

**FACTORS INFLUENCING GENDER PARITY IN GOVERNANCE OF
PUBLIC PRIMARY SCHOOLS IN THARAKA NORTH SUB-COUNTY,
KENYA**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my family. My dear husband Mr. Joseph Kimathi, our children Mumbi, Munene and Muthomi. May God bless your dearly.

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ABBREVIATIONS AND ACRONYMS

MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SCDE	Sub-County Director of Education
SCHRO	Sub-County Human Resource Officer
SCQASO	Sub-County Quality Assurance and Standards Officer
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

This study was to investigate the factors influencing gender parity in governance of public primary schools in Tharaka North Sub-County, Kenya. The study objectives sought to determine the extent to which educational qualifications, self-perception, gender stereotypes, education and redress mechanisms influence gender parity in governance of public schools in Tharaka North Sub-county. The study was guided by the Equity Theory proposed by John Stacey Adams. Descriptive survey design was used for the study. Stratified sampling was used to sample schools based on their zonal educational distribution to participate in the study. The schools were divided into strata based on the four educational zones to ensure equal representation of each region. Data was collected using questionnaires for Head teachers and teachers, interview schedules on Sub County Director of Education, Sub County Quality Assurance and Standards Officer and Sub County Human Resource Officer. Data was analyzed through aided by SPSS. Quantitative data was coded and analyzed using descriptive statistics. Frequency distribution tables, pie charts and bar graphs were used to present data. The study revealed that female teachers had the required academic qualifications. Upon consideration of qualification against gender and positions of leadership, women were the majority, most qualified and experienced, yet the males held most positions of governance in the public primary schools in Tharaka North sub-county. Majority of the respondents (80%) agreed and strongly agreed that women had succumbed to the male dominance and settled for the second class. The study revealed that majority of female teachers (52.5%) applies for governance positions in the ministry of education specifically to be head teachers and deputy head teachers. Every year they apply for such positions with hopes of being promoted. This was a good indicator that female teachers have high self esteem when it comes to the hopes of career progression. The study revealed that the ministry and officers promoting teachers were gender biased in offering the opportunities and elevating teachers to the positions of leadership. On the basis of the findings, the study recommended that; Feminist organizations and the Ministry of gender should collaborate with the Ministry of Education in empowering female teachers to attain more in-service training so as to continue maintain their level of education with their male counterparts. Finally, the researcher proposes the following; a similar study is recommended in other sub-counties of the county to assess the generalizability of the study findings. This should also include a comparison of urban and rural primary schools

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Women continue to aspire for governance positions in education institutions worldwide to provide a gendered perspective on educational change and development. Moreover, women from all levels of the social hierarchy, not only those occupying official status positions, work to alter the often undemocratic culture and structure of institutions and society, improving the lives of those who have been marginalised or oppressed (Normore & Gaetane, 2008). Gender equality is not just about economic empowerment. It is a moral imperative. It is about fairness and equity and includes many political, social and cultural dimensions. This case is not any different in educational governance globally.

International studies (Adams & Hambright, 2004 and Vali, 2010) have given attention to the topic of women in educational governance positions in education. These studies reveal an under-representation of women in governance at all levels of the education system, including primary schools, secondary schools, universities and other educational institutions. Kellerman and Rhodes (2007) and Chisikwa (2010) assert that females' unique traits and abilities can especially be observed and experienced from a female's perspective. Hence there exists a need for aspiring women to observe those who reflect their governance styles, in order to demystify negative myths on women and governance, and to encourage more women to desire to attain educational governance. As such, the presence of women in positions of school governance is essential to encourage aspirations in

the younger generation and to counter reservations about women's capacity for governance roles.

If women aspiring to governance positions are provided with greater opportunities to connect with practicing female school leaders, they may have more opportunities to discuss strategies for successfully juggling both family and school responsibilities (Sherman, 2000). Without a great number of female role models in the most coveted school governance positions, female teachers simply do not perceive themselves as potential governance candidates (Sherman, 2005). Hence, it is important for women to be mentored so that they can become the great leaders they have the potential to be. In this regard Kitele (2013) states: "Although cultural and social barriers may interfere with the management of school affairs, there is need for female head teachers to be encouraged to achieve governance positions since they can manage the roles of leaders through mentorship".

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), clearly show that in most schools, which include gender equality problems in school governance positions still exist, and it unfortunately has implications at two levels (Hungu, 2011). Women teachers may believe that there are obstacles in professional progression, which could negatively influence their morale; and a wrong message could be sent to pupils that female teachers are unable to be school leaders.

Wickham (2007) observed that female superintendents were perceived as being more likely to be collaborative in their working relationships, and tend to use democratic governance styles and power which, in turn, contribute to achieving high levels of job satisfaction among staff members. She added that women are

viewed as change agents who are deeply involved in reform, and who work toward creating common visions of schooling for children, as well as climates conducive to learning. Participation in productive economic activities will therefore enable them to attain financial independence, to reduce poverty, and to enhance gender equity and equality (Republic of Kenya, 2007).

Women's productive activities are often hampered by private domestic responsibilities that compete for women's labor in terms of time and energy (Chege & Sifuna, 2006). The study of Obura (2011) indicated that the dual responsibility of employment and family care and employment were too demanding. As such the issue of children and/or family is one that deters many women when they have to make the decision to take up a governance position. Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families (Eagly, 2003). Chisikwa (2010) observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children. Some women have, however, achieved harmony in the home-work conflict. Chisikwa identified them as those who have an unwavering resolve to stick to their career goals; have a network of family support, including spouse, mother and siblings; negotiate flexi-time; and set clear boundaries for personal time, and make part of the weekend off-limits to outside commitments.

The reasons why women do not move into the higher echelons of governance may be related to pressures inherent in the job situation (Celikten, 2005). Existing work structures and organizational routines are predominantly male-oriented, which tend to impede women's participation in decision-making roles in

organizations (Syed & Murray, 2008). The study by Kelly, Ammon, Chermack, and Moen (2010) found that employees believed that long working hours were an indicator of dedication and productivity. It further reinforced the perception of the ideal worker, most often a male, who does not have or attend to other pressing commitments outside of work or at home. The findings of the study of Vali (2010) that although there are various barriers to women aspiring top educational management and governance positions, organizational factors are the strongest barrier.

Hewitt (2009) identified a variety of reasons that caused women not apply for promotion, such as the lack of the necessary aspiration, a lack of confidence that they will succeed, fear of failure, and a lack of competitiveness. Kelly (2008) reported that research shows that women in higher education typically have a low self-worth, often being perceived as timid, and preferring to maintain a low profile. No matter how skilled women leaders are, a lack of confidence is a deal-breaker (Gadier, 2010). Gadier continued to say that confidence spreads to those one is leading, and that if a leader does not have confidence, the followers will not have confidence in the leader. Hart (1995) also noted that while cultural stereotypes are likely to impact on women leaders, the level of the leader's self-efficacy for governance will likely play a role in determining the responses to stereotype activation.

The think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions in that it may have the potential to contribute to women's disengagement from governance roles (Hart, 1995). Women are also often perceived as lacking confidence, as having low aspirations, and a negative

self-image. These attributes are viewed as contradictory to the role of headship, and thus may hinder women from being considered as potential school heads.

The few women who have managed to reach positions of governance despite the obstacles were reported to use some strategies. Celikten, (2005) reported that women who secured administrative positions had a strong believe in themselves, especially their own voice and motivation to be pathfinders in their countries. Women who are self-reliant and self-motivated have made it to governance positions in spite of hostile and unwelcoming cultures in their countries of origin.

For women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families. They also require mass education programs coupled with conscious effort to change tradition values which reduces their confidence levels. Self-confidence of women has been judged in terms of male defined standards i.e. confidence women show in public sphere activities. Thus since women have kept separate from public sphere activities, they lack the experience and this inexperience have been mistaken to be lack of self-confidence (Walker, 2003).The impediment of self-perception can be overcome through getting more information, education and experience before seeking for administrative positions. Women in administrative positions should mentor others to enable them build self-confidence.

Consequently, the situation has not been any different in Tharaka North Sub-County where there has been low participation of females in educational governance at various governance posts. Table 1.1 shows this disparity.

Table 1.1 Distribution of head teachers and deputies by 2012 to 2016 gender

Gender	Headteachers				Deputies			
	Male		Female		Male		Female	
	f	%	F	%	f	%	f	%
2012	62	98.4	1	1.6	61	96.8	2	3.2
2013	61	96.8	2	3.2	60	95.2	3	4.8
2014	63	96.9	2	3.1	61	93.8	4	6.2
2015	62	95.4	3	4.6	60	92.3	5	7.7
2016	62	95.4	3	4.6	59	90.8	6	9.2

Source: Tharaka North Sub-County education office (2016)

Table 1.1 shows that female representation in public primary schools governance in Tharaka North Sub-County is minute causing male dominance in educational governance. It was thus against this background that the current study sought to establish factors contributing to gender balance in public primary schools governance.

1.2 Statement of the problem

The education sector strategies and policies on gender equity are very well “mainstreamed”, perhaps due to the fact that the Ministry of Education in Kenya possesses an active gender unit and a documented gender policy (African Development Bank, 2007). The one guiding principle of Kenya Vision 2030 refers to the “equality of citizens' that states:” Kenya shall be a nation that treats its women and men equally” (Government of Kenya, 2007). The Government of Kenya has therefore signed various policy documents which aim at attaining gender equality. These policy documents seek to mainstream gender in all sectors,

pledge to enforce a policy of equal opportunities, lay emphasis on the education of girls, and stipulate measures of mainstreaming gender in the education sector.

However, a look at the education sector in Kenya reveals that the governance and management of education is generally male-dominated and shows that there are still gender gaps in school management in Kenya (Chisikwa, 2010). Obura (2011) reports that under 15 percent of the head teachers in Kenyan primary schools are women. Available data indicate that women are inadequately represented in senior governance positions in public primary schools (Lodiaga & Mbevi, 2008). In the international scene, data show that women continue to increase their share of managerial positions, but the rate of progress appears to be slow and uneven Logan (2007). So far, little attempt has been done to aggregate information to avoid wholesale generalizations, hence the reason for this study to explore the factors affecting women governance in public primary schools in Tharaka North Sub-County.

1.3 Purpose of the study

This study was to investigate the factors influencing gender parity in governance of public primary schools in Tharaka North Sub-County, Kenya.

1.4 Research objectives

The study was guided by the following research objectives;

- i. To determine the influence of educational qualifications on gender parity in governance of public primary schools in Tharaka North Sub-County.
- ii. To determine the extent to which teachers' self-perception influence gender parity in governance of public primary schools in Tharaka North Sub-County.

- iii. To establish the influence of gender stereotypes on gender parity in governance of public primary schools in Tharaka North Sub-County.
- iv. To establish the influence of redress mechanisms employed by governing agencies on gender parity in governance of public primary schools in Tharaka North Sub-County.

1.5 Research questions

The study was to answer the following research questions;

- i. How do educational qualifications influence on gender parity in governance of public primary schools in Tharaka North Sub-County?
- ii. To what extent does teachers' self-perception influence gender parity in governance of public primary schools in Tharaka North Sub-County?
- iii. What is the influence of gender stereotypes on gender parity in governance of public primary schools in Tharaka North Sub-County?
- iv. What is the influence of redress mechanisms employed by governing agencies on gender parity in governance of public primary schools in Tharaka North Sub-County?

1.6 Significance of the study

The study findings may lead to better attitude by the society towards women governance in formulation and implementation of affirmative action policies that could enhance women participation in primary school governance. The study findings may help educational governance policy-makers to plan for better improvement on equity and equality in recruitment, appointment and promotions in public primary schools headship.

The study may add new knowledge to the existing literature on women representation in educational governance and provide insight into issues of women's progression at work. It may also be expected to enable scholars and policy-makers to design more progressive governance programmes and policies aimed at ensuring equal participation of men and women in primary school governance.

The study may also benefit women working in public primary schools by identifying the challenges they face or might face as they seek governance positions and by suggesting how to overcome them, this would help women to assert themselves at their place of work. The study findings may help the stakeholders in educational governance to advocate for gender equality in governance positions in the sub-county and other regions at large. The study findings may also help men in the society to see the need to give females space to grow to the highest positions of governance in public primary schools.

1.7 Limitations of the study

Due to the sensitivity of the gender imbalance issues, the people in authority might feel triggered to deny the researcher permission to carry out the study in their areas of jurisdiction. To counter this, the researcher assured the respondents that the data only to be used for academic purposes. The study was done in Tharaka North Sub-County, which is a semi-arid area with schools located geographical away from each other, therefore it was hectic for the researcher to visit all schools in the study area. The busy schedule of teachers, and head teachers also slowed down the data collection process.

1.8 Delimitations

This study was carried out in Tharaka North Sub-County on a sampled population representation to find out the factors that influence gender imbalance in public primary schools governance. Tharaka North Sub County forms a representation of the many public schools that deny women qualified teachers their right to equitable distribution of governance positions. The respondents to this study were head teachers, male teachers, female teachers and SCDE.

1.9 Assumptions of the study

The study was carried out on the basis of the following assumptions;

- (i) The views of the respondents held and gave the overall view of the entire population
- (ii) The respondents gave all true information without concealing any important data that could change the findings of this study

1.10 Definition of significant terms

Equity refers to the quality in numbers of male and female teachers being fair and impartial in distribution of governance of primary schools amongst them.

Gender parity refers to under representation of female teachers as compared to male teachers in public primary schools governance.

Gender Stereotypes refers to over-generalization of the characterizations of female teachers in public primary schools.

Governance agencies refer to public primary schools authorizing organization that ensure head teachers execute their duties effectively.

Governance refers to the head teachers' role in leadership of public primary schools.

Redress mechanisms refer to equalizing measures to boost female teachers' representation in governance of primary schools.

Self perception refers to female teachers' opinion on their individual ability to hold governance positions.

Teachers' self-perception refers to how primary schools view their abilities in acquiring governance positions.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations, assumptions of the study and definition of key terms. Chapter two consisted of literature review related to the study; review of research carried out on the factors that influence gender imbalance in governance positions at public primary schools, socialization factors, gender stereotypes, gender related roles and educational qualifications, summary of literature review, theoretical framework and conceptual framework. Chapter three included research methodology that was employed in carrying out the study. This included research design, target population, sampling techniques and sample size, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four represented data analysis, interpretations and discussions of data obtained from the respondents. Chapter five consisted of the summary of the study, conclusions, study recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature under the following subheadings; the concept of gender parity in educational governance, gender parity in public primary school governance in relation to gender roles, female self-perception, socialization and educational qualification, theoretical framework, conceptual frame, explanation of variables and the summary of literature review.

2.2 Concept of gender parity in primary school governance

The attainment of gender equity and equality in school governance should be a core development issue and a goal in its own right. Women should have the same access to power and resources as men (Syed & Murray, 2008). It is important to create opportunities that will enable women to occupy positions of influence, both politically and economically, in order to enhance decision-making. This is because women on the governance track have unique opportunities and corresponding obligations to promote changes that will make governance accessible to others.

As citizens, women can support policies, politicians and practices that will advance gender equity; and as professionals and community activists, women can make equalizing governance opportunities a priority; as parents, women can model effective governance, and challenge the child-rearing patterns that work against it (Kellerman & Rhode, 2007). Moreover, when women achieve positions of influence and participate in policy decisions, they have the opportunities to open up access to knowledge and resources to those with less power.

Women from all levels of the social hierarchy, not only those occupying official status positions, work to alter the often undemocratic culture and structure of institutions and society, improving the lives of those who have been marginalized or oppressed (Normore & Gaetane, 2008). Participation in productive economic activities will therefore enable them to attain financial independence, to reduce poverty, and to enhance gender equity and equality (Republic of Kenya, 2007).

Female heads tend to be more supportive, approachable, sensitive, understanding, nurturing, organized, creative, and receptive than their male counterparts (Adams & Hambright, 2004). Moreover, according to Kelly (2008), the language used by female school leaders is more likely to express courtesy, gratitude, respect and appreciation. Women show respect for their audience by listening, echoing and summarizing and by using polite speech, electing non-antagonistic responses. Women also pick up on emotional and personal issues in conversation which is likely to encourage community-building.

Wickham (2007) observed that female superintendents were perceived as being more likely to be collaborative in their working relationships, and tend to use democratic governance styles and power which, in turn, contribute to achieving high levels of job satisfaction among staff members. She added that women are viewed as change agents who are deeply involved in reform, and who work toward creating common visions of schooling for children, as well as climates conducive to learning.

Females' unique traits and abilities can especially be observed and experienced from a female's perspective. Hence there exists a need for aspiring women to observe those who reflect their governance styles, in order to demystify negative

myths on women and governance, and to encourage more women to desire to attain educational governance. As such, the presence of women in positions of school governance is essential to encourage aspirations in the younger generation and to counter reservations about women's capacity for governance roles (Kellerman & Rhodes, 2007; Chisikwa, 2010). If women aspiring to governance positions are provided with greater opportunities to connect with practicing female school leaders, they may have more opportunities to discuss strategies for successfully juggling both family and school responsibilities (Sherman, 2005).

Lockwood (2006) found that men are not differentially affected by the gender of the role model, but that females are more inspired by female role models. According to Kelly (2008), the visibility of female role models is particularly effective for those who are attempting to determine their potential for future achievement. It also helps to undermine stereotypes that threaten some career paths and can provide a social network and bonding for newly-appointed and aspiring female school leaders.

Without a great number of female role models in the most coveted school governance positions, female teachers simply do not perceive themselves as potential governance candidates (Sherman, 2005). Hence, it is important for women to be mentored so that they can become the great leaders they have the potential to be. In this regard Kitele (2013) states that although cultural and social barriers may interfere with the management of school affairs, there is need for female head teachers to be encouraged to achieve governance positions since they can manage the roles of leaders through mentorship.

2.3 Teachers' education qualification and gender parity in governance of public primary schools

School administration is a job that requires skill and organization. More women than men participated in certification, doctoral or internship programs in U.S in preparation for administration jobs but this is not reflected in top administration (Lacey, 2003). This is because the traditional deterrents of hiring women are still in operation. The historical endocentric paradigm is still present. This is the presence of cultural perception of administration being perceived as a province of men .Educational departments should reassess and adjust gender equity strategies that bring about equitable hiring context for all.

The educational programs that prepare women as future educational administrators must realize the unique needs of women and challenges which need to be addressed in governance preparation programs. This include learning how to alter negative female perceptions, enhancing decision making skills and working effectively among cultural and political systems (Brown,2004).

Educational system in Kenya has done little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the same educational curriculum due to inequalities seen when it comes to educational and career expectations. The curriculum of education challenge boys and subdue girls when it comes to career aspirations. They became women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age (Wanjama, 2012). Career choices departments in school should direct students to career choices with minimal gender bias.

The economic value of education in Kenya has affected the access of the girl to education. The patriarchal nature of the society has accorded women a low economic status in education. Boys' education is seen to be more economically viable. Parents prefer the boy to remain in school in case of fees problems and the girl to drop out (Kanake, 1997). Limited access to education to the girl child causes gender imbalance in positions of management in education. The gender gaps still exist despite introduction of free primary education in 2003 by Narco government and subsidized secondary education (2008).

2.4 Gender stereotype and gender parity in governance of public primary schools

Explanations have been given for gender imbalance in education administration based on the socialization and sex-role stereotypes. Organizational socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of a school. Because traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization (Johnson, 2013).

School administrators and board members believe that women are easy to direct simply because by violating the expected norms when they act like men (Brunner, 2010). These expectations of feminine behavior result in negative perception of assertive actions of women. Men have set standards on what is valued in principalship and women who obtain it have pressure to de-feminize and isolate themselves from other women so that to prove themselves. Women's intelligence and assertiveness is interpreted negatively (Smith, 2006). A female style of governance like assertiveness and being direct is unacceptable. Colleagues will

view “the man as firm but a female as stubborn”. The school boards evaluate negatively a woman superintendents who portrays decisiveness, assertiveness and directness (Bell, 2005).

Negative stereotypes of women by superintendents and school board members have negatively affected gender balance in education administration. There is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances .The school board members lack confidence in female superintendent’s ability to oversee the construction of a new building and when she completes the task the board is surprised (Johnson, 2013).

Women are less likely to migrate to new Sub-Counties away from home than men (45 percent women and 66 percent men). Women comfort themselves in established relationships as an important reason to remain in current positions. Gender socialization assumes moving for the man’s job but not for the woman’s job (Eagly & Carli, 2003). This factor causes gender imbalance in education administration among teachers.

Women are negatively affected by career planning and career paths. Few women plan to enter administrative positions upon college completion. As one woman put it, “I thought I will teach forever.” This is in consistent with the findings of Darwin, (2000) which observed that not a single woman had planned to enter administration when they joined teaching as a career. There are differences in career planning for men and women. Men plan about their careers from the outset of their educational careers, (41 percent) and only (19 percent) of women plan early (Bell, 2005). Women have their career aspirations limited due to gender socialization.

Men and women are judged for managerial positions using physical attractiveness. Physical attractiveness gives men an advantage and a disadvantage for women. Physical strength and athletic appearance facilitate men recruitment to administrative positions. Beauty in women is stereotypically viewed as a negative element. It is an obstacle to hiring women to positions of governance (Shakeshaft, 1999).

2.5 Teachers' self-perception and gender parity in governance of public primary schools

There is a general perception that women leaders lead differently to men. Most women leaders have specific attributes, characteristics and skills that are beneficial to organizations and teams (Juma & Ngome, 2008). From a cultural feminist perspective, women value intimacy, and develop an ethic of care for those with whom they are connected (Syed & Murray, 2008). Kelly (2008) describes an ethic of caring as an "internal commitment to learn about other people in an effort to promote their well-being." An ethic of care, Kelly insists, may be characterized by acknowledging multiple perspectives, being open to hearing other's perspectives and valuing collaboration.

The governance style demonstrated by women school leaders in the study conducted by Normore and Gaetane (2008) where a group of female secondary school leaders practiced an ethic of care towards those who worked for and with them. As leaders, the women demonstrated a self-less desire to both serve and prepare others, and simultaneously created an organizational system that was committed to sharing and developing relationships that drove to goodness. In a study by Kelly, Ammon, Chermack and Moen (2010), it was found that women

head teachers expressed concern about knowing where and when employees were working, in a way they called “monitoring by mothering”.

Poor self-image or lack of confidence by women has resulted to gender imbalance in education administration. Women who aspire to be administrators are likely to report lack of confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into administration than men. Women aspiring to be administrators were reported to have a marked level of lack of self-confidence. Women administrators rarely see themselves as experts and expressed lack of confidence about seeing themselves at the top (Brown & Irby, 2010).

Low self-esteem and lack of self-confidence may be related to governance identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. Lack of governance identity can lead to feeling of isolation and an outsider (Grogan & Brunner, 2005). Women lack a sense of themselves as leaders and perceive that they have to further develop their governance identity than men do. Lack of this governance identity, low self-esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions (Grogan & Brunner, 2005). There is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job. Low self confidence and self-esteem with respect to management capabilities is likely to cause gender imbalance in education (Grogan, 2006).

The few women who have managed to reach positions of governance despite the obstacles were reported to use some strategies. Celikten, (2005) reported that women who secured administrative positions had a strong believe in themselves, especially their own voice and motivation to be pathfinders in their countries. Women who are self-reliant and self-motivated have made it to governance positions in spite of hostile and unwelcoming cultures in their countries of origin.

Cathline (2005), stated that for women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families .They also require mass education programs coupled with conscious effort to change tradition values which reduces their confidence levels. Self-confidence of women has been judged in terms of male defined standards i.e. confidence women show in public sphere activities. Thus since women have kept separate from public sphere activities, they lack the experience and this inexperience have been mistaken to be lack of self-confidence. The impediment of self-perception can be overcome through getting more information, education and experience before seeking for administrative positions. Women in administrative positions should mentor others to enable them build self-confidence.

2.6 Redress mechanisms by governance agencies and gender parity in primary school governance

Various strategies have been formulated to increase the participation of women in education, decision-making and development activities in general. Global strategies are outlined in the Nairobi Forward-Looking Strategies for the Advancement of Women (1985) prepared during the United Nations Decade for Women in 1985. The fourth world conference on women in Beijing reiterated

69percent of these strategies. But, strategies proposed at international forums tend to be too general, ignoring the specific obstacles in independent nations (Patton, 2009). One instance in this regard is their failure to directly address the formal education system. Education at all levels so as to raise the number of women from which able leaders could evolve; formulating equal opportunity policies, changing the environment in which women work, and the attitudes towards educated women, flexibility in working hours, and reviewing of recruitment and promotion policies in higher education (Smith, 2006) and abiding by the constitution of Kenya.

Strategies specific to Kenya are given by Nzomo (1995) who suggests that there is: the urgent need to establish programs combining gender sensitization, legal awareness raising and civic education of both women and men, with a view to eradicating retrogressive socio-cultural attitudes and values, as well as democratizing the Kenyan empowerment through their own organizations and through more effective networking that cuts across class, political and socio-economic divides.

Providing effective training and support for women aspiring to school headships and removing the barriers women face in developing countries is a challenge that must be met if women are to have a voice in educational development worldwide. It has been argued that women leaders bring distinct personality and motivational strengths to their roles and (Kisilu & Delno, 2006). The most compelling reason for more attention to the issues of women in governance relates to the need to attract talented governance (Connel, 2006).

According to Obura (2011) it is economically disadvantageous for the society to underutilize the talent of almost half of its workforce (women). The loss of women along the career track entails the cost and lost value associated with wasted knowledge, skills, and expertise for the governance of organizations (Spenser & Kochan, 2010). Women just as men satisfy their higher order needs after their basic needs are met. They should be encouraged to take up managerial positions in organizations so as to attain their self-esteem and actualization.

In the interest of gender parity and the wellbeing of female students, it is important that the current under-representation of women in primary school governance be corrected. This requires more knowledge about current perceptions of pupils with regard to school governance, about the experiences of women who have successfully carved out a career in school governance, and about the perceptions and needs of teachers unsure of their ability to tread the same path. For organizational governance, Ely and Meyerson (2000) analyzed intervention strategies to understand their lack of impact in bringing about the desired effects.

Social practices place higher value on masculine identity. The perceived neutrality of these social practices is what this approach finds problematic since it widens the split in the traditional notions of male and female, masculine and feminine, public and private dichotomies (Skarla, 2000) that are reflected by the daily social practices inherent in all organizations. This neutrality, it is argued, inaccurately shapes the discourses of what constitutes governance and governance within all organizations, including schools, and continues to disadvantage women.

Ely and Meyerson (2000) further argue that because the social practices within organizations were designed by and for some privileged men who have always

dominated the governance field, they appear to be neutral and tend to uphold gender as fixed, ranked oppositions. This representation of gender as oppositions originates and preserves male and thus privileges men and disadvantages women.

The approach suggests as an alternative acknowledges the difference in the way women and men are affected by these social practices which are determined by their historical background, race, ethnicity, social class, and other issues of diversity and suggest that these gender boundaries should be blended. This approach therefore, starts with the premise that gender inequality is deeply rooted in the cultural patterns and organizational systems and can only be addressed by a persistent campaign of incremental changes that discover and destroy the deeply embedded roots of discrimination-driven by both women and men together. The target is to benefit both sex groups by creating a world where gender is not an issue. The intervention here starts with the identification of the problem and the premise that unless these gendered social practices are acknowledged as problems and therefore, disentangled gender inequity is not to be uprooted from the organizations.

These social practices are, therefore, gendered in the sense that they tend to affect men and women differently since they bear disproportionate responsibility between home and work, making it difficult for women to strike a balance between the private and public spheres of their lives. The split makes it even more difficult for women leaders who are married and of reproductive age to balance their public and private responsibilities, since they are still expected to play their cultural roles as mothers and wives over and above their commitment to their work as school leaders. This cultural split of responsibilities makes it difficult for women to work and therefore, leads to their being labeled as less task-oriented.

2.7 Summary of literature review

The attainment of gender equity and equality in school governance should be a core development issue and a goal in its own right. According to scholars like Syed & Murray, 2008; Wanjama, 2012; and Johnson (2003), women should have the same access to power and resources as men though, traditional roles and societal values combine to have a detrimental effect on how women are valued as leaders. The current study sought to establish whether social stereotypes are associated with women progression into governance in public primary schools. Wickham (2007); Normore and Gaetane's (2008); and Sherman (2005) identified a lack of the willingness to relocate as one of the barriers to the attainment of governance positions for women. Therefore this study will determine whether how women perceived themselves influence holding governance positions.

Research results from Obura, 2011; African Development Bank, 2007; Government of Kenya, 2007; show that there have been numerous strategies and policies in the education sector on gender equity are very well “mainstreamed” to promote gender parity in governance representation in primary schools. Despite the efforts and resources committed to gender equality, women are the majority teachers yet a minority when it comes to governance at public primary schools in Tharaka-North Sub-County. This prompts the researcher to sought whether redress mechanisms influence gender parity in the sub-county. From this review, it is clear that there is global gender imbalance in education administration among teachers at all levels. The impeding factors range from prescription of gender roles, socialization and sex stereotypes, education qualification to lack of mentors and role models. The researcher critically investigated the determinants of gender

imbalance in education administration in Public primary Schools in Tharaka North Sub-County.

2.8 Theoretical Framework

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

Female teachers in Tharaka North Sub-County are not progressing into governance positions although they are equally trained and academically qualified as their male counterparts. The structure of equity in the workplace is based on of inputs to outcomes. Inputs are the contributions made by the employee for the organization, considering that female teachers out number male teachers in the Sub-County they also need to feature in the same proportion as males in governance of public primary schools in the sub-county. Gender bias in educational management in Tharaka North Sub-County could have major implications as female teachers may be demoralized by the lack of opportunity for professional development (Hungu, 2011). Educational qualification of female teachers, gender roles, teacher's self-perceptions and gender stereotypes are

deemed to cause the gender inequity in governance of public primary schools in Tharaka North Sub-County.

2.9 Conceptual framework

The conceptual framework postulated the factors that influence gender imbalance in governance positions in education management which include self-perception, gender roles, gender stereotypes and educational qualifications. It is conceptualized that this factors are interdependent and they may influence the participation of women in education management.

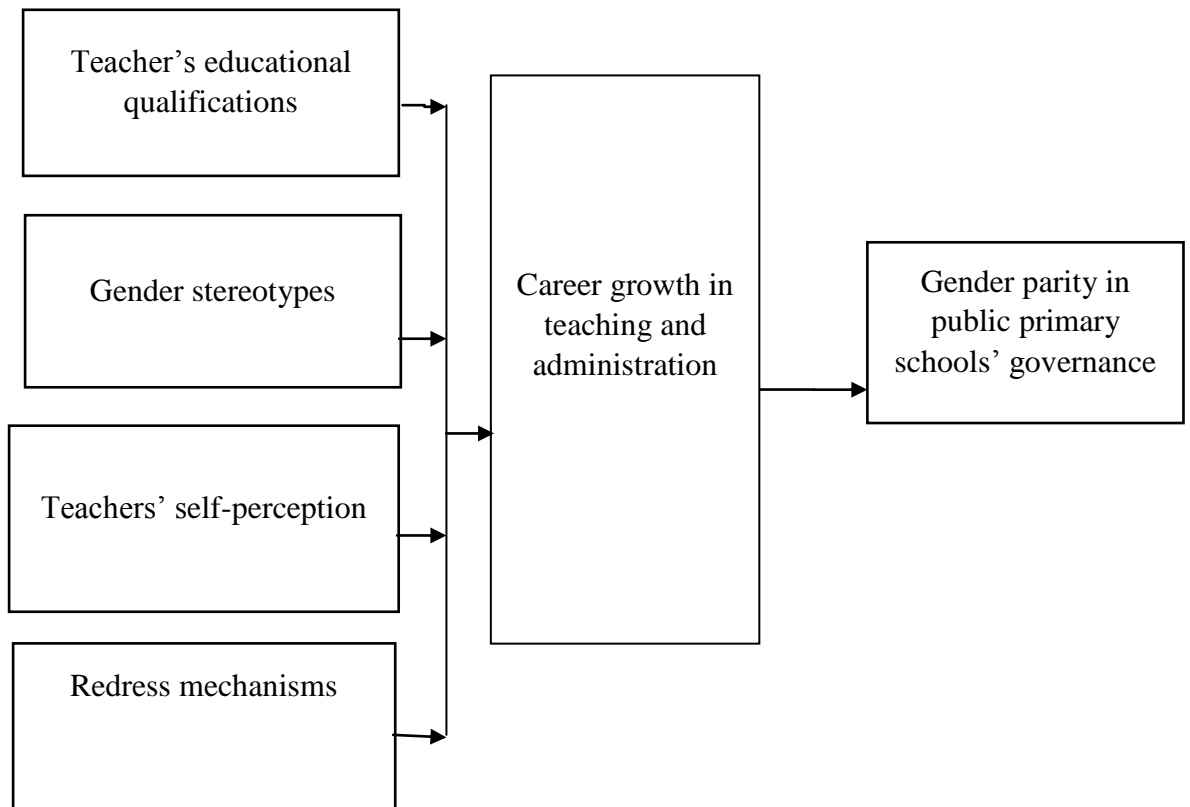


Figure 2.1: Conceptual framework on the factors influencing gender parity in governance of public primary schools

This conceptual framework illustrates the factors that influence gender imbalance in public primary schools governance in Tharaka North Sub-County. The independent variables are educational qualifications, gender stereotypes, teacher's self-perception, and redress mechanism. The dependent variable is imbalance in governance positions. The other factors that might have an influence on the dependent variable are under the process as promotion courses, relocation issues and gender representation in promotion panels.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes research methodology that was followed during data collection and analysis. It includes research design, target population of study, sample size and sampling procedures, research instruments, instruments validity, reliability, data collection techniques and ethical considerations.

3.2. Research design

Descriptive survey design was used for the study. Mugenda (2008) asserts that descriptive survey design is conducted within communities to establish the extent of range of problems and issues that have not been explored in depth. The design involves collection of data by administration of questionnaires to a sample of individuals. The use of descriptive design is chosen on the basis of the researcher's intention to conduct the study in a limited geographic scope which was the larger Tharaka North Sub-County.

Descriptive survey design enabled the researcher to learn about and describe the characteristics of female teachers in terms of their education level, job status and career aspirations. Descriptive survey design helped in making certain simple decisions like how many female teachers were in administrative positions and the factors that influences gender imbalance in education governance.

3.3. Target population

The population consisted of male and female head teachers and teachers from 65 public primary schools in Tharaka North Sub-County. Thus the study targeted 65

head teachers and 463 teachers in public primary schools. Also the study targeted the Sub-County director of Education, Sub-County Quality Assurance and Standards Officer and the Sub-County Human Resource Officer. Therefore the total target population will comprise of 53 respondents.

3.4 Sample size and sampling procedure

The respondents of the study were sampled from the 65 public primary schools in the larger Tharaka North Sub-County. According to Orodho (2009) a sample size is a subset of the population to which researcher intends to generalize the results. Any statements made about the sample should also be true of the population.

For this study stratified sampling was used to sample schools based on their zonal educational distribution to participate in the study. The schools were divided into strata based on the four educational zones to ensure equal representation of each region. Eight schools were picked randomly from each zone to add up to 32 sample public schools. Census sampling was used to select all the head teachers in the sampled public primary schools. Simple random sampling was used to sample five teachers from each sampled school in the sub-county.

Moreover, the SCDE, SCQASO and the SCHRO were purposively sampled to participate as a key informant for the study since they had critical information on female teachers' progression into primary school governance.

Table 3.1 Sampling frame

Group	Target	Sample size
Head teachers	65	32
Teachers	463	160
SCDE	1	1
SCQASO	1	1
SCHRO	1	1
Total	531	195

Table 3.1 shows the number of respondents that were sampled to participate in the study. Therefore the total sample of the study comprised of 32 head teachers, 160 teachers from public primary schools one SCDE, One SCQASO and one SCHRO, adding up to 195 sample respondents.

3.5 Research instruments

The research instruments gathers data over a large sample (Orodho, 2003). Questionnaires and interview schedule guide were used to collect data from the study respondents. The questionnaire allows a condition of anonymity, efficient use of time and confidentiality since it is done on a piece of paper with no respondent's identity hence no chance of bias (Orodho, 2002). Questionnaires were administered to the head teachers and teachers in data collection for the study. This was important because each category of respondents might have a different opinion on the issue of gender imbalance in education administration among teachers. The questionnaire was designed to relate to giving data to meet the study objectives. The questionnaire consisted of two sections. Section one collected the respondents' demographic information including gender, professional and teaching experience. Section two collected data on the factors influence gender parity in governance of public primary schools with open and

close ended questions. The interview schedule guide contained open ended questions seeking to seek information on the research objective from the key informants.

3.6 Instruments validity

To establish the validity of the instrument, this study used content validity which measured the degree to which the sample of tests item represents the content that the tests are designed to measure. To demonstrate the content validity of a set of test scores, one must show that the behaviors demonstrated in testing constitute a representative sample of behaviors to be exhibited in a desired performance domain. Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument (Mugenda, 2009). Based on the supervisors' advice the researcher made the necessary adjustments on the research tools.

3.7 Instruments reliability

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- retest technique was used. This test retest method involves administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week (Orodho, 2009). The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument were said to be reliable for data collection. If the pilot study got a score of 0.8

which is considered high enough to judge the reliability of the instrument, it was acceptable.

3.8 Data collection procedure

The researcher sought for a research permit from the National Council for Science Technology and Innovation (NACOSTI). The Sub-County Education Officer was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments were sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that they shall generate. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents personally. Interviews were conducted by the researcher in the relevant key informants' offices.

3.9 Data analysis techniques

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order and meaning to raw data collected. Upon successful data collection, the researcher sorted and coded the data in preparation for data analysis. Quantitative analysis was employed to analyze the collected data. This was made possible by use of data analysis software such as Statistical Packages for Social Sciences (SPSS). Objective one to four was analyzed using descriptive statistics and measures of central tendency such as the mean. The data generated by the study after fieldwork was edited, coded then entered into a computer for processing using the Statistical Package for Social Sciences (SPSS v.17.0). Content analysis was also employed, whereby results of the study were presented

in a narrative form. Responses based on the objectives were structured into themes for easier analysis. The study research questions were analyzed by use of descriptive statistics. The objectives were analyzed by use of a questionnaire and the analysis applied was quantitative descriptive statistics.

3.10 Ethical issues and considerations

Ethics has become a cornerstone for conducting effective and meaningful research (Best & Khan, 2006). The researcher has a responsibility to protect the participants in an investigation. The first ethical consideration will be to ensure that the respondents consent to the study. Consent involves the procedure by which an individual may choose whether or not to participate in a study. In this study, the researcher will reassure the respondents' confidentiality of their responses and therefore encourage them to answer the questionnaire confidently and positively. A standard protection is often the guarantee of confidentiality, withholding participants' real names and other identifying characteristics. The answered research tools will be safely protected to ensure they are not mishandled in the wrong hands. The researcher will also need to respect participants as subjects, not simply as research objects to be used and then discarded (Cohen, Manion, and Morrison, 2007).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis, presentation, and the interpretation of the study findings. The data was analyzed around the study's key variables which include; self-perception, gender stereotypes, education qualification and redress mechanisms all of which affects gender parity in public primary school governance in Tharaka North Sub-County.

4.2 Instrument return rate

After collection of the research instruments, completeness and accuracy of the research tools was enhanced and the response return rate presented in Table 4.1.

Table 4.1 Instrument response rate

Respondents	Sample size	Response rate	percentage
Head teachers	32	30	93.8
Teachers	160	150	93.8
SCDE	1	1	100.0
SCQASO	1	1	100.0
SCHRO	1	1	100.0
Total	195	183	93.8

The study realized a total response rate of 93.8 percent which was considered statistically acceptable. This excellent response rate was realized because the research created rapport with the respondents and assured them of their confidentiality on their identity and the provided information. This response rates were sufficient and representative, is also conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

4.3 Demographic data of the respondents

Demographic factors of the respondents are personal attributes for the respondents. The attributes that were deemed important for this study were; gender, age, years of experience, and education qualifications as factors that were deemed able to influence promotions to leadership in line with the research title. This information was sought so as to give the research an insight of the respondents' characteristics.

4.3.1 Gender of the respondents

This study sought to investigate the gender distribution of the teachers in Tharaka North Sub-County, this was to depict gender parity in appointment of teachers and promoting them to head primary schools in Tharaka North Sub-County. The study therefore presented teachers and head teachers gender distribution in Table 4.2.

Table 4.2 Distribution of respondents by gender

Gender	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	24	80.0	57	38.0
Female	6	20.0	93	62.0
Total	30	100.0	150	100.0

According to the results of the study presented in Table 4.1, majority of the head teachers, (80%) were male while 62 percent of teachers were female. This shows that there was gender parity in the appointment of head teachers in primary school governance. In addition, the findings show that though there were more female teachers than male teachers the opposite happens in school governance.

These findings imply that despite the fact that there are more female teachers than male teachers, more males are in primary school governance than females. It is thus an indication that men are more authoritative than their female counterparts making them more efficient to deal with governance issues in public primary schools. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women. However, women are less well represented in administrative positions than they are in teaching jobs.

To establish whether gender parity in the promotion of primary school teachers depict gender difference in public primary schools' governance, the head teachers were requested to indicate the gender of their deputy.

The study findings in Table 4.2 showed that 83.3 percent of the deputy head teachers were male. These findings were in consistence with the mismatch observed from the comparison of the results of teachers and head teachers' gender

distribution by gender. This question was posed to the head teacher showed that more male teachers than females were more likely to be promoted into governance due to the high number of males that were deputy head teachers than females. Information corrected from the Sub-County Human Resource Officer stated that more male teachers than females applied for promotion vacancies in the area contributing to more male teachers being promoted into primary school governance than females. These findings were an indication that gender parity was evident in public primary schools governance due to the gender difference of the deputy head teachers. This showed that more male teachers were in the position of progressing into governance than their female teachers counterparts.

4.3.2 Age of the Respondents

Age is an important factor of consideration when it comes to promoting of teachers to school heads by the ministry. Therefore, age of the teachers was deemed an important factor that contributes to primary school teachers progressing to school governance (Sherman, 2000). The study sought to find out the head teachers age bracket to establish whether it has any relation with gender parity in primary schools governance. Data on head teachers' age brackets were presented in Figure 4.1.

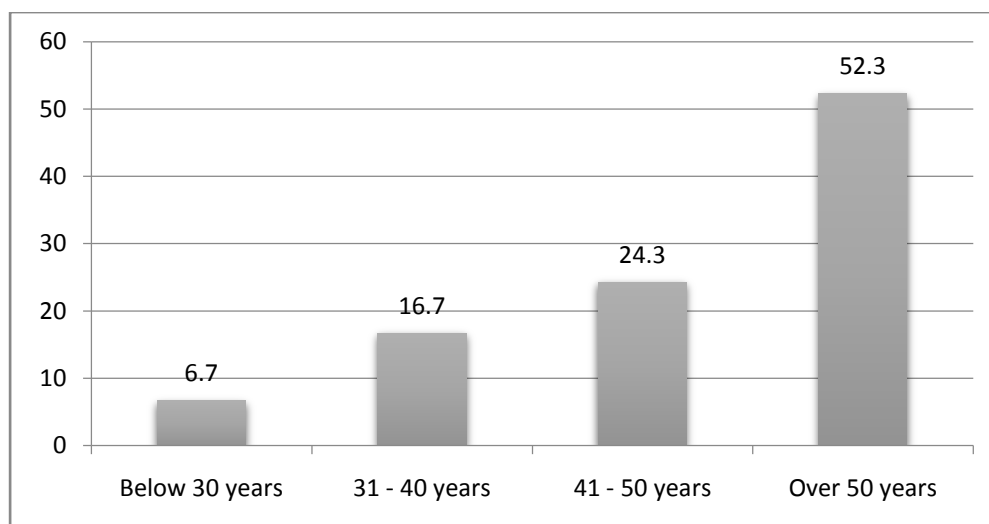


Figure 4.1 Distribution of head teachers by age brackets

The data presented in Figure 4.1 showed that majority of the head teachers (52.3%) in Tharaka North Sub-County were over 50 years. These findings showed that more elder teachers progressed into school governance positions than younger teachers. This was an indication that teachers age bracket was a determining factor to enhance progression into governance position. Thus there was a likelihood of older teachers to progress to school governance. The findings are in line with Kellerman and Rhodes (2007) who assert that governance in various institutions has been attained by older professionals hence the present persistence to encourage aspirations in the younger generation to counter reservations about women's capacity for governance roles.

Further the study sought to find out whether teachers' age bracket influence progression to governance position, their responses were presented as shown in Table 4.3.

Table 4.3 Distribution of teachers by age brackets

No. of years	Frequency	Percent
Below 30	60	40.0
31-40	57	38.0
41-50	18	12.0
Above 50	15	10.0
Total	150	100.0

Table 4.3 presents the data on the age brackets of regular teachers. Most of the teachers who responded to the questionnaires were in the age bracket of below 31 at 40%. This was an indication that more teachers were younger than their head teachers, therefore the findings showed that age bracket of the teachers contribute to progression into primary school governance position.

4.3.3 Respondents Levels of Experience

The study considered whether teachers' years of experience were also deemed an important factor in teacher's promotions to primary school governance. The experiences of the head teachers were sought as these were the key subjects of promotion at the education sectors and in relation to the study (Kanake, 1997). The head teachers' response were presented in Table 4.4.

Table 4.4 Head teachers' years of experience

No of years	Frequency	Percent
Below 10 years	2	6.7
11-20 years	5	16.7
21-30 years	6	20.0
Above 30 years	17	56.7
Total	30	100.0

Table 4.4 presented data relating to the years of experience in teaching profession for the head teachers in Tharaka North Sub-county. Majority of the respondents to this question stated that they had an experience of over 30 years at 56.7 percent. The figures on the leadership on the basis of experience are closely related as per the figures in Table 4.4. This information showed that teachers and head teachers had adequate teaching experience thus this was one among the major dictator of progression to primary school governance.

The study further sought to establish the teachers' years of experience in the teaching profession to establish whether it had any relation to primary school governance in Tharaka North Sub-County.

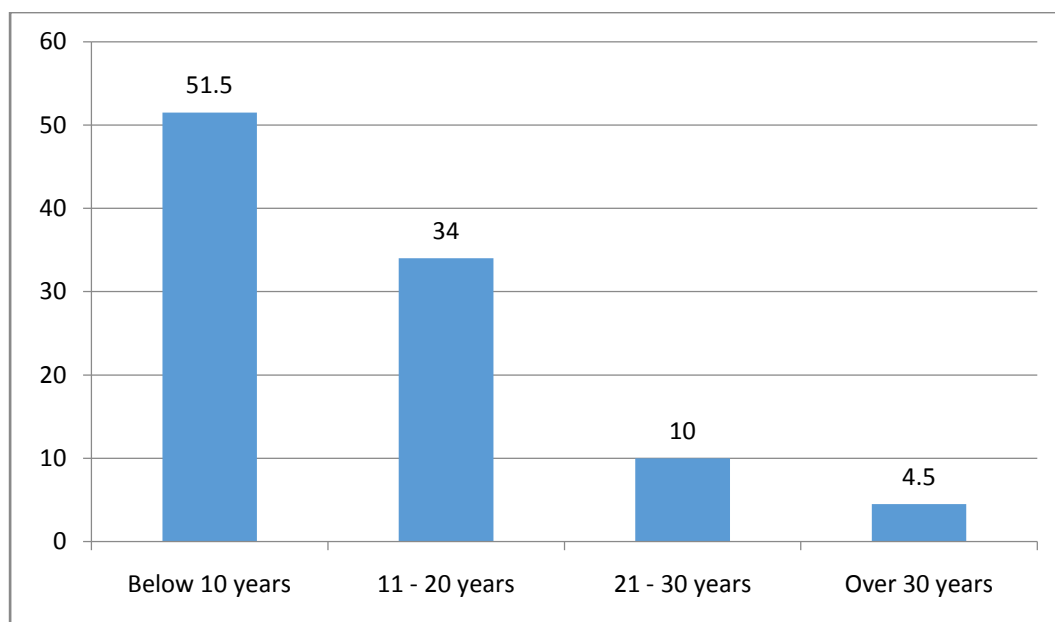


Figure 4.2 Teachers' years of experience

Data on the years of experience for the teachers presented figure 4.2 above indicates that majority were teachers with an experience of less than 10 years at 50 percent. The results indicate that the experiences of 21-30 years and that of above 30 years had a low representation. This was an indication that teachers' length of experience contributed to primary school governance. This was because majority of the head teachers had been in the teaching profession for longer than majority of the teachers, thus the length of teaching experience do promote progression of teachers into primary school governance.

4.4 Level of education and gender parity in primary schools governance

The study's first objective was to establish whether the level of education qualification influenced gender parity in public primary schools governance. Therefore, education level of the respondents was indicated as an important factor of consideration in promotion of teachers to the governance positions. This

prompted the researcher to seek information on the highest levels of education for the head teachers and that of other teachers who participated in the study to enable comparison of the results and arrive at a conclusion on the application of experiences on promotions (Johnson, 2003). Data on the head teachers' highest level of education was presented in Table 4.5 to show whether it had any influence on primary school governance.

Table 4.5 Head teachers' and deputies highest level of education

Qualification	Head teachers		Deputies	
	Frequency	Percent	Frequency	Percent
PI	0	0.0	2	6.7
Diploma	14	46.7	16	53.3
Bachelors	13	43.3	8	26.7
Masters	3	10.0	4	13.3
Total	30	100.0	30	100.0

Majority of the head teachers and their deputies who participated in the study held diplomas with a representation of 46.7 percent and 53.3 percent respectively as indicated in Table 4.6. This was an indication that head teachers and the deputy head teachers had attained different levels of education as their highest academic qualification. Therefore it was an implication that head teachers in Tharaka North sub-county had attained different education level making them qualified enough to handle primary school governance roles. These findings were in consistent with Lacey (2003) who stated that school administration is a job that requires skill and organization.

The study further sought to establish the teachers' academic qualification to find out whether it has a relationship with teachers' gender parity in primary school governance. Table 4.6 presents the teachers' highest educational qualification.

Table 4.6 Teachers' highest education qualification

Qualification	Frequency	Percent
P1	51	34.0
Diploma	66	44.0
Bachelor's Degree	33	22.0
Total	150	100.0

Information from the study findings showed that 44 percent of the teachers who participated in the study were diploma holders, while 34 percent and 22 percent were had P1 and masters qualifications respectively. If the levels of education were anything to go by in the promotion of teachers to the positions of school heads, there was a mismatch as there was an evidence of majority school heads being diploma holders. This is a clear point of biasness as bachelors holders are led by diploma holders. Further prodding into the question of qualifications against leadership revealed that bachelor degree holders who were regular teachers were highly de-motivated. These findings also showed that teachers' qualification did not seem to contribute to gender parity in primary school governance in Tharaka North Sub-County.

Teachers were found out that they were qualified to teach. The results presented in Table 4.2 indicated that only 20 percent of the head teachers were females. This triggered the question on the qualification of female teachers influenced their progression into primary school governance positions. A statement that female

teachers lack the qualifications required for promotions was asked. The teacher respondents were required to state their level of agreement to the statement through strongly disagree, disagree, agree and strongly agree. The findings were as presented in Table 4.7.

Table 4.7 Teachers’ perception on female teachers lack qualifications to lead

Level of agreement	Frequency	Percent
Strongly disagree	58	38.7
Disagree	53	35.3
Agree	22	14.7
Strongly agree	17	11.3
Total	150	100.0

From the study findings, most of the teachers (38.7%) stated that they strongly disagree with the statement that female teachers lack qualifications. This was an indication that teachers’ level of education did not influence gender parity in primary schools governance. These findings were in line with Lacey’s (2003) statement that argued that more women than men participated in certification, doctoral or internship programs in U.S in preparation for administration jobs but this is not reflected in top administration.

The study further sought from the teacher respondents whether they perceived that female teachers lack governance experience. Their responses were as presented in Figure 4.3.

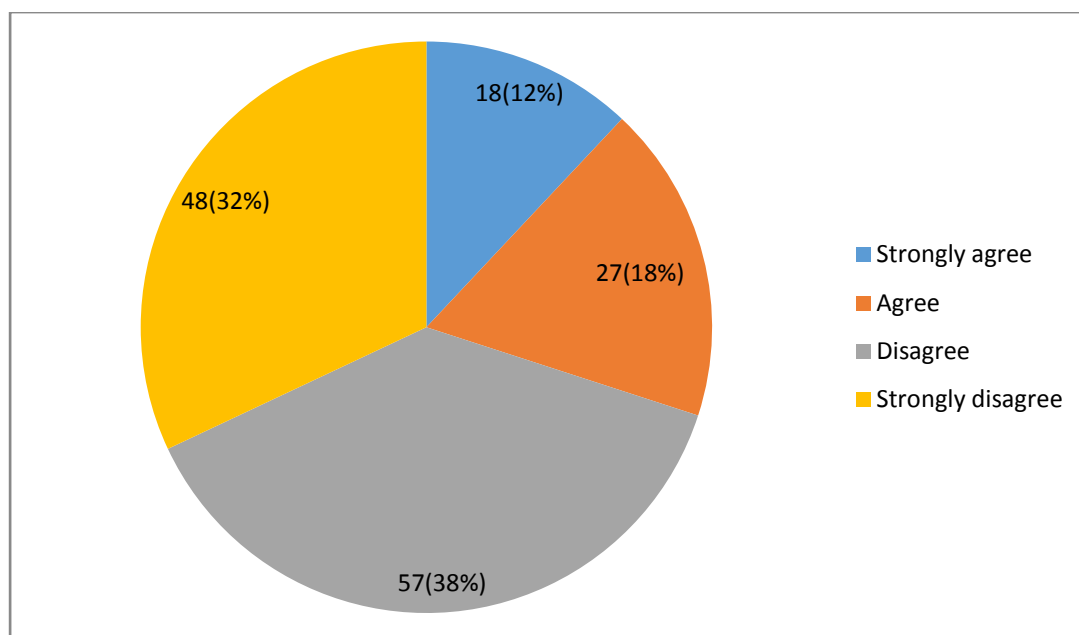


Figure 4.3 Female teachers lack experience as perceived by teachers

In the past, females were said to lag behind in terms of education. This perception has been sustained by the culture that holds women as second class people. This prompted the question of experience in the matters to do with education systems. The respondents were required to state their levels of agreement to the statement that females lack experience in education leadership and management. Most of the respondents at 38 percent stated that they disagree to the statement. This is an indicator that experience is not the reason for non-promotion of female teachers to positions of governance.

These findings implied that female teachers were not perceived to be lacking in experience governance thus contributing to gender parity in primary schools governance. The findings were in agreement with Smith (2006) that women's intelligence and assertiveness is negatively interpreted.

4.5 Gender Stereotypes and gender parity in public primary school governance

The second study objective was to establish whether gender stereotypes influence gender parity in primary schools governance. The question of gender stereotypes arose from the literature reviewed that indicated leadership positions were a preserve for males, women feared leadership challenges, women were meant to always be led by men, women never applied for leadership positions (Gadier, 2010).

The following data relates to the information on stereotyping. Table 4.8 shows the head teachers' level of agreement on the statement showing that gender stereotype influence gender parity in primary governance. The statement was posed to the head teachers that female teachers are unable to take up leadership challenges, demands and pressure that come with new positions. They were required to state their level of agreement to that statement on the measures of strongly disagree, disagree, agree and strongly agree.

Table 4.8 Head teachers' perception on inability of female teachers to take up governance challenges

Level of agreement	Frequency	Percent
strongly agree	7	23.3
Agree	12	40.0
Disagree	6	20.0
strongly disagree	5	16.7
Total	30	100.0

Majority of the head teachers stated their support to the statement which was at 40.0 percent. These findings showed that gender stereotypes influence gender parity in primary schools governance due to the perception of the female teachers' ability to handle governance challenges. The study findings implied that the perception held by majority of the persons in promotion powers in Tharaka North Sub-County attributed to gender disparity in primary schools governance. This was because head teachers perceived female teachers did not have the ability to take up governance challenges in public primary schools.

The head teachers were also issued with a statement that governance positions were male jobs so as to depict gender stereotypes on female teachers' progression into governance positions. Table 4.9 presents the study findings.

Table 4.9 Head teachers' perception of governance positions being a male domain

Level of agreement	Frequency	Percent
Strongly agree	11	36.7
Agree	13	43.3
Disagree	3	10.0
Strongly disagree	3	10.0
Total	30	100.0

Table 4.9 showed that most of the head teachers (43.3%) and (36.7%) of the respondents stated that they agree and strongly agree respectively with the statement that leadership jobs at public primary schools are perceived as the male jobs. These findings showed that majority of the respondents felt that leadership positions were male jobs. Therefore these perceptions highly contribute to gender

parity in primary schools governance negatively. This has caused few female teachers progressing into governance positions.

The question on the stereotype of the nature of governance roles and gender was also posted to the teachers who filled the questionnaire. They were required to state their levels of agreement to the statement using strongly agree, agree, disagree and strongly disagree. Figure 4.4 showed teachers' responses on the perception that leadership positions are jobs for men.

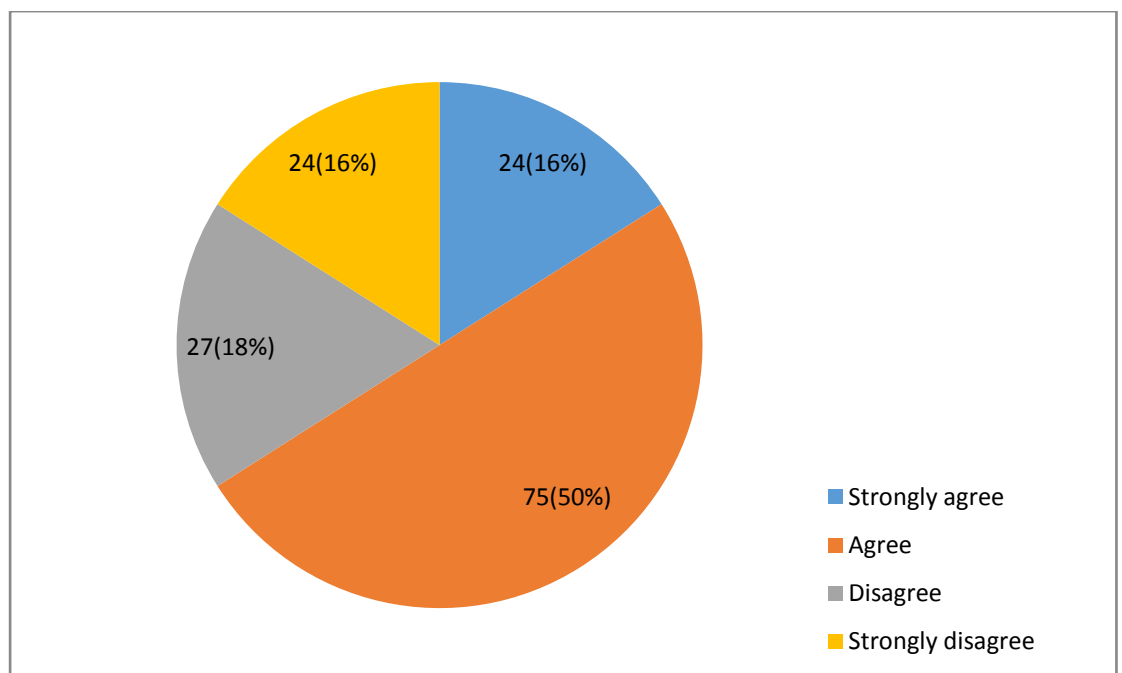


Figure 4.4 Teachers' perception on governance being a male preserve

From the study findings presented in Figure 4.4 showed that half of the teachers were in agreement with the statement that stated that governance positions were preserved for men. This was an indication that teachers perceived primary schools governance positions were preserved for males. This was thus among the major probable reasons as to why there existed gender parity in school governance in the sub-county.

The study further sought to find out whether female teachers were affected by the cultural demands for males as school governors. Table 4.10 showed head teachers' responses on the cultural demands that males are primary school heads.

Table 4.10 Head teachers' perception on culture demands that males are governors

Level of agreement	Frequency	Percent
strongly agree	11	36.7
Agree	13	43.3
Disagree	3	10.0
strongly disagree	3	10.0
Total	30	100.0

Data presented above is on the opinion of head teachers on the pursuance of governance positions. The statement that female teachers have succumbed to the cultural system that demands males to be the heads was out to the head teachers. Majority of the head teachers at a cumulative frequency of 80 percent (36.7% and 43.3%) agreed that culture demands that governance is for males. The findings were an indication that cultural perception of gender stereotypes hinders females' progression in governance positions in public primary schools. The findings were also an implication that institutional set ups were not able to easily accept female governance due to the cultural perception held in regard to female teachers progression into governance.

The findings concurred with Johnson (2013) argument that traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be

integrated into an organization. The findings also conform to Johnson (2013) on the statement that because traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization.

The study further sought to establish whether marital roles hinder women's representation in primary schools governance positions. The head teachers and teachers' responses were presented in Figure 4.5.

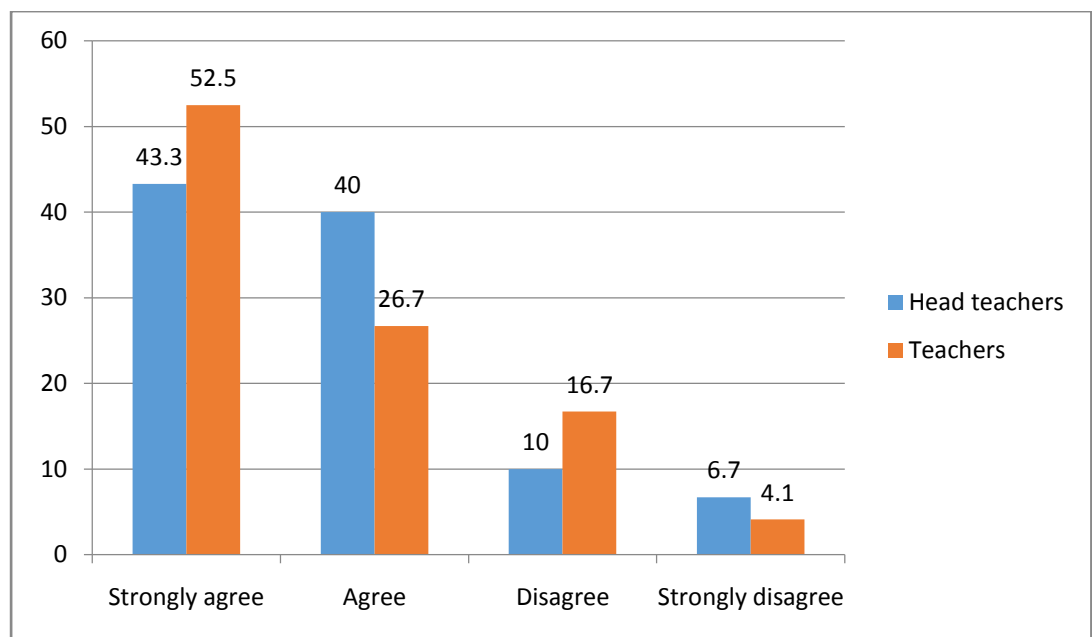


Figure 4.5 Marital roles do not allow women to be leaders

African traditional societies established the places of women to be at the kitchen and commitment to marital roles. The researcher sought to know if this is still the situation at Tharaka North Sub-County. Figure 4.5 showed that 43.3 percent and 40 percent of the head teachers stated that they strongly agree and agree respectively. This is a cumulative frequency of 83.3 percent on the similar opinion to the statement were an indication that societal perception on women's marital

roles greatly influence gender parity in primary schools governance in Tharaka North Sub-County.

This was in line with Obura (2011) who indicated that the dual responsibility of employment and family care were too demanding for female teachers. They thus deter many women when they have to make the decision to take up governance position. The findings were also in consistence with Eagly (2003) in that women often reduce their hours at work when they have children. Some women even quit and spend one or more years devoting their efforts to their families reducing their chances to progress into governance.

4.6 Female teachers' self perception and gender parity in school governance

The third study objective was to establish whether self-perception of female teachers influence gender parity in primary schools governance. The researcher sought information on the self-perception of female teachers that might be underplaying the chances to be promoted to leadership positions in public primary schools. The parameters that were used to measure this variable were their rate of applications to be head teachers, their willingness to take up positions of leadership, abilities to combine marital roles and career progression, and willingness to undertake distant posting to be school heads. To find out whether female teachers perceived themselves as primary schools governances, therefore the teacher respondents were requested to indicate whether they applied for governance positions. The study findings were presented in Table 4.11.

Table 4.11 Teachers responses on whether females apply for governance

Response	Frequency	Percent
Yes	15	10.0
No	135	90.0
Total	150	100.0

The question on the application for promotions was posted on the 6 female head teachers and 93 teachers who participated in the study. This question was specific to females as the key subjects affected by biased promotions in public schools. According to the study findings presented in Table 4.11 showed that 90 percent of the respondents stated that they had not applied to take up leadership positions. Open ended questions revealed that majority who had not applied cited dominance by the male, corruption; nepotism and unfairness in the promotions thus saw no need to apply. This was a statement that was also revealed by the Sub-County Human Resource Officer in Tharaka North Sub-County that fewer female teachers applied for primary school governance positions than male teachers.

This was an implication that majority of the female teachers self-perception hinders their progression into primary school governance. The findings were in agreement with Sherman (2005) who stated that female teachers simply do not perceive themselves as potential governance candidates. Hence, it is important for women to be mentored so that they can become the great leaders they have the potential to be.

The teachers were further requested to indicate whether female teachers were unwillingness to take up leadership positions to find out whether teachers self-perception influence gender parity in primary schools governance. Table 4.12 presented the findings from the study.

Table 4.12 Unwillingness of female teachers to take up governance positions as perceived by head teachers and teachers

Level of agreement	Frequency	Percent
Strongly disagree	81	45.0
Disagree	60	33.3
Agree	21	11.7
Strongly agree	18	10.0
Total	180	100.0

The head teachers and teachers were asked about the willingness of female teachers to take up leadership positions in public primary schools. The statement was put to them that female teachers are unwilling to take up leadership positions. They were required to state their levels of agreement to the statement. From the study findings presented in Table 4.12 showed that a cumulative frequency of 78.3 percent held a contrary opinion to the statement where 45 percent stated that they strongly disagree to the statement and 33.3 percent stated that they disagree on the statement that females were willing to take up governance position. This was an indication that female teachers' unwillingness to take up governance had a negative influence of gender parity in primary schools governance.

The study further sought to find out whether female teachers feared the distance of posting so as to establish whether female teachers perceived primary schools governance as disorienting. The head teachers' responses were as presented in Table 4.13.

Table 4.13 Female teachers fear posting distant as perceived by head teachers

Level of agreement	Frequency	Percent
strongly agree	11	36.7
Agree	13	43.3
Disagree	3	10.0
strongly disagree	3	10.0
Total	30	100.0

Female teachers always wanted to take up duties around their home districts to allow them to gamble between jobs and home chores. The researcher sought to establish the truth about this perception. The statement was posed that female teachers do not seek promotions due to fear of distant postings. The respondents were required to state their levels of agreement to that statement on the rates of strongly agree, agree, disagree and strongly disagree. Majority of the head teachers stated supported the statement at a cumulative percentage of 80 percent, where 43.3 percent stated that they agree and 36.7 percent stated that they strongly agree. The study findings showed that female teachers perceived that the distance of posting hinder their progression into primary school governance.

The study then sought to establish whether primary school teachers in Tharaka North sub-county perceive that marital roles hinder women from progressing to

primary school governance. Figure 4.6 presents teachers responses on the influence of marital role on progressing into primary school governance.

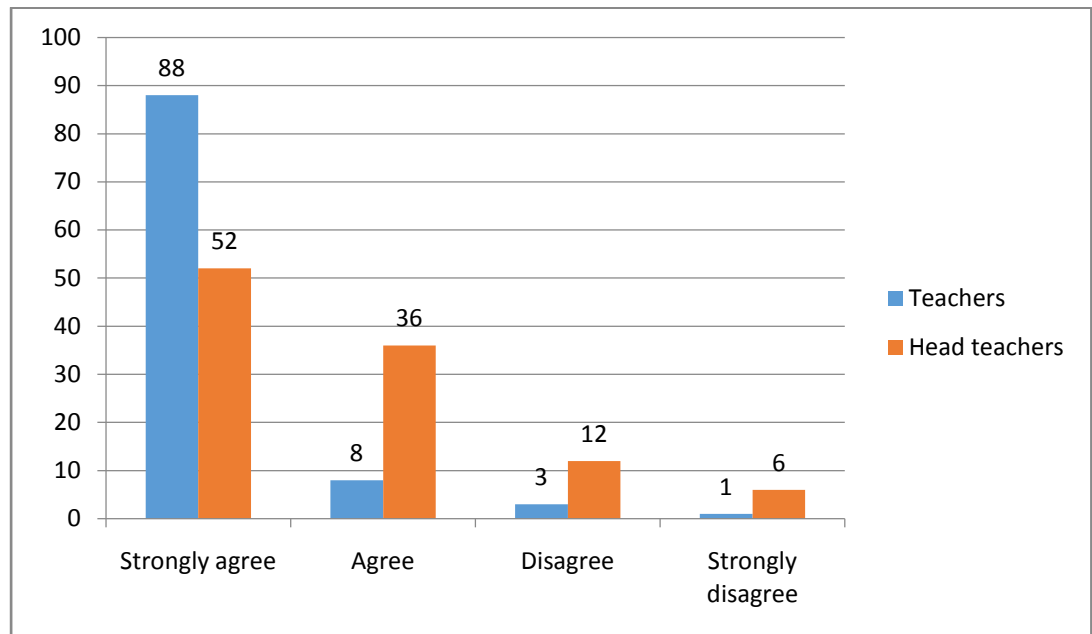


Figure 4.6 Responses on whether marital roles prevent women from becoming governors

The women in African culture are perceived to have heavy burdens to bear in their marriages thus lack opportunities to further their studies and progress in career thus missing out on the promotion opportunities (Chisikwa, 2010). 88 percent of the respondents to this question stated their support to the statement that marital roles impede their ability of female teachers to progress in their careers. 52 percent of the teachers stated that they agreed to the statement. This was an indication that female teachers self-perception causes teachers to consider themselves as not fit to progress into primary school governance due to other roles like family responsibilities. Therefore, gender parity in primary school governance was experienced due to female teachers’ self-perception causing more males to progress in governance positions than females.

4.7 Redress Mechanisms of governance agencies and gender parity in primary schools governance

This variable was meant to access the redress mechanisms that are put into place to ensure equity in distribution of leadership positions on the basis of gender. The head teachers, teachers and the ministry of education were asked questions in relation to the variable

Table 4.14 presented information on whether promotion agents in Tharaka North Sub-County were gender sensitive to find out whether it has any influence on gender parity in primary school governance.

Table 4.14 Gender sensitivity of the promotion agents as perceived by head teachers

Response	Frequency	Percent
Gender sensitive	7	23.3
Not gender sensitive	23	76.7
Total	30	100.0

The head teachers were asked to state whether the measures put into place by the related stakeholders had the abilities to curb the issue of gender imbalances in leadership positions at public primary schools and the ministry of education in general. Majority of the head teachers 76.7 percent expressed their regret on the inability of the mechanisms in place to address the issue in question. A minority of 23.3 percent affirmed their believed that the issue of gender imbalances could be comprehensively corrected by the mechanisms put into place through the ministry of education and other stakeholders. This was an implication that though, redress mechanisms of governance agencies had been put into place in primary

school governance, majority of the promoting agents were still not adhering to the requirement by reinforcing promotion of female governors.

Further the study sought to find out teachers perception on whether promotion agents were gender sensitive. A query on the gender sensitivity on the side of the teacher's promoting officers was asked to the teachers who participated in the study. They were required to state their level of agreement to the statement that the promoting officers were gender sensitive. Their responses on the level of education were presented in Table 4.15.

Table 4.15 Gender sensitivity of promoting officers according to teachers

Level of agreement	Frequency	Percent
strongly disagree	54	36.0
Disagree	60	40.0
Agree	27	18.0
strongly agree	9	6.0
Total	150	100.0

According to 40 percent of the respondents held the majority view that they disagree with that statement. 36 percent, 18 percent and 6 percent were of the opinions strongly disagree, agree and strongly agree respectively. Going by these findings, the cumulative frequency of the respondents holding a contrary opinion was very high at 76 percent (36% and 40%). This clearly shows the attitude of teachers in general on the insensitivity of the promoting officers on the issues of gender balance. The findings were in consistence with Johnson (2013) who states that superintendents and school board members have negatively affected gender balance in education administration. There is perceived women's inability to

discipline students, supervise other adults, criticize constructively, and manage finances. The school board members lack confidence in female superintendent's ability to oversee the construction of a new building and when she completes the task the board is surprised.

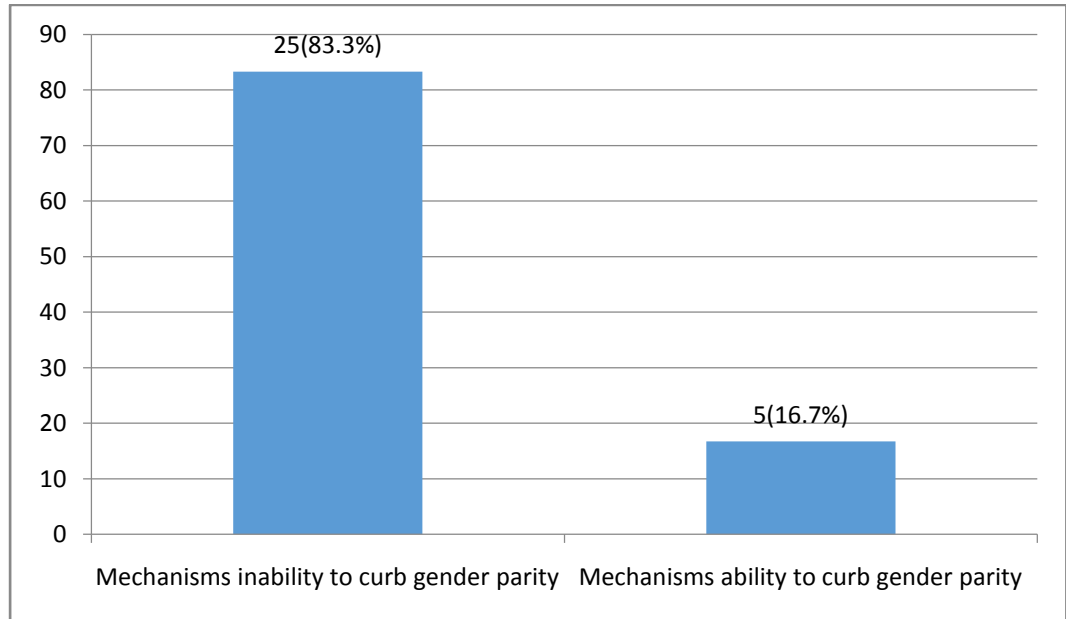


Figure 4.7 Head teachers' effectiveness of mechanisms put in place to curb gender disparity

According to 83.3 percent of the head teachers who participated in the study indicated that the mechanisms put in place by the promoting officers, the ministry of education and other stakeholders could not address gender imbalances in the school leadership. Open ended questions drew information that the question of gender imbalance faces challenges since the male dominated aspect could only be corrected upon death, retirement, insanity, firing or resignation of the head teachers in place. They stated that the constitution also gives challenges in quick redress of this issue since labor laws do not allow demotion of the employees.

The study further sought to find out whether the promotion opportunities were equal for all teachers. The study findings were presented in Figure 4.8.

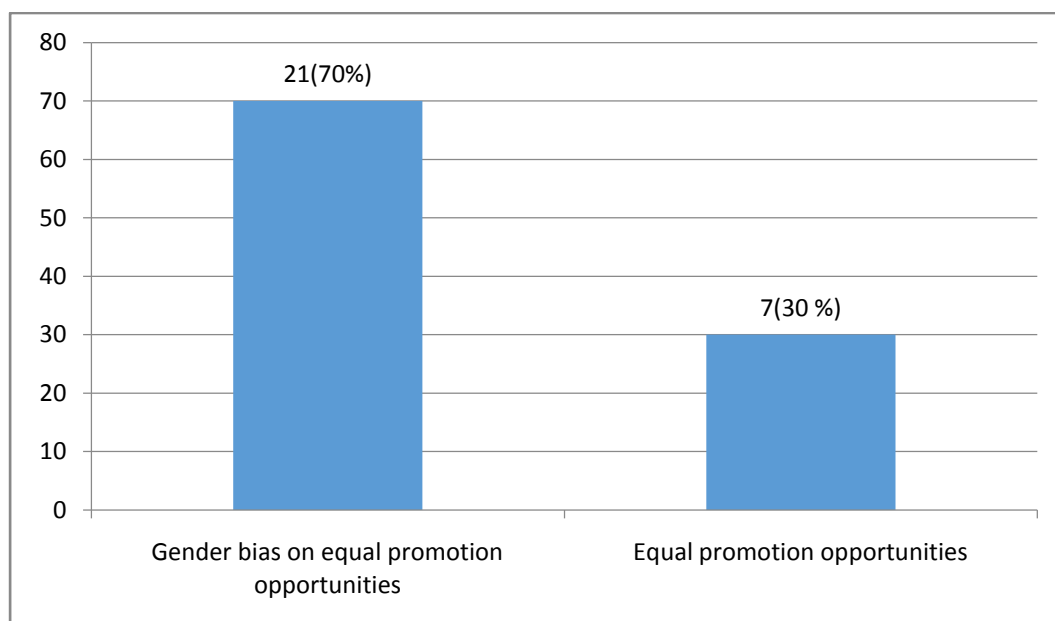


Figure 4.8 Head teachers’ perception on equal promotion opportunities to all teachers

Head teachers were asked to state if equal opportunities to promotions had been availed to all teachers in relation to gender balances. 70 percent of the head teachers stated that there were no equal opportunities to promotion of teachers. Open ended questions explained that even in the current era more male teachers than females were accessing promotions. 30 percent, a minority representation stated that the ministry of education presented equal promotion opportunities to all teachers.

4.8 Cross tabulation on the study variables and gender parity in primary schools governance

The research sought to cross tabulate the study objectives to establish the level at which they study findings realized causes of gender parity or disparity in Tharaka North Sub-County.

Table 4.16 Cross tabulation on level on education and primary school governance

Level of education	Gender parity		Gender disparity		Total	
	Freq	%	Freq	%	Freq	%
P1 certificate	0	0.0	30	100.0	30	100.0
Diploma	7	23.3	23	76.7	30	100.0
Undergraduate degree	14	46.7	16	53.3	30	100.0
Postgraduate degree	3	10.0	27	90.0	30	100.0

N = 30

Information contained in Table 4.16 showed that gender parity in public primary schools in Tharaka North Sub-County was high where majority of the teachers' level of education was undergraduate degree. It also showed that majority of the primary schools attained higher gender disparity in governance position of teachers who were P1 certificate holders. These findings were an implication that the level of education of primary school teachers influenced their progression into governance positions. This was because none of the school head teachers and their deputies indicated that they were P1 certificate holders an aspect that was deemed to enhance promotion.

However, level of education of teachers in regard to their gender, the study findings presented in Table 4.7 and Table 4.6 showed that teachers' gender did not influence their academic attainment. Therefore, the study findings shows that though primary school governance was influenced by the level of education, it was also found out that level of education didn't hinder gender parity in public primary governance.

These findings were in consistence with Lacey (2003) report that highlights that more women than men participated in certification, doctoral or internship programs in US in preparation for administration jobs but is not reflected in top administration.

To compare the study findings on the influence of gender stereotypes on gender parity in primary schools governance the researcher rated the level of influence it had in the study area. Table 4.17 presents the cross tabulation on gender stereotypes and gender parity in governance.

Table 4.17 Cross tabulation of gender stereotypes and gender parity in governance

Score	Female		Male		Total	
	Freq	%	Freq	%	Freq	%
High	28	93.3	2	6.7	30	100.0
Average	3	10.0	27	90.0	30	100.0
Low	3	10.0	27	90.0	30	100.0

The study showed that gender stereotypes scored high influenced on gender parity in primary schools governance. This was an indication that gender stereotypes highly hindered female teachers from progressing into governance positions. The findings concurred with Shakeshaft (1999) who stated that men and women are judge for managerial positions using physical attractiveness. Physical attractiveness gives men an advantage and a disadvantage for women. Physical strength and athletic appearance facilitate men recruitment to administrative

positions. Beauty in women is stereotypically viewed as a negative element. It is an obstacle to hiring women to positions of governance.

Further the researcher sought to compare the study findings on the influence of teachers' self-perception on gender parity in primary schools governance. Table 4.18 presents the cross tabulation of the findings.

Table 4.18 Cross tabulation on teachers' self perception and gender parity in primary schools governance

Score	Female		Male		Total	
	Freq	%	Freq	%	Freq	%
Positive perception	4	13.3	26	86.7	30	100.0
Fair perception	3	10.0	27	90.0	30	100.0
Negative	29	96.6	1	3.4	30	100.0

Table 4.18 showed that information from the study findings showed that majority of the head teachers (96.6%) perceived that female teachers' had a negative self perception in progressing to primary schools governance. This was an indication that teachers' self perception influenced gender parity negatively since many teachers perceive they were not confident to handle governance positions. The findings were in line with Brown and Irby (2010) statement that women who aspire to be administrators are likely to report lack of confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into administration than men. Women aspiring to be administrators were reported to

have a marked level of self confidence. Women administrators rarely see themselves as experts of confidence about seeing themselves at the top.

However, the government of Kenya has address gender equity in every sector of public service, this has not left out the education sector. Policies like the Basic Education Act (2012), Vision 2030, sustainable development goals, affirmative action Act (2009) and the constitution of Kenya (2010) have clearly highlighted on gender equity in representation. Gender parity is yet to be achieved in public primary schools governance due to the current reluctance of the relevant bodies to adhere to gender parity when promoting teachers into primary school governance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents a summary of the findings of the study. The conclusions to the main issues of the study and recommendations are also established. This study was carried out in Public primary schools in Tharaka North sub-county, Tharaka Nithi County, Kenya. Data was collected through the use of questionnaires and interview schedules. It was a survey study.

5.2 Summary of the study

The purpose of the study was to investigate the factors that influence gender parity in governance of public primary schools Tharaka North Sub-county Tharaka Nithi County, Kenya. The objectives of the study were to examine how education qualifications, self-perception, and gender stereotypes. T also sought to establish the redress mechanisms influence gender parity in governance of public schools in Tharaka North Sub-county, Tharaka Nithi County. Data was collected using questionnaires on Head teachers and teachers, interview schedules on SCDE, SCQASO and SCHRO. Data was analyzed through aided by SPSS. Quantitative data was coded and analyzed using descriptive statistics. Frequency distribution tables, pie charts and bar graphs were used to present data. Interpretation of data was done and the conclusions arrived at.

5.2.1 Female teachers' level of education qualifications

The female teachers' qualifications were measured by testing the parameters of education qualifications and the working experience on related areas. The study

revealed that female teachers had the required academic qualifications. The study observed that female teachers were the majority in teaching profession and were highly qualified to take up governance positions. Female teachers who had bachelor's degree qualifications were many than men. This phenomenon was enhanced by the fact that they were also the majority in the profession. However, a strange observation was made through the research where it was obtained that there were male leaders who had lower qualifications than women in terms of highest qualifications. Male diploma holders were school heads as opposed to the many female bachelor degree holders who were regular teachers at public primary schools.

On experience, it was observed that female teachers had served for as long as 30 years as teachers yet they were sidelined in promotions to leadership. It was also stated that males who had less qualifications in terms of good papers and experience were in charge of leadership of public schools where highly qualified female teachers were placed. This was said to be de-motivating, a key reason for employee turnover and the reason for poor results by very highly qualified teachers.

Upon consideration of qualification against gender and positions of leadership, women were the majority, most qualified and experienced, yet the males held most positions of governance in the public primary schools in Tharaka North sub-county.

5.2.2 Gender stereotypes of female teachers

Gender stereotypes was measured through seeking information on the statements that women had accepted the cultural demands that they allows be led by men, the

masculinity misconception that women were unable to take up leadership challenges, and that governance jobs were a preserve for males.

Tharaka being one of the places in rural parts of Kenya was perceived to have strict norms and culture that demeans women, thus important to seek information about the status of women in such a culture. The study confirmed Juma and Ngome's assertions. Majority of the respondents agreed and strongly agreed that women had succumbed to the male dominance and settled for the second class. They were used to being led by men, and their sorry state was not a bother to the community. The respondents explained in open ended questions that culture had no loud voice in chauvinism but female in born traits reduced them to bowing down to male dominance. The abnormal unwritten law that men be led by males in the black masculinity was therefore dealt a big blow. It was lightly stated that in a period of ten years, female had woken up to demand for their voices to be heard and equality served to all people in Tharaka North sub-county impartially.

Inability of female teachers to take up challenges as compared to males was met with aggression from majority of the respondents. They disagreed with the statement with many of them giving examples of the schools that were led by females and were doing better than schools that were led by male teachers. They proceeded to explain the ability of female teachers to uphold work ethics and adhere to the ministry's requirements better than men. This pointed at the positivity of females in terms of taking up leadership and the challenges that arise from such.

Finally, there was a statement that governance and leadership jobs were a preserve for men. Majority of the respondents supported the statement but made a

counter claim that women had risen to the occasion and were demanding for equality. The statement on a set of governance jobs being a preserve for men was said to have had prominence in the near past but lacked meaning in the generation where westernization had taken roots and opened the society to unlimited abilities for all people.

5.2.3 Self-perception of female teachers

Self-perception as a variable was measured on the parameters of; female teachers' applications to governance positions, willingness of female teachers to take up leadership positions, the fear of distant posting by female teachers, and ability of marital roles to affect female teacher's career progress.

The study revealed that majority of female teachers applies for governance positions in the ministry of education specifically to be head teachers and deputy head teachers. Every year they apply for such positions with hopes of being promoted. This was a good indicator that female teachers have high self esteem when it comes to the hopes of career progression.

When a statement was put to the respondent that is both females and males that- female teachers were unwilling to take up leadership positions due to challenges associated with it, majority of the respondents stated disagreed with the statement. This indicates that the female teachers were very willing to take up leadership positions regardless of the challenges. Open ended questions revealed that all the teachers were aware of the challenges associated with governance of the public schools. However, all the female teachers were willing to take up the challenges. The answers to this question affirm the prior question on applications to governance positions by the female teachers.

Fear of distant posting by the female teachers was the other statement posed to the respondents. Results presented indicate that majority female teachers were unwilling to take up positions and work away from their homes. Deeper information on that question revealed that female teachers have a lot of duties at homes including management of parallel businesses, tending of little children and church commitments. This was a limitation on their quest to clinch leadership positions at the public primary schools.

Finally, self perception was tested on the ability of marital roles to stagnate the female teacher's career progression. The question was met with enormous support from the respondents. Data obtained indicate that majority of the respondents perceive marital roles as a great impediment to the female teachers' career progression. Women in African culture are perceived to have heavy burdens to bear in their marriages thus lack opportunities to further their studies and progress in career thus missing out on the promotion opportunities (Adams, 2010). The roles associated with this impediment were child bearing, raising of the little ones, cooking for the family, and managing husband's businesses. These duties were said to derail the ability of female teachers to progress in their careers thus making them to miss out in the most desired promotions to governance.

Under this variable, women were therefore said to have a very positive self perception and willingness to take up any challenges associated with governance at public primary schools. On the other hand, they were said to fear distant posting regardless of the positions they could be given and marital roles derailed their career progress. Marital duties was said to have the greatest adverse effect on the career progress of the female teachers and their promotions to governance.

5.2.4 Redress mechanisms

The redress mechanisms were measured on the parameters of gender sensitivity on the teacher promotion commission and officers, ability of the mechanisms to address gender parity, and the status of equal promotion opportunities to all teachers in the sub-county.

The study revealed that the ministry and officers promoting teachers were gender biased in offering the opportunities and elevating teachers to the positions of leadership. This was proved by majority responses that the officers promoting teachers were not gender sensitive. It was evidenced by the presence of only 17% of female head teachers in all public primary schools in the sub-county.

Ability of the mechanisms put into place to address gender parity was also put into question. Majority respondents stated that the mechanisms put in place were unable and could not curb gender parity observed. The respondents explained that the strategic plan in place had been in use for decades; therefore traditional means could always lead to traditional result. They asserted that year in, year out males had been given prominence in promotions to leadership with little or no change in the status over years.

Test of the status of equal promotion to all teachers revealed that women had been sidelined from the governance positions. Research revealed that women had met the minimum qualifications in terms of age, education qualifications and experience but they had not been able to take up leadership positions due to the issues of gender parity in the teacher's promoting officers. It was also held that male teachers with less qualification had been promoted at the expense of highly qualified female teachers a phenomenon that led to demoralization of the teachers.

5.3 Conclusions

Thorough analysis of the findings revealed that female teachers had not been accorded equal governance opportunities to men. On the basis of qualifications, female teachers in Tharaka north sub-county were supposed to be holding more positions of governance at public primary schools than their counterparts. Gender parity in promotions was a long contained issue with female teachers succumbing to fate and working under demoralizing conditions. Nepotism and corruption had been reported as a factor that plays in the promotion of teachers to positions of governance. Teachers' promoting officers are not gender sensitive. Teacher's promoting officers are not gender sensitive. Female teachers have a positive self perception and always desire to be in positions of leadership. The current system of promoting teachers to leadership does not motivate female teachers to pursue higher qualifications since qualifications do not seem as the basis for promotion.

5.4 Recommendations

On the basis of the findings, the following recommendations are proposed for the consideration in the academic systems of Tharaka North Sub-county and other related locations;

- i. Feminist organizations and the Ministry of gender should collaborate with the Ministry of Education in empowering female teachers to attain more in-service training so as to continue maintain their level of education with their male counterparts.
- ii. The government should sensitize the community at large on matters regarding to equity in governance in public institution so as to reduce

gender stereotypes on female teachers' progression into governance positions.

- iii. There is a need for female teachers to rise up and fight for their right of equity in promotions to leadership. An oversight authority should be set to look into the issues of teachers such as gender parity.
- iv. There is a need for the teacher's promotion policy to be reviewed to cater for promotion of female teachers. Promotion of teachers in general should be done on the basis of academic qualifications and experience.
- v. The ministry of education should investigate corruption and other basis of parity in teacher's promotion to ensure equity among the two genders.

5.5 Suggestion for further research

Having explored the factors influencing gender parity in governance of public primary schools in Tharaka North Sub-County, Kenya., the researcher proposes the following;

- i. A similar study is recommended in other sub-counties of the county to assess the generalizability of the study findings. This should also include a comparison of urban and rural primary schools.
- ii. Further a similar study is recommended on private schools since the present study focused on public schools.
- iii. A study should be conducted on the influence of gender parity in governance of public primary schools KCPE performance.

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APPENDICES

Appendix I: Introduction Letter

University of Nairobi,

P.O. Box 30197

Nairobi

14THOCTOBER, 2015

To

The Headteacher

..... Primary School

Tharaka- North Sub-County

Dear Respondent,

REF: PERMISSION TO CONDUCT RESEARCH

I am a student at University of Nairobi, pursuing a Master of Education in corporate governance. This questionnaire is supposed to help me in collecting data for a research to be submitted as a partial fulfillment of the requirements of the said Master's degree. The findings of the research and your identity will be treated confidentially and used purely for academic purpose. Respondents' anonymity will be strictly observed.

This questionnaire is designed to gather information from public primary schools in Tharaka North Sub-County only. Kindly respond to the questionnaire items by putting a tick in the appropriate box or by filling in the correct answer honestly.

Thank you for your responses.

Yours Faithfully,

Lucyline Kimathi

Appendix II: Questionnaire for head teachers

Instructions

Please answer the questions below. It is important to note that the information given is meant for research purposes only and will be treated with strict confidence. Therefore you do not need to give details about your identity. **DO NOT** write your name or that of your school.

SECTION A: Demographic data

1. Indicate your gender Male () Female ()
2. Indicate your age bracket
Below 35 () 36 – 45 () 46 – 55 () 56 – 60 ()
3. Indicate your marital status
Single () Married () Other (specify).....
4. What is your highest level of academic qualification?
Diploma () B.Ed () Masters () Others (specify) _____
5. How many teachers do you have in your staff?
Males () Females () Total ()
6. What is the gender of your deputy head teacher? Male () Female ()
7. How many years have you been in the teaching profession?
1 – 5 years () 6 – 10 years () 11 – 15 years ()
16 – 20 years () 21 – 25 years () over 26 years ()

SECTION B: Factors influencing gender parity in governance of primary schools

8. Are there more male principals than female principals in the sub-county?
Yes () No () In your opinion what causes the imbalance
.....

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

Please explain your answer

.....

10. The following are practices believed to determine female teachers promotion in primary school governance. Please tick your appropriate answers as per the rank. Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

STATEMENTS	SA	A	D	S D
1. Female teachers are not able to take governance challenges in school headship				
2. Female teachers are not willing to apply for governance positions				
3. Female teachers in the Sub-county lack the experience required to get governance positions schools				
4. Female teachers don't seek governance positions because they fear they will be posted far away from their homes				
5. Female teachers in the sub-county lack academic qualification to get promoted to governance				
6. Governance positions in the sub-county are seen as jobs for men only				
7. Cultural socialization is a hindrance to female teachers governance appointment				

8. Stereotyping of women interfere with their promotion to governance positions				
9. Marital obligations hinder female teachers from seeking promotions to governance.				
10. Inability of female teachers to balance job requirements and family roles				
11. Conflict between traditional and professional roles hinder women's progression to primary school governance				

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

Please explain

.....
.....

12. Suggest the way forward in ensuring more women participate in educational management

.....

13. Are the mechanisms put in place by the ministry of education able to redress gender parity in primary schools? Yes [] No []

b. Explain your answer

Thank you for your cooperation.

Appendix III: Teachers Questionnaire

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

SECTION A: Demographic data

1. What is your work title?

Deputy Head teacher () Head of departments () Teacher ()

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

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

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

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

1 – 5 () 6 – 10 () 11 – 15 ()

16 – 20 () 21 – 25 () 26 – 30 ()

Above 30 years ()

5. What is your highest academic qualification?

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

Others (specify) _____

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

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

SECTION B:

8. Have you ever made attempts to apply for governance positions?

Yes () No ()

If yes how many times

If no why

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

Mention the courses attended

.....

10. Which sex of the head teacher do you prefer to head primary schools? Male [] Female []

11. The following are practices believed to determine female teachers promotion to governance in primary schools in Tharaka North sub-county. Please tick your appropriate answers as per the rank.

Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

STATEMENTS	SA	A	D	SD
1.Female teachers are not able to take governance challenges in public primary schools				
2.Female teachers are not willing to apply for governance positions				
3.Female teachers in the Sub-county lack the experience required to get governance positions schools				
4.Female teachers don't seek governance positions because they fear they will be posted far away from their homes				
5.Female teachers in the sub-county lack academic qualification to get promoted to governance				
6.Governance positions in the sub-county are seen as jobs for men only				
7.Cultural socialization is a hindrance to female teachers governance appointment				

8.Stereotyping of women interfere with their promotion				
9.Marital obligations hinder female teachers from seeking promotions to governance.				
10. Inability of female teachers to balance job requirements and family roles				
11. Conflict between traditional and professional roles				

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

Please explain

.....

13. Suggest the way forward in ensuring more women participate in educational management.....

14. Are the mechanisms put in place by the ministry of education able to redress gender parity in primary schools? Yes [] No []

c. Explain your

answer.....

Thank you for your cooperation.

Appendix IV: Interview Guide for Key Informants

You have been selected to participate in this study on the influence of socio-cultural factors influencing women's participation in governance of public secondary schools in Tharaka North Sub-County.

1. Being a member of panel that promotes teachers, please tell me the criteria used in promoting them into governance posts.
2. From your experience, what age do most women acquire governance posts in the sub-county?
3. In your opinion, do you think family responsibilities hinder women from acquiring governance posts? Yes () No ()
If yes, in which way?.....
4. Please comment on the community's cultural beliefs in connection to low numbers of women in governance in public primary schools.
5. In your tenure in office, have you ever appointed any female teacher to a governance position? Yes () No () and has any declined the offer?
If yes, what reason did they give?
6. In your opinion do men and women have the same governance abilities
7. In your opinion are female teachers equally qualified for governance as their male counterparts?
8. Are there some managerial positions you consider too demanding that female teachers cannot handle? Yes () No () if Yes, explain
.....
9. In your view and experience, what are some of the factors leading to under representation of women in educational management in the sub-county?
10. Suggest the way forward in ensuring more women participate in educational management

Thank you for your cooperation.

Appendix V: Authorization letter



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.

Date:

NACOSTI/P/16/38611/10620

29th April, 2016

Lucyline Karigu Kimathi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing gender parity in governance of public primary schools in Tharaka North Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for the period ending **28th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Tharaka Nithi 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
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.



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



Appendix VI: Research permit

THIS IS TO CERTIFY THAT:
MS. LUCYLINE KARIGU KIMATHI
of UNIVERSITY OF NAIROBI, 918-60200
meru, has been permitted to conduct
research in Tharaka-Nithi County
on the topic: FACTORS INFLUENCING
GENDER PARITY IN GOVERNANCE OF
PUBLIC PRIMARY SCHOOLS IN THARAKA
NORTH SUB-COUNTY, KENYA
for the period ending:
28th April, 2017

Permit No. : **NACOSTI/P/16/38611/10620**
Date Of Issue : **29th April, 2016**
Fee Received : **Ksh 1000**

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation



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 Officers 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
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 8040

CONDITIONS: see back page



Appendix VII: A map of the study area

