 indicate that majority of deputy principals (64.3 percent) were male. This shows that gender parity has not been achieved among the deputy principals.

The deputy principals were asked to indicate their gender. Their responses are shown in Table 4.4.

Table 4.4: Gender Distribution of Teachers

	Frequency	Percent (%)
Male	67	52.3
Female	51	47.7
Total	128	100

The data on Table 4.4 indicate that majority of teachers were male (52.3 percent). Gender parity is also a problem among teachers who are not in top leadership.

The preliminary items asked the principals to indicate their individual ages selected within specific categories of age brackets. Their responses are shown in Table 4.5.

Table 4.5: Distribution of principals by age bracket

	Frequency	Percent (%)
41 – 50 years	4	36.4
Over 50 years	7	63.6
Total	11	100

The data on Table 4.5 indicate that majority of principals (63.6 percent) were aged over 50 years. This could be attributed to the fact that leadership goes

hand in hand with experience which is a result of time. Age is a factor that affects gender parity in leadership. According to Hofstede et al. (2010), most women are able to take leadership or management positions only after 45 years of age when they are likely not to have very young children to care for or when their children are old enough to take some basic care of themselves.

The preliminary items asked the deputy principals to indicate their individual ages selected within specific categories of age brackets. Their responses are shown in Table 4.6.

Table 4.6: Distribution of deputy principals by age bracket

	Frequency	%
31 – 40 years	1	7.2
41 – 50 years	5	35.7
Over 50 years	8	57.1
Total	14	100

The data on Table 4.6 indicate that majority of deputy principals were aged over 50 years.

The preliminary items asked teachers to indicate their individual ages selected within specific categories of age brackets. Their responses are shown in Table 4.7.

Table 4.7: Distribution of teachers by age bracket

	Frequency	Percent (%)
20 – 30 years	36	28.1
31 – 40 years	57	44.4
41 – 50 years	22	17.2
Over 50 years	13	10.2
Total	128	100

The data on Table 4.7 indicate that many teachers were aged between 31 – 40 years. This shows that they still have time to climb up to leadership positions. The principals were asked to indicate their academic qualifications. Their responses are shown in Table 4.8

Table 4.8: Distribution of principals by academic qualification

Qualification	Frequency	Percent (%)
Degree	8	72.7
Post graduate	3	27.3
Total	11	100

The data on Table 4.8 indicate that majority of principals (72.7 percent) were degree holders. The deputy principals were asked to indicate their academic qualifications. Their responses are shown in Table 4.9.

Table 4.9: Distribution of deputy principals by academic qualification

Qualification	Frequency	Percent (%)
EACE/KACE/KCSE	1	7.1
Diploma	4	28.6
Degree	7	50
Post graduate	2	14.3
Total	14	100

The data on Table 4.9 indicate that majority of deputy principals were degree holders. The teachers were also asked to indicate their academic qualifications. Their responses are shown in Table 4.10.

Table 4.10: Distribution of teachers by academic qualification

Qualification	Frequency	Percent (%)
EACE/KACE/KCSE	8	6.3
Diploma	32	25
Degree	79	61.7
Post graduate	9	7.0
Total	128	100

The data on Table 4.10 indicate that majority of teachers were degree holders. The principals were asked to indicate their marital status. Their responses are shown in Table 4.11.

Table 4.11: Distribution of principals by marital status

Marital status	Frequency	Percent (%)
Married	9	81.8
Separated/divorced	2	18.2
Total	11	100

The data on Table 4.11 indicate that majority of principals (81.8 percent) were married. Traditionally the dignity of a woman depends on her ability to marry and make children.

The deputy principals were asked to indicate their marital status. Their responses are shown in Table 4.12.

Table 4.12: Distribution of deputy principals by marital status

Marital status	Frequency	Percent %
Single	1	7.1
Married	12	85.8
Separated/divorced	1	7.1
Total	14	100

The data on Table 4.12 indicate that majority of deputy principal (85.8 percent) were married.

The teachers were asked to indicate their marital status. Their responses are shown in Table

Table 4.13: Distribution of teachers by marital status

Marital status	Frequency	Percent (%)
Single	52	40.6
Married	69	53.9
Separated/divorced	7	5.5
Total	128	100

The data on Table 4.13 indicate that majority of teachers (53.9 percent) were married.

The research sought to establish the period principals have served in those positions. Their responses are shown in Table 4.14

Table 4.14: Distribution of principals on leadership experience

Period	Frequency	Percent (%)
1 – 5 years	1	9.1
6 – 10 years	7	63.6
11 – 15 years	2	18.2
Over 15 years	1	9.1
Total	11	100

The data on Table 4.14 indicate that majority of principals (63.6 percent) have served in those positions for between 6 – 10 years.

The research sought to establish the period deputy principals have served in those positions. Their responses are shown in Table 4.15.

Table 4.15: Distribution of deputy principals on leadership experience

Period	Frequency	%
1 – 5 years	5	7.1
6 – 10 years	8	85.8
11 – 15 years	1	7.1
Total	14	100

The data on Table 4.15 indicate that majority of deputy principals had served for between 6 – 10 years as deputies.

The research sought to establish the categories of schools. The results are shown in Figure 4.1.

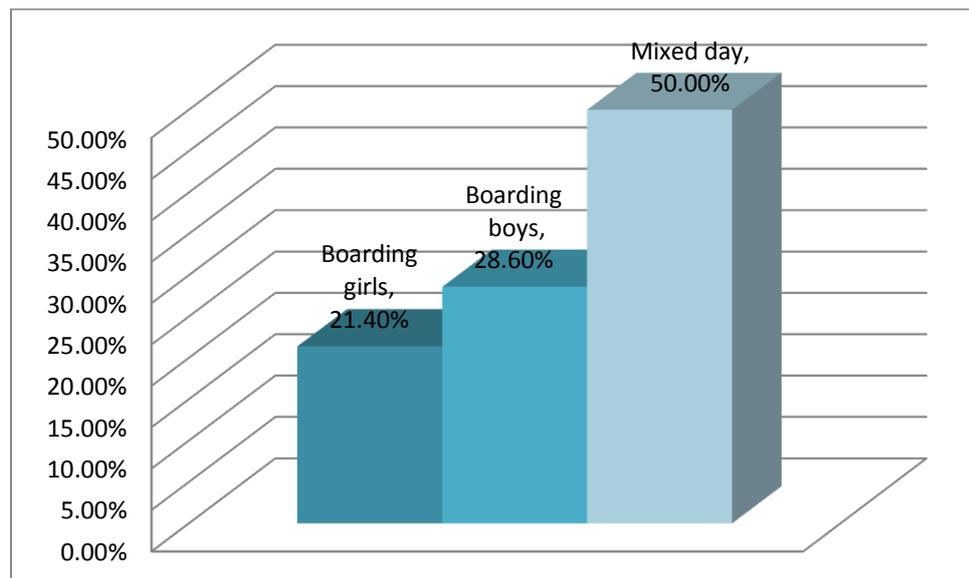


Figure 4.1 Categories of schools

Figure 4.1 shows that majority of schools, 7 (50 percent) were mixed day. The categories of schools determine the top leadership. According to Omondi

(2015), many schools that changed from mixed day into either boys' or girls' schools were headed by male and female teachers respectively.

4.4 Policies and practices govern appointment of secondary school teachers to leadership position

The research sought to establish the criteria used in school leadership appointments. The principals were asked to state how they got appointed. The results are shown in Figure 4.2

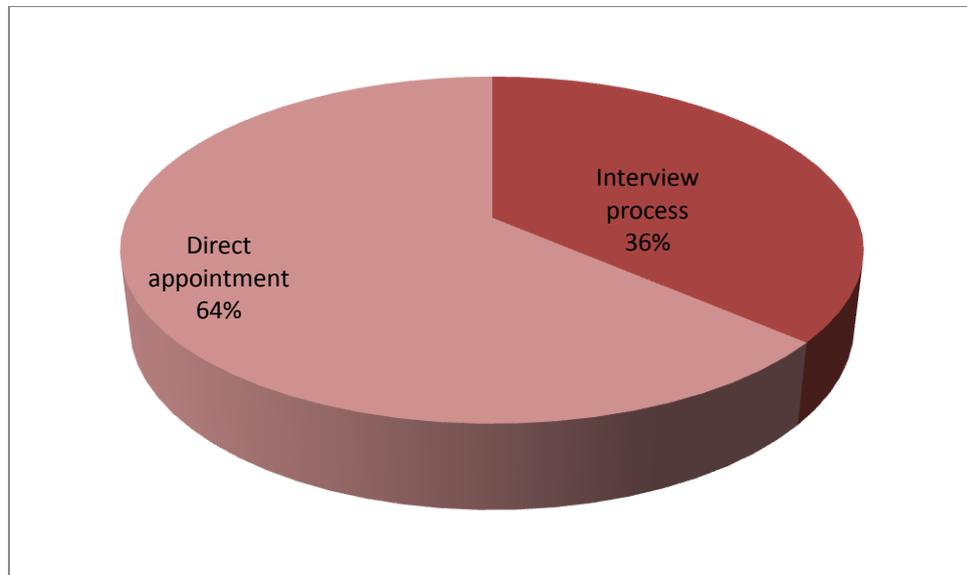


Figure 4.2 Criteria used in appointment of principals

The findings in Figure 4.2 indicate that majority of principals, 7 (64 percent) were appointed directly while 36 percent (4 principals) through the interview process. Generally majority of principals were appointed directly.

The deputy principals were also asked to state how they got appointed. The results are shown in Figure 4.3

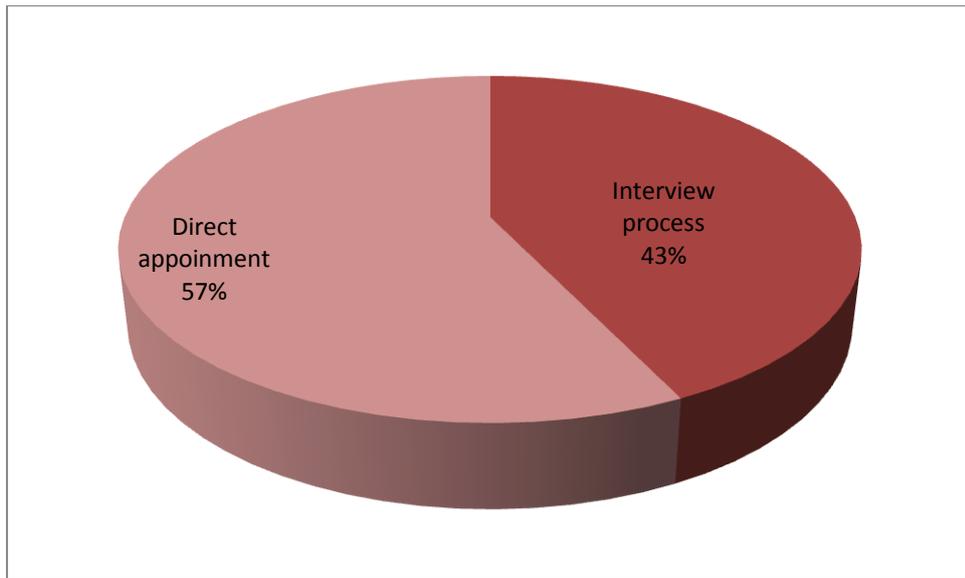


Figure 4.3 Criteria used in appointment of deputy principals

The findings in Figure 4.3 indicate that majority of deputy principals, 8 (57 percent) were appointed directly while 43 percent (6 deputy principals) through the interview process. Generally majority of deputy principals were appointed directly.

The research further sought to establish from teachers whether they had ever attended interviews for leadership positions. Their responses are shown in Figure 4.4

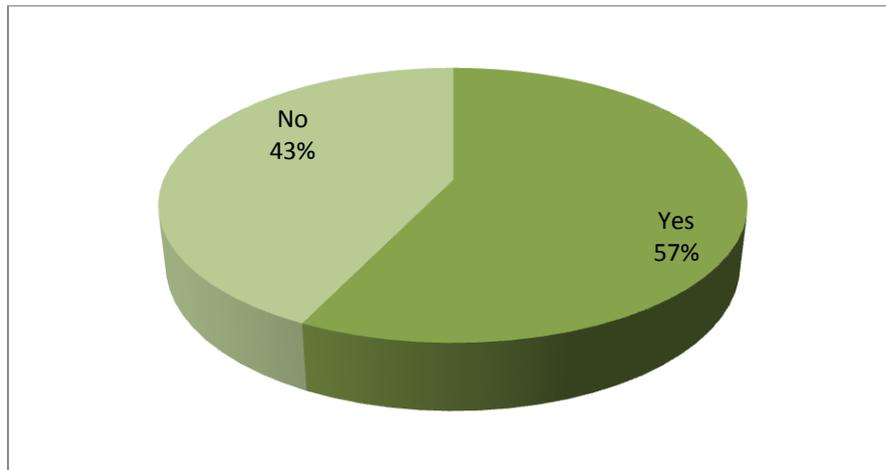


Figure 4.4 Teachers responses on attendance of interviews

The findings on Figure 4.4 indicate that majority of teachers, 73 (57 percent) had attended interviews for school leadership positions while 43 percent (55 teachers) had not attended interview. When asked about the gender composition interviewees, the deputy teachers service commission sub county director said that more male attend interviews than female. One of the reasons given by some female teachers for not attending interviews was related to promotion policies. They said that the existing policies favoured men.

The research sought to establish from principals the composition of the interview panel. The results are shown in Figure 4.5

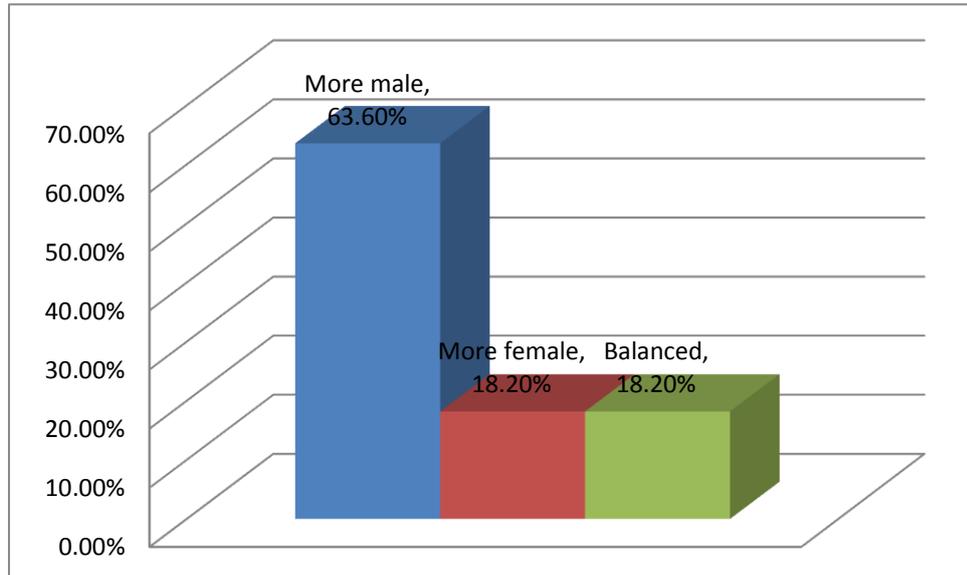


Figure 4.5 Principals’ response on composition of interview panel

The findings on Figure 4.5 indicate that majority of principals, 7 (63.6 percent) said that the interview panels for leadership positions had more male, 18.20 percent (2 principals) said it had more female and another 18.20 percent (2 principals) said it was balanced. This implies that even the interview panel was not gender responsive in terms of composition.

The research sought to establish from deputy principals the composition of the interview panel. The results are shown in Figure 4.6

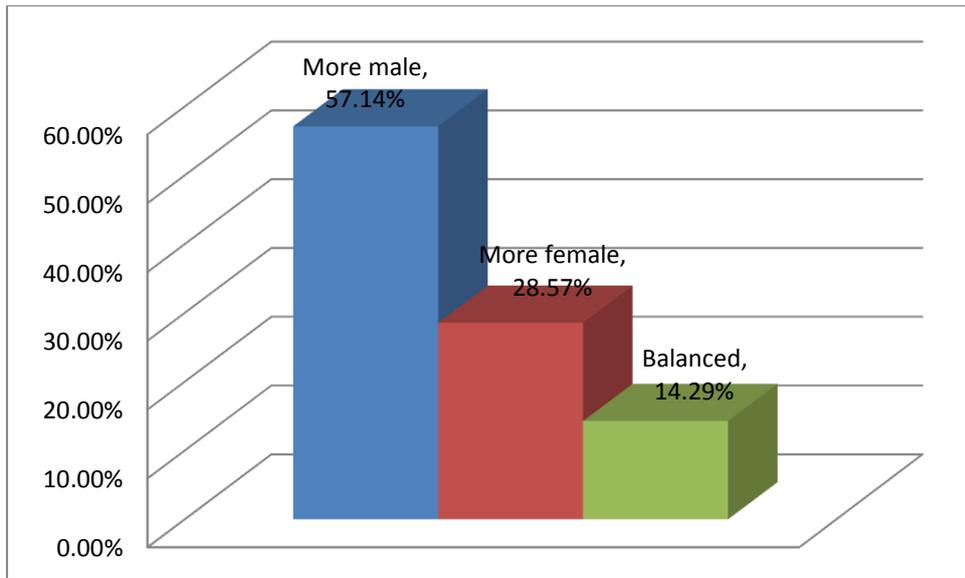


Figure 4.6 Deputy Principals’ response on composition of interview panel

The findings on Figure 4.6 indicate that majority of deputy principals 8 (57.14 percent) said that the interview panels for leadership positions had more male, 28.57 percent (4 deputies) said it had more female and 14.29 percent (2 deputies) said it was balanced.

The research sought to establish from teachers the composition of the interview panel. The results are shown in Figure 4.7

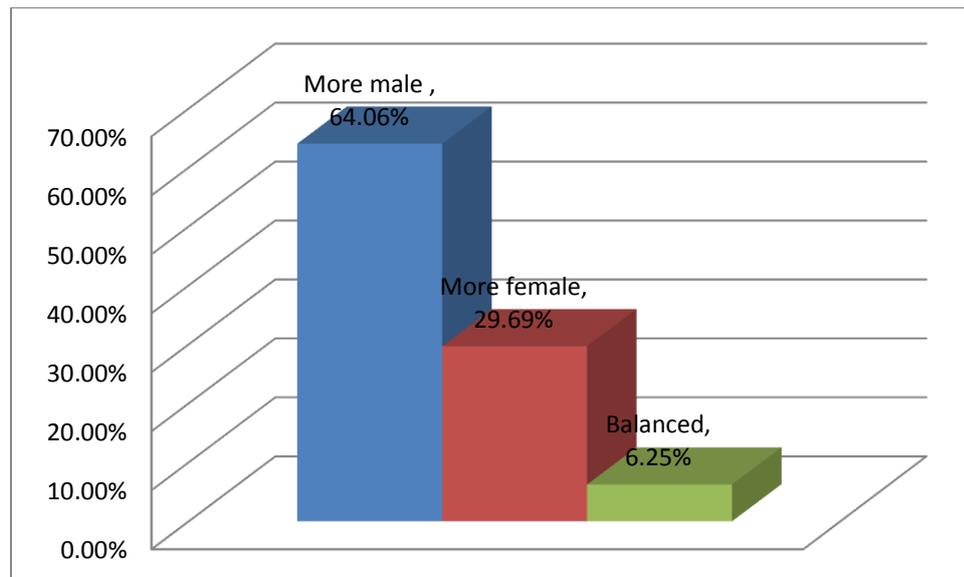


Figure 4.7 Teachers’ response on composition of interview panel

The findings on Figure 4.7 indicate that majority of teachers 82 (64.06 percent) said that the interview panels for leadership positions had more male, 29.69 percent (38 teachers) said it had more female and another 6.25 percent (8 teachers) said it was balanced.

The research sought to establish from principals if there was fair allocation of duties across all gender. The results are shown in Table 4.16

Table 4.16 Principals’ response on fair allocation of duties across gender

	Frequency	Percent (%)
Yes	4	36.4
No	7	63.6
Total	11	100

The findings in Table 4.16 indicate that majority of principals (63.6 percent) said that there was no fair allocation of duties along all gender while 36.4

percent said that there was fair allocation of duties. The male teachers were favored more than their female colleagues.

The research sought to establish from deputy principals if there was fair allocation of duties across all gender. The results are shown in Table 4.17

Table 4.17 Deputy Principals’ response on fair allocation of duties across gender

	Frequency	Percent (%)
Yes	5	35.7
No	9	64.3
Total	14	100

The findings in Table 4.17 indicate that majority of deputy principals (64.3 percent) said that there was no fair allocation of duties along all gender while 35.7 percent said that there was fair allocation of duties.

The research sought to establish from teachers if there was fair allocation of duties across all gender. The results are shown in Table 4.18

Table 4.18 Principals’ response on fair allocation of duties across gender

	Frequency	Percent (%)
Yes	37	28.9
No	91	71.1
Total	128	100

The findings in Table 4.18 indicate that majority of teachers (71.1 percent) said that there was no fair allocation of duties along all gender while 28.9 percent said that there was fair allocation of duties.. This means that gender parity is not adhered to even in allocation of duties in school.

The research sought to determine from principals whether affirmative action of a third rule was adhered to in appointments and promotion of teachers. The results are shown in Table 4.19

Table 4.19 Principals’ responses on adherence to affirmative action in appointments and promotion

	Frequency	Percent (%)
Yes	5	45.5
No	6	54.5
Total	11	100

The findings in Table 4.19 indicate that majority of principals (54.5 percent) said that the affirmative action of a third gender rule was not adhered to in appointments and promotion into leadership positions in secondary schools while 45.5 percent said that it was adhered to. This caused gender disparity as one gender might be favoured in expense of the other.

The research also sought to determine from deputy principals whether affirmative action of a third rule was adhered to in appointments and promotion of teachers. The results are shown in Table 4.20

Table 4.20 Deputy Principals’ responses on adherence to affirmative action in appointments and promotion

	Frequency	Percent (%)
Yes	6	42.9
No	8	57.1
Total	14	100

The findings in Table 4.20 indicate that majority of deputy principals (57.1 percent) said that the affirmative action of a third gender rule was not adhered to in appointments and promotion into leadership positions in secondary schools while 42.9 percent said that it was adhered to.

The research also sought to determine from teachers whether affirmative action of a third rule was adhered to in appointments and promotion of teachers. The results are shown in Table 4.21

Table 4.21 Teachers’ responses on adherence to affirmative action in appointments and promotion

	Frequency	Percent (%)
Yes	41	32
No	87	68
Total	128	100

The findings in Table 4.21 indicate that majority of teachers (68 percent) said that the affirmative action of a third gender rule was not adhered to in

appointments and promotion into leadership positions in secondary schools while 32 percent said that it was adhered to.

The research sought to assess the effectiveness of policies and practices governing the appointment of secondary school teachers to leadership position on achievement of gender parity. The principals were asked to indicate how effective the policies were. The responses are shown in Table 4.22

Table 4.22 Principals’ responses on effectiveness of policies

	Frequency	Percent (%)
Very effective	2	18.2
Effective	4	36.4
Not effective	5	45.4
Total	11	100

The findings in Table 4.22 indicate that many principals (45.4 percent) said that the existing policies and practices governing appointment of secondary school teachers in leadership were not effective because they did not solve the problem of gender disparities conclusively, 36.4 percent said they were effective and 18.2 percent said that the policies were very effective. The teacher’s service commission sub county director disagreed with this sentiments as she said that there deliberate actions aimed at tackling the gender gap as provided for in the National Policy on gender equality in education such as activities to promote gender equality in employment.

The deputy principals were asked to indicate how effective the policies were.

The responses are shown in Table 4.23

Table 4.23 Deputy Principals’ responses on effectiveness of policies

	Frequency	Percent (%)
Very effective	3	21.4
Effective	3	21.4
Not effective	8	57.2
Total	14	100

The findings in Table 4.23 indicate that majority of deputy principals (57.2percent) said that the existing policies and practices governing appointment of secondary school teachers in leadership were not effective, 21.4 percent said they were effective and another 21.4 percent said that the policies were very effective.

Teachers were asked to indicate how effective the policies were. The responses are shown in Table 4.24

Table 4.24 Teachers’ responses on effectiveness of policies

	Frequency	Percent (%)
Very effective	14	10.9
Effective	31	24.2
Not effective	83	64.9
Total	128	100

The findings in Table 4.24 indicate that majority of teachers (64.9 percent) said that the existing policies and practices governing appointment of secondary school teachers in leadership were not effective, 24.2 percent said they were effective and 10.9 percent said that the policies were very effective.

4.5 Influence of patriarchal culture on achievement of gender parity in secondary school leadership

The research sought to establish the influence of patriarchal culture on achievement of gender parity in secondary school leadership. The principals were asked the level of female responsibility of teachers. Their responses are shown in Figure 4.8

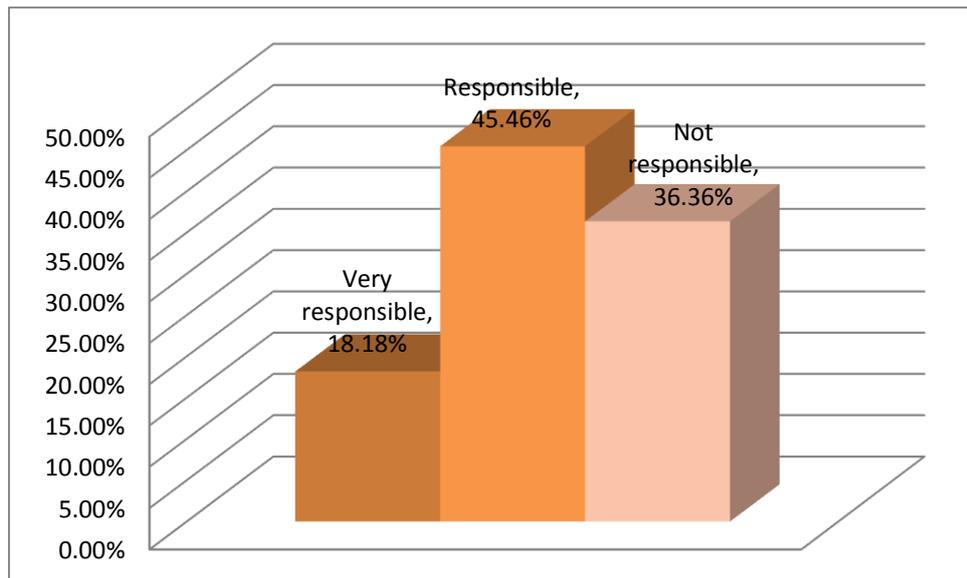


Figure 4.8 Principals' responses on level of female responsibility

The findings in Figure 4.8 indicate that many principals, 5 (45.46 percent) believed that female teachers were responsible while 36.6 percent said that they were not. Those who said that female teachers were not responsible gave

reasons such as, laziness among female teachers and many shy away from responsibilities.

The deputy principals were asked the level of female responsibility of teachers. Their responses are shown in Figure 4.9

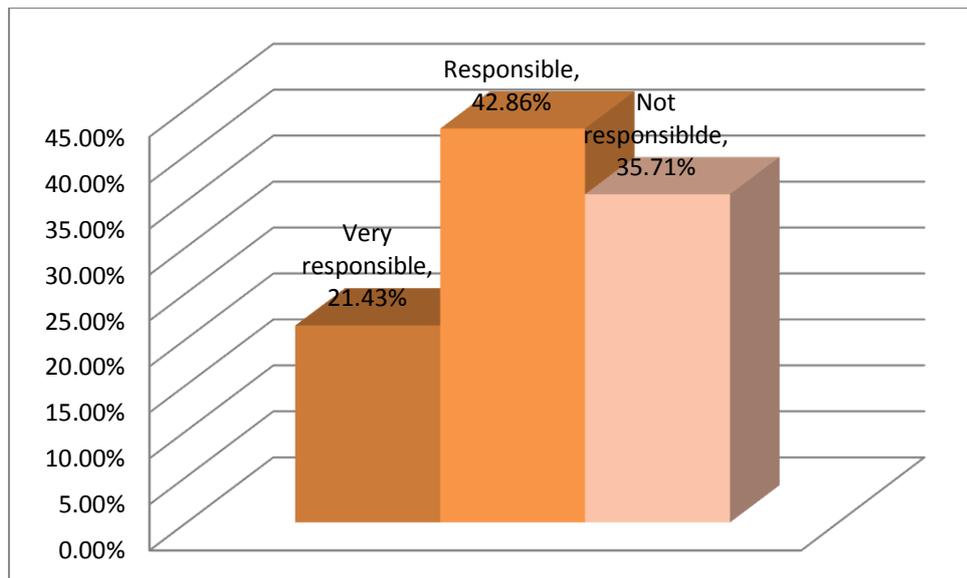


Figure 4.9 Deputy Principals' responses on level of female responsibility

The findings in Figure 4.9 indicate that many deputy principals, 6 (42.86 percent) believed that female teachers were responsible, 35.71 percent (5 deputies) said they were not responsible and 21.43 percent (3 deputies) said that they were very responsible.

Teachers were asked the level of female responsibility of teachers. Their responses are shown in Figure 4.10

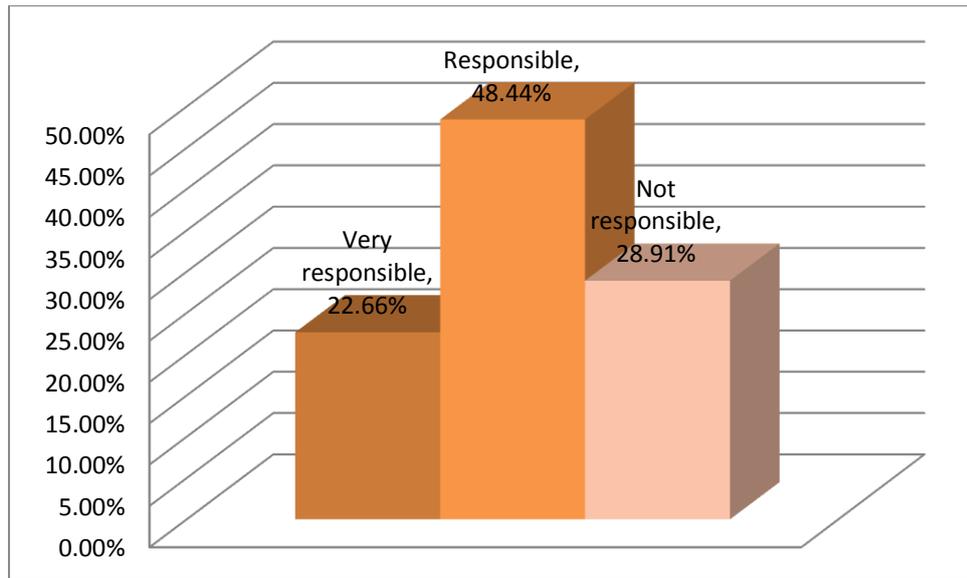


Figure 4.10 Teachers’ responses on level of female responsibility

The findings in Figure 4.10 indicate that teachers, 62 (48.44 percent) believed that female teachers were responsible, 28.91 percent (37 teachers) said they were not responsible and 22.66 percent (29 teachers) said that they were very responsible.

The research sought to establish the principals’ views on women and leadership. Their responses are shown in Table 4.25

Table 4.25 Principals’ views on women and leadership

	Frequency	Percent (%)
Born leaders	4	36.4
Made leaders	7	63.6
Total	11	100

The findings in Table 4.25 indicate that majority of principals (63.6 percent) believed that women are made leaders while 36.4 percent believed that women are born leaders. Those who believed that women are made leaders argue that leadership is for men. This belief discourages many qualified women in applying for leadership positions in secondary schools. According to Symonids and Volodins (1999), in 1948 the United Nations made a universal declaration of human rights which recognizes the principle of equality between women and men and prohibits discrimination against women. Oakley (2000) asserts that women who desired to ascend to higher leadership positions were always entangled by two strong factors, namely gender-based stereotype and competing forces of old “boy” network.

The research sought to establish the deputy principals’ views on women and leadership. Their responses are shown in Table 4.26

Table 4.26 Deputy Principals’ views on women and leadership

	Frequency	Percent (%)
Born leaders	4	28.6
Made leaders	10	71.4
Total	14	100

The findings in Table 4.26 indicate that majority of deputy principals (71.4 percent) believed that women are made leaders while 28.6 percent believed that women are born leaders.

The research sought to establish the teachers' views on women and leadership.

Their responses are shown in Table 4.27

Table 4.27 Teachers' views on women and leadership

	Frequency	Percent (%)
Born leaders	39	30.5
Made leaders	89	69.5
Total	128	100

The findings in Table 4.27 indicate that majority of teachers (69.5 percent) believed that women are made leaders while 30.5 percent believed that women are born leaders.

The research further sought to establish from the principals on their views about male spouses persuasion on women leadership. Their responses are shown in Table 4.28

Table 4.28 Principals' views on male spouses persuasion on wives leadership

	Frequency	Percent (%)
Encourage	2	18.2
Discourage	9	81.8
Total	11	100

The results in Table 4.28 indicate that majority of principals (81.8 percent) said that male spouses discourage their wives in getting school leadership positions while 18.2 percent said that male spouses encourage their wives.

This creates gender disparity as many female teachers do not go for leadership positions in schools as they will be going against their spouses.

The deputy principals were also asked to give their views about male spouses persuasion on women leadership. Their responses are shown in Table 4.29

Table 4.29 Deputy Principals’ views on male spouses persuasion on wives leadership

	Frequency	Percent (%)
Encourage	3	21.4
Discourage	11	78.6
Total	14	100

The results in Table 4.29 indicate that majority of deputy principals (78.6 percent) said that male spouses discourage their wives in getting school leadership positions while 21.4 percent said that male spouses encourage their wives.

Teachers were also asked to give their views about male spouses’ persuasion on women leadership. Their responses are shown in Table 4.30

Table 4.30 Teachers’ views on male spouses persuasion on wives leadership

	Frequency	Percent (%)
Encourage	21	16.4
Discourage	107	83.6
Total	128	100

The results in Table 4.30 indicate that majority of teachers (83.6 percent) said that male spouses discourage their wives in getting school leadership positions while 16.4 percent said that male spouses encourage their wives.

4.6 Influence of domestic responsibilities of female teachers on achievement of gender parity in secondary school leadership

The research sought to establish the influence of domestic responsibility of female teachers on achievement of gender parity in secondary school leadership. The principals were asked whether home care was an obstacle to female teachers' leadership in secondary schools. Their responses are shown in Table 4.31.

Table 4.31 Principals' responses on effect of home care on female leadership

	Frequency	Percent (%)
Yes	10	90.9
No	1	9.1
Total	11	100

The findings on Table 4.31 indicate that majority of principals (90.9 percent) believed that home care was an obstacle to female teacher leadership in secondary schools while 9.1 percent said it was not. Women are considered to take care of home and ensure continuity of the lineage (Dolphyne, 1995). Agezo (2010) asserts that such perception have resulted in underrepresentation of females in educational leadership in Ghana. This implies that home care

negatively affects women leadership and this caused gender disparity in secondary school leadership.

The deputy principals were also asked whether home care was an obstacle to female teachers' leadership in secondary schools. Their responses are shown in Table 4.32.

Table 4.32 Deputy Principals' responses on effect of home care on female leadership

	Frequency	Percent (%)
Yes	12	85.7
No	2	14.3
Total	14	100

The findings on Table 4.32 indicate that majority of deputy principals (85.7 percent) believed that home care was an obstacle to female teacher leadership in secondary schools while 14.3 percent said it was not.

Teachers were asked whether home care was an obstacle to female teachers' leadership in secondary schools. Their responses are shown in Table 4.33.

Table 4.33 Teachers’ responses on effect of home care on female leadership

	Frequency	Percent (%)
Yes	112	87.5
No	16	12.5
Total	128	100

The findings on Table 4.33 indicate that majority of teachers (87.5 percent) believed that home care was an obstacle to female teacher leadership in secondary schools while 12.5 percent said it was not. Generally home care was an obstacle to female teachers’ leadership in secondary schools.

The research also sought to establish from principals how domestic responsibilities influence achievement of gender parity in secondary school leadership. Their responses are shown in Figure 4.11.

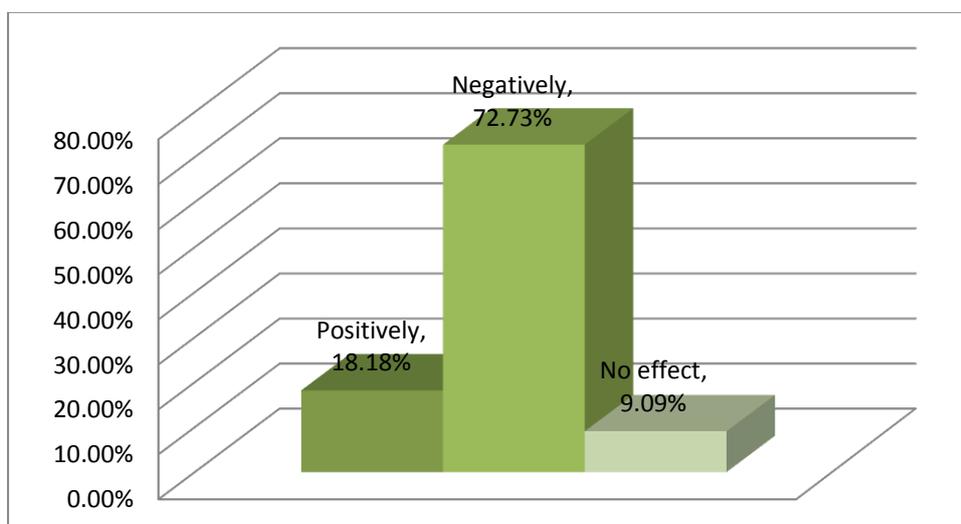


Figure 4.11 Principals’ responses on influence of domestic responsibility on gender parity in leadership

The findings on Figure 4.11 indicate that majority of principals, 8 (72.73 percent) said that domestic responsibilities negatively influences gender parity in secondary school leadership, 9.09 percent (1 principal) said it had no effect and 18.18 percent (2 principals) said it positively influenced. This mainly affects more women than men. This implies that women are more disadvantaged when it comes to leadership positions in schools. This is in agreement with Northouse (2007), who stated that women were not less educated than men but they handle more domestic duties which result in less work practice and more job disruption.

The research also sought to establish from deputy principals how domestic responsibilities influence achievement of gender parity in secondary school leadership. Their responses are shown in Figure 4.12.

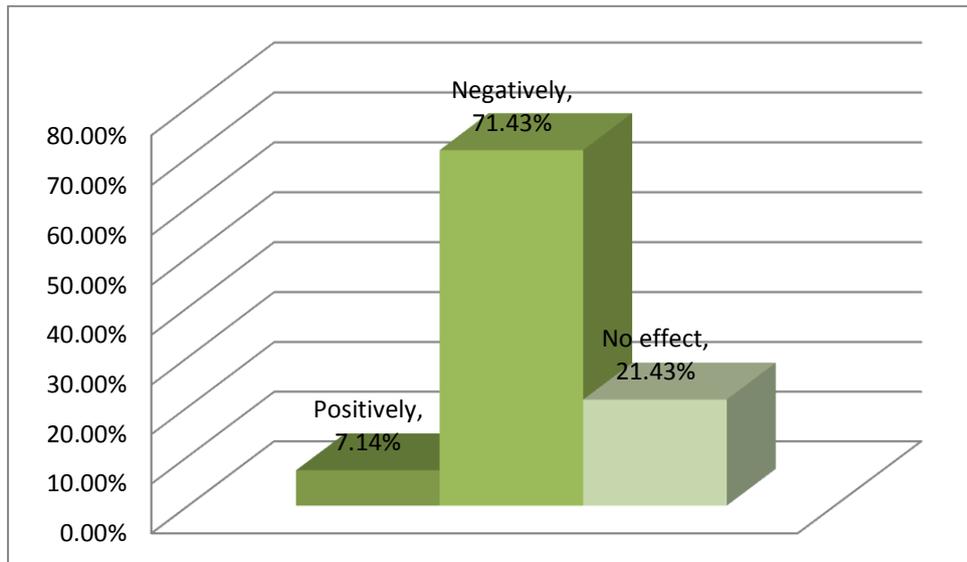


Figure 4.12 Deputy Principals' responses on influence of domestic responsibility on gender parity in leadership

The findings on Figure 4.12 indicate that majority of deputy principals, 10 (71.43 percent) said that domestic responsibilities negatively influences gender parity in secondary school leadership, 21.43 percent (3 deputies) said it had no effect and 7.14 percent (1 deputy) said it positively influenced..

The research also sought to establish from teachers how domestic responsibilities influence achievement of gender parity in secondary school leadership. Their responses are shown in Figure 4.13.

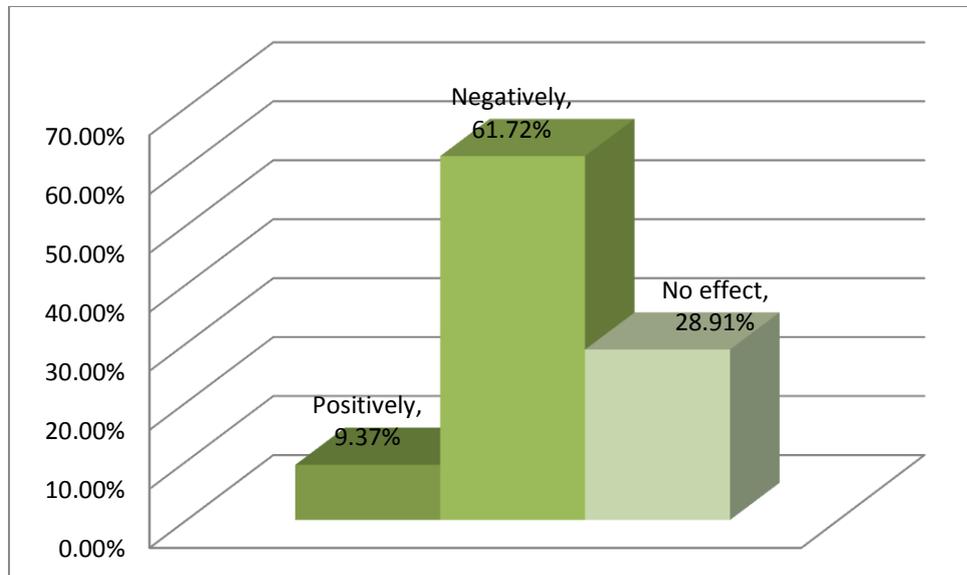


Figure 4.13 Teachers' responses on influence of domestic responsibility on gender parity in leadership

The findings on Figure 4.13 indicate that majority of teachers 79 (61.72 percent) said that domestic responsibilities negatively influences gender parity in secondary school leadership, 28.91 percent (37 teachers) said it had no effect and 9.37 percent (12 teachers) said it positively influenced.

The research sought to establish the views of principals on notion that male spouses insist female teachers teach close to their homes. Their responses are shown in Table 4.34.

Table 4.34 Principals’ views on female teachers working station and leadership

	Frequency	Percent (%)
Yes	8	72.7
No	3	27.3
Total	11	100

The findings on Table 4.34 indicate that majority of principals (72.7 percent) agreed that male spouses influence the working station of female teachers while 27.3 percent disagreed. This affects their leadership in schools as majority foregoes the leadership positions if they were far away from their spouses.

The research also sought to establish the views of deputy principals on notion that male spouses insist female teachers teach close to their homes. Their responses are shown in Table 4.35.

Table 4.35 Deputy Principals’ views on female teachers working station and leadership

	Frequency	Percent (%)
Yes	9	64.3
No	5	35.7
Total	14	100

The findings on Table 4.35 indicate that majority of deputy principals (64.3 percent) agreed that male spouses influence the working station of female teachers 37.7 percent disagreed.

The research sought to establish the views of teachers on notion that male spouses insist female teachers teach close to their homes. Their responses are shown in Table 4.36.

Table 4.36 Teachers’ views on female teachers working station and leadership

	Frequency	Percent (%)
Yes	79	61.7
No	49	38.3
Total	128	100

The findings on Table 4.36 indicate that majority of teachers (61.7 percent) agreed that male spouses influence the working station of female teachers 38.3 percent disagreed. Generally male spouses influence the working station of female teachers.

4.7 Influence of marital status on achievement of gender parity in secondary school leadership

The research sought to establish the influence of marital status on achievement of gender parity in secondary school leadership. The respondents were asked to indicate their level of agreement with the following statements relating to influence of marital status on achievement of gender parity in school leadership. Their responses are shown in Table 4.37 (Scale 1=strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.)

Table 4.37: influence of marital status on achievement of gender parity in school leadership

	1		2		3		4		5	
	F	%								
Marriage is a great hindrance to women teachers taking up leadership roles	99	64.7	32	20.9	11	7.2	7	4.6	4	2.6
More often than not it is the female teachers that seek leave to attend to family/child care welfare	103	67.3	28	18.3	5	3.3	12	7.8	5	3.3
Married women are good leaders	121	79.1	17	11.1	4	2.6	9	5.9	2	1.3

N = 153

The data on Table 4.37 indicate that majority of principals; deputy principals and teachers (64.7 percent) strongly agreed that marriage was a great hindrance to women teachers taking up leadership roles in secondary schools, 67.3 percent strongly agreed that more often than not it was the female teachers that seek leave to attend to family/child care welfare. Although majority of the respondents strongly agreed that marriage affect women leadership, majority of respondents strongly agreed that married women were good leaders.

The research sought to establish from principals whether the socio-cultural factors affected gender parity in leadership of secondary schools. The results are shown in Figure 4.14.

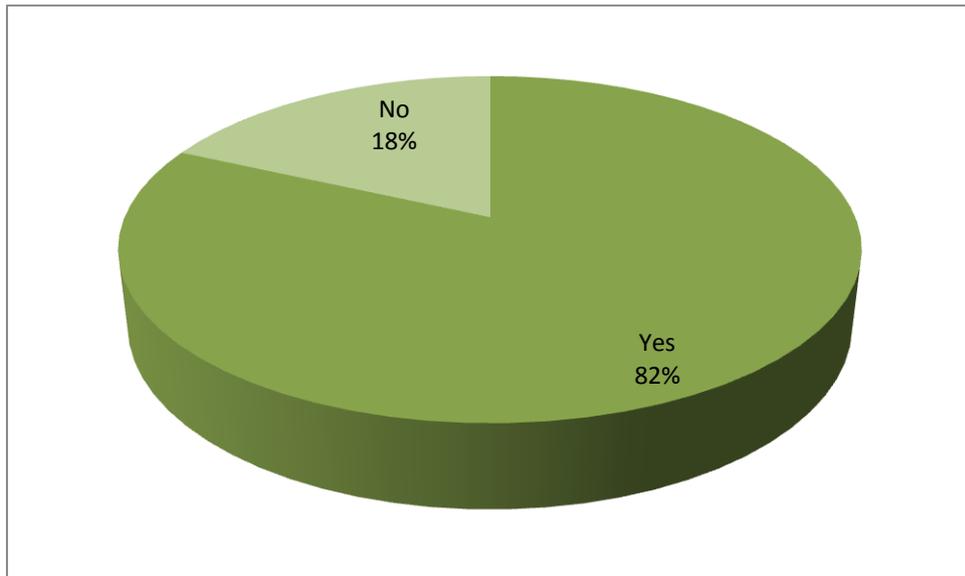


Figure 4.14 Principals' views on influence of socio-cultural factors on gender parity.

The findings on Figure 4.14 indicate that majority of principals, 9 (82 percent) agreed that socio-cultural factors such as marital status, domestic

responsibilities, patriarchal culture and policies and practices used in leadership appointments greatly influences gender parity in secondary school leadership while 18 percent (2 principals) said that it did not influence.

Deputy Principals were also asked the whether socio-cultural factors affected gender parity in leadership of secondary schools. The results are shown in Figure 4.15.

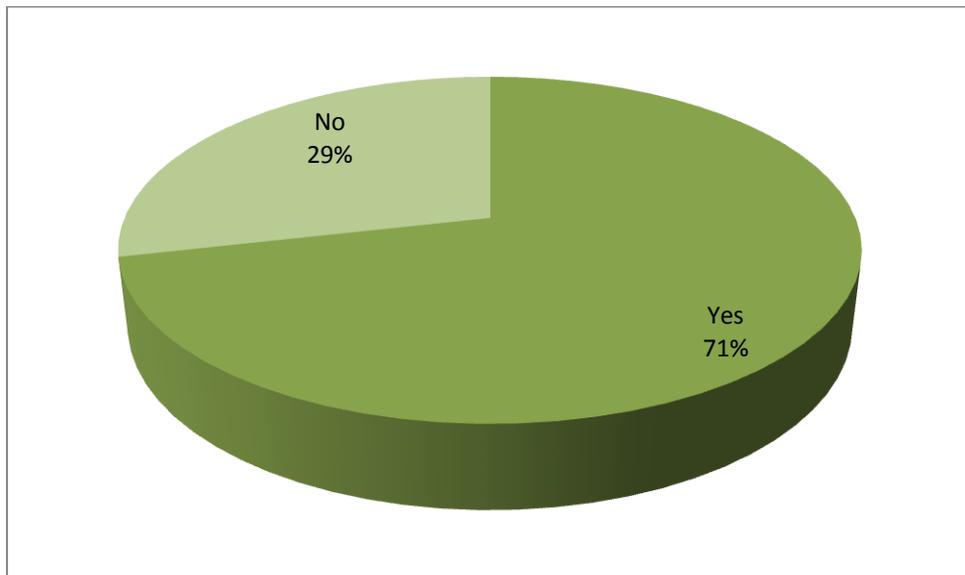


Figure 4.15 Deputy Principals' views on influence of socio-cultural factors on gender parity

The findings on Figure 4.15 indicate that majority of deputy principals, 10 (71 percent) agreed that socio-cultural factors influences gender parity in secondary school leadership while 29 percent (4 deputies) said that it did not influence.

Teachers were also asked the whether socio-cultural factors affected gender parity in leadership of secondary schools. The results are shown in Figure 4.16.

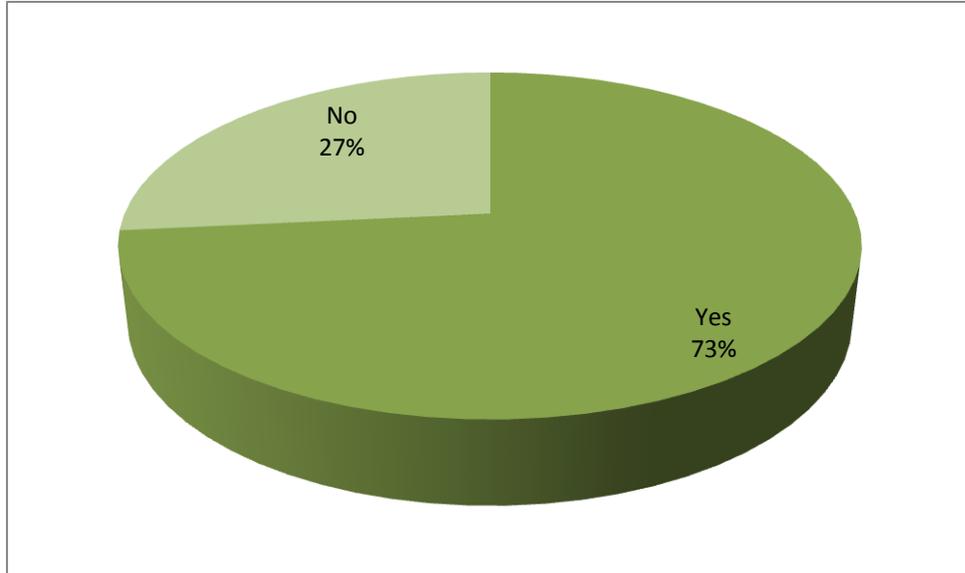


Figure 4.16 Teachers' views on influence of socio-cultural factors on gender parity.

The findings on Figure 4.16 indicate that majority of teachers, 94 (73 percent) agreed that socio-cultural factors influences gender parity in secondary school leadership while 27 percent (34 teachers) said that it did not influence. Generally socio-cultural factors influence gender parity in secondary leadership.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further studies.

5.2. Summary of the study

The purpose for this study was to find out the socio-cultural factors that affect the gender parity in leadership of secondary schools in Siaya Sub-county, Siaya County. the study was set to examine effectiveness of the policies and practices that govern appointment to secondary school leadership on gender parity, to determine how patriarchal culture influence achievement of gender parity in secondary school leadership, to assess to the extent at which domestic responsibilities of female teachers influence achievement of gender parity and to determine how marital status influence achievement of gender parity in secondary school leadership.

The research adopted descriptive survey research design where the target population comprised of 47 principals, 47 deputy principals and 500 teachers, 2 directors of education and 2 directors of TSC at the county. The respondents were randomly selected from 17 schools. As such the sample included 17 principals, 17 deputy principals, 150 teachers, 2 directors of education and 2

directors of TSC. The study used questionnaires and interview schedule to gather information in this study.

The research discovered that that majority of principals (64 percent) and deputy principals (57 percent) were appointed directly. Majority of respondents who attended interview panels said that the panels had more male. This implies that even the interview panel was not gender responsive in terms of composition. The research also revealed that that the affirmative action of a third gender rule was not adhered to in appointments and promotion in secondary school leadership. The existing policies and practices governing appointment of secondary school teachers in leadership were not effective because they did not solve the problem of gender disparities conclusively.

Majority of respondents believed that women were made leaders and not born leaders. They argue that leadership was for men. This belief discourages many qualified women in applying for leadership positions in secondary schools. Many respondents believe that female teachers were responsible while a few said that they were not. Those who said that female teachers were not responsible gave reasons such as, laziness among female teachers and many shy away from responsibilities. Male spouses discouraged their wives in getting school leadership positions. This created gender disparity as many female teachers did not go for leadership positions in schools.

The research also revealed that home care was an obstacle to female teacher leadership in secondary schools. This means that home care negatively affects women leadership and this caused gender disparity in secondary school leadership. Domestic responsibilities negatively influenced gender parity in secondary school leadership as it mainly affected more women than men. Male spouses influenced the working station of female teachers and this affected their leadership in schools as majority foregoes the leadership positions if they were far away from their spouses.

Majority of respondents that strongly agreed marriage was a great hindrance to women teachers taking up leadership roles in secondary schools, 67.3 percent strongly agreed that more often than not it was the female teachers that seek leave to attend to family/child care welfare. Although majority of the respondents strongly agreed that marriage affect women leadership, majority of respondents strongly agreed that married women were good leaders. The research findings revealed that majority of respondents agreed that socio-cultural factors such as marital status, domestic responsibilities, patriarchal culture and policies and practices used in leadership appointments greatly influences gender parity in secondary school leadership.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

The existing policies and practices governing appointment of secondary school teachers in leadership were not effective in addressing the issue of gender parity in leadership. The policies favoured male than female teachers. Patriarchal culture hindered the achievement of gender parity in secondary school leadership. The culture discouraged many qualified women in applying for leadership positions in secondary schools as they viewed leadership as a preserve for men. Home care was an obstacle to female teacher leadership in secondary schools. It negatively affected women's ascend to leadership and this caused gender disparity in secondary school. Domestic responsibilities negatively influenced gender parity as it mainly affected more women than men. Marriage was a great hindrance to women teachers taking up leadership roles in secondary schools. It greatly influenced gender parity in secondary school leadership.

5.4. Recommendations

The following recommendations were made by the study:

The teacher service commission should ensure that policies and practices governing promotion and appointment in leadership in secondary schools are more effective to ensure gender parity.

The community should be sensitized on women and leadership in schools to bringing about gender parity. The patriarchal culture should be a thing of the past.

The teacher service commission should give married women leadership positions not far away from their families. This will make them take those positions.

5.5. Suggestions for further study

- i. A study to investigate the influence of gender and leadership styles on gender parity.
- ii. The influence of Kenyan constitution on gender parity in leadership in secondary schools.
- iii. Replication of the study in other parts of the country to find out if a similar situation is true in primary schools for comparison purposes.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O. Box 30197

Nairobi

Date: 12th October, 2016

The Principal

Dear Sir/ Madam,

REF: LETTER TO RESPONDENTS

I am a student at the University of Nairobi carrying out a study on the **Socio-cultural Factors Influencing Achievement of Gender Parity in Education Leadership in Secondary Schools in Siaya Sub-County, Siaya County, Kenya**. The study is purely for academic purposes and any assistance given will be highly appreciated. Information given will be used for researcher purpose only and identity of the respondent will remain treated confidential.

Yours faithfully,

Michael Willice Okoth Oriedi

APPENDIX II

INTERVIEW SCHEDULE FOR EDUCATION OFFICERS AND TSC

OFFICIALS

SECTION A: Demographic Information

Please tick (√) or fill in the spaces provided as appropriate.

1. Are there policies and practices aimed at combating stereotypes in education in your area of jurisdiction? Yes () No ()

If yes which ones are these?

2. As far as you may be aware, are there more male than female teachers in the sub county?

Yes () No()

3. Do schools exclusively welcome female principals appointments?

Yes () No()

What percentage would this be in the total school population in the sub county? _____

4. Do you think National policies on promotion and appointments are implemented in Sub County? Yes () No()

If No briefly explain _____

5. Are there affirmative actions in the sub county geared towards promoting female teachers in decision making in the education

Yes () No()

If Yes kindly confirm by ticking the following appropriately.

- Quotas have been implemented in filling school vacancies within the school's hierarchy ()
- Quotas have been implemented for filling in of some positions within the Ministry of Education ()
- Activities to promote women presence at decision making positions ()
- Activities to promote women representation when decisions are taken in school ()

6. Are there deliberate actions aimed at tackling the gender gap as provided for in the National Policy on gender equality in education?

Yes () No()

If Yes please tick appropriate cases

- Activities to promote gender equality in employment ()
- Activities to promote boys and girls in school and to take part in extra-curriculum activities ()
- Career counseling in schools ()

7. Kindly describe any other national policies not mentioned

8. Identify any National Policy issue that is considered to have a negative impact on gender parity in the sub county.

9. Do you have any promotional or appointment strategies in the sub county? Yes () No()

If Yes, are there any specific provisions aimed at ensuring the presence of the under-represented gender in the sector? (i.e. quota targets, recruitment campaigns, deployment strategies incentives? Please briefly describe.

10. Would it be easy for you to suggest and encourage more women leadership in the secondary schools in the sub county? Yes () No()

How can this be achieved?

11. In your opinion briefly identify challenges women face in leadership

12. What factors contribute to women who are successful in leadership in secondary schools in the sub county?

13. Do female teachers apply and attend interviews for promotion?

Thank you for your time

APPENDIX III

QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire is intended to collect data on socio-cultural factors influencing achievement of gender parity in secondary school leadership in Siaya sub county, Siaya County, Kenya

Introductions

- Kindly answer all the questions
- The information you will give will be treated with confidentiality
- Indicate your choice by a tick (√)
- Please do not write your name on the questionnaire

SECTION A: Demographic Information

1. Please indicate your gender? male () female ()
2. Please indicate your age
20-30 yrs () 31 -40yrs () 41-50yrs () above 50yrs ()
3. Indicate your highest academic qualification.
Diploma () Graduate () Masters ()
4. Marital status single () married () separated/ divorced ()
none ()
5. For how long have you been a principal?
1-5 years () 10 – 15yrs () over 20years ()

6. What is the category of your school?

Public boarding girls Public boarding boys

Public day mixed

SECTION B. Effectiveness of Policies and practices govern appointment of secondary school teachers to leadership position

7. How did you get your position as a principal?

Direct appointment interview process none

8. What is your opinion regarding the policies and practices in appointment?

.....
.....

9. Male and female teachers turn out for promotion in equal numbers

Yes No

Give reason for your answer above

.....
.....

10. What is the composition of interview panels you have attended if any?

More male More female Balanced

11. Are duties in the staff allocated fairly across all gender?

Yes No

Give reason why

.....

12. Is affirmative action of a third rule adhered to in appointments and promotion of principals?

Yes () No ()

13. How are the existing policies governing appointment of secondary school teachers to leadership positions?

Very effective () Effective () Not effective ()

SECTION C. Influence of patriarchal culture on achievement of gender parity in secondary school leadership

14. How patriarchal culture does affects gender parity in secondary school leadership?

.....
.....

15. How do you rate female teachers in terms of responsibility?

Very responsible () Responsible () Not responsible ()

16. What is your view on women and leadership?

.....
.....

17. Are women born leaders or they are made leaders and why?

.....
.....

18. Do male spouses encourage or discourage their wives to take leadership positions?

.....
.....

SECTION D. Influence of domestic responsibilities of female teachers on achievement of gender parity in secondary school leadership

19. How do domestic responsibilities affect gender parity in secondary school leadership?

.....
.....

20. Is home care is an obstacle to female teachers leadership in secondary schools

Yes () No ()

If yes, explain how

.....
.....

21. How does domestic responsibility influence gender parity in secondary school leadership?

Positively () Negatively () No effect ()

22. Do male spouses influence the working station of their wives?

Yes () No ()

If yes, how does it affect gender parity in secondary schools leadership?

.....

.....

SECTION E. Influence of marital status on achievement of gender parity in secondary school leadership

23. How the following marital factors affect gender parity in secondary school leadership?

.....

.....

24. Indicate your level of agreement with the following statements relating to influence of marital status on gender parity in secondary school leadership?

25. Scale 1= strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

Likely causes for gender disparity	1	2	3	4
i.) More often than not it is the female teachers that seek leave to attend to family/child care welfare				
ii.) Few male teachers seek leave to attend to child welfare				

THANK YOU FOR YOUR COOPERATION AND PARTICIPATION

APPENDIX IV

QUESTIONNAIRE FOR THE DEPUTY PRINCIPALS

This questionnaire is intended to collect data on socio-cultural factors influencing achievement of gender parity in secondary school leadership in Siaya sub county, Siaya County, Kenya

Introductions

- Kindly answer all the questions
- The information you will give will be treated with confidentiality
- Indicate your choice by a tick (√)
- Please do not write your name on the questionnaire

SECTION A: Demographic Information

1. Please indicate your gender? male () female ()
2. Please indicate your age
20-30 yrs () 31 -40yrs () 41-50yrs () above 50yrs ()
3. Indicate your highest academic qualification.
Diploma () Graduate () Masters ()
4. Marital status single () married () separated/ divorced ()
none ()
5. For how long have you been a principal?
1-5 years () 10 – 15yrs () over 20years ()

6. What is the category of your school?

Public boarding girls Public boarding boys

Public day mixed

SECTION B. Effectiveness of Policies and practices govern appointment of secondary school teachers to leadership position

7. How did you get your position as a deputy principal?

Direct appointment interview process none

8. What is your opinion regarding the policies and practices in appointment?

.....
.....

9. Male and female teachers turn out for promotion in equal numbers

Yes No

Give reason for your answer above

.....
.....

10. What is the composition of interview panels you have attended if any?

More male More female Balanced

11. Are duties in the staff allocated fairly across all gender?

Yes No

Give reason why.....

12. Is affirmative action of a third rule adhered to in appointments and promotion of principals?

Yes () No ()

13. How are the existing policies governing appointment of secondary school teachers to leadership positions?

Very effective () Effective () Not effective ()

SECTION C. Influence of patriarchal culture on achievement of gender parity in secondary school leadership

14. How patriarchal culture does affects gender parity in secondary school leadership?

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

15. How do you rate female teachers in terms of responsibility?

Very responsible () Responsible () Not responsible ()

16. What is your view on women and leadership?

.....
.....

17. Are women born leaders or they are made leaders and why?

.....
.....

18. Do male spouses encourage or discourage their wives to take leadership positions?
.....

SECTION D. Influence of domestic responsibilities of female teachers on achievement of gender parity in secondary school leadership

19. How do domestic responsibilities affect gender parity in secondary school leadership?
.....
.....

20. Is home care is an obstacle to female teachers leadership in secondary schools?

Yes () No ()

If yes, explain how
.....
.....

21. How does domestic responsibility influence gender parity in secondary school leadership?

Positively () Negatively () No effect ()

22. Do male spouses influence the working station of their wives?

Yes () No ()

If yes, how does it affect gender parity in secondary schools leadership?

.....

.....

SECTION E. Influence of marital status on achievement of gender parity in secondary school leadership

23. How does marital factors affect gender parity in secondary school leadership?

.....

.....

24. Indicate your level of agreement with the following statements relating to influence of marital status on gender parity in secondary school leadership? Scale 1= strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

Likely causes for gender disparity	1	2	3	4
i. More often than not it is the female teachers that seek leave to attend to family/child care welfare				
ii. Few male teachers seek leave to attend to child welfare				

THANK YOU FOR YOUR COOPERATION AND PARTICIPATION

APPENDIX V

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data on socio-cultural factors influencing achievement of gender parity in secondary school leadership in Siaya sub county, Siaya County, Kenya

Introductions

- Kindly answer all the questions
- The information you will give will be treated with confidentiality
- Indicate your choice by a tick (√)
- Please do not write your name on the questionnaire

SECTION A: Demographic Information

1. Please indicate your gender? male () female ()

2. Please indicate your age

20-30 yrs () 31 -40yrs () 41-50yrs () above 50yrs ()

3. Indicate your highest academic qualification?

Diploma () Graduate () Masters ()

4. Marital status

() single () married

() separated/ divorced () widowed

Are there more male than female in your staff?

(i) Yes () (ii) No ()

If yes by how many?

SECTION B. Effectiveness of Policies and practices govern appointment of secondary school teachers to leadership position

5. How do teachers get to positions of deputy heads in secondary schools?

() Direct appointment () Interview process () None

6. Have you applied and attended an interview for position of leadership?

Yes () No ()

7. Are you aware of any government policies in place regarding appointment and promotion? Yes () No ()

If yes (9 above) state some of these.

i).....

ii)

iii)

9. What is your opinion regarding the policies and practices in appointment?

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

10. Male and female teachers turn out for promotion in equal numbers

Yes () No ()

Give reason for your answer above

.....
.....

11. What is the composition of interview panels you have attended if any?

More male () More female Balanced ()

12. Are duties in the staff allocated fairly across all gender?

Yes () No ()

Give reason why

.....

13. Is affirmative action of a third rule adhered to in appointments and promotion of principals?

Yes () No ()

14. How are the existing policies governing appointment of secondary school teachers to leadership positions?

Very effective () Effective () Not effective ()

SECTION C. Influence of patriarchal culture on achievement of gender parity in secondary school leadership

15. How patriarchal culture does affects gender parity in secondary school leadership?

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

16. How do you rate female teachers in terms of responsibility?

Very responsible () Responsible () Not responsible ()

17. What is your view on women and leadership?

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

18. Are women born leaders or they are made leaders and why?

.....
.....

19. Do male spouses encourage or discourage their wives to take
leadership positions?

.....

**SECTION D. Influence of domestic responsibilities of female
teachers on achievement of gender parity in secondary school
leadership**

20. How does domestic responsibilities affect gender parity in
secondary school leadership?

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

21. Is home care is an obstacle to female teachers leadership in secondary schools?

Yes () No ()

If yes, explain how

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

22. How does domestic responsibility influence gender parity in secondary school leadership?

Positively () Negatively () No effect ()

23. Do male spouses influence the working station of their wives?

Yes () No ()

If yes, how does it affect gender parity in secondary schools leadership?

.....
.....

SECTION E. Influence of marital status on achievement of gender parity in secondary school leadership

24. How do marital factors affect gender parity in secondary school leadership?

.....

.....

25. Indicate your level of agreement with the following statements relating to influence of marital status on gender parity in secondary school leadership?

26. Scale 1= strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

Likely causes for gender disparity	1	2	3	4
i. More often than not it is the female teachers that seek leave to attend to family/child care welfare				
ii. Few male teachers seek leave to attend to child welfare				

THANK YOU FOR YOUR COOPERATION AND PARTICIPATION

APENDIX VI
RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/93573/14565**
MR. MICHAEL WILLICE OKOTH ORIEDI **Date Of Issue : 7th November,2016**
of UNIVERSITY OF NAIROBI, 320-40600 **Fee Received :Ksh 1000**
SIAYA,has been permitted to conduct
research in Siaya County
on the topic: SOCIO-CULTURAL FACTOR
INFLUENCING ACHIEVEMENT OF GENDER
PARTY IN SECONDARY SCHOOL
LEADERSHIP IN SIAYA SUB
COUNTY,KENYA
for the period ending:
7th November,2017



[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

[Handwritten Signature]
Applicant's
Signature

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A 11644

CONDITIONS: see back page

APPENDIX VII

RESEARCH AUTHORIZATION



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

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

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

Ref. No. **NACOSTI/P/16/93573/14565**

Date:
7th November, 2016

Michael Willice Okoth Oriedi
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 achievement of gender parity in secondary school leadership in Siaya Sub County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **7th November, 2017**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified