

**CHALLENGES FACING FEMALE TEACHERS IN
PERFORMING THEIR DUTIES: A CASE OF SECONDARY
SCHOOLS IN BUMULA DIVISION, KENYA. /**

**BY
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**A RESEARCH PROJECT REPORT SUBMITTED IN FULFILLMENT FOR THE
AWARD OF A DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND
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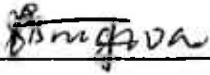
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DECLARATION.

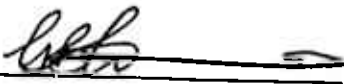
This research project report is my original work and has never been presented for the award of any degree in any other University.



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Date 23-08-2010

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



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DEDICATON.

This research project report is dedicated to my children, Annaliza, Smanzer, Gadiel. Delan and Petra.

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ABSTRACT.

The study examined challenges facing female secondary school teachers of Bumula Division in performing their duties. Female secondary school teachers form the majority among late comers, absent themselves from school, lag in syllabus coverage and rarely meet datelines, tendencies that result into low productivity in their teaching duties. Analyzed results at Bumula Division level(2008) reveal miserable mean grades of subjects taught exclusively by female teachers. The purpose of the study was to investigate challenges experienced by female secondary school teachers as they perform their duties. As such the study sort to achieve three objectives. Establishing challenges faced by the female secondary school teachers was the first objective, determining the effects the challenges have on teaching duties and investigating ways to mitigate the challenges were the second and third objectives respectively.

Relatively, little is in the literature on female secondary school teachers challenges. However, challenges affecting women in general are dealt with in the literature review section. Adopting a descriptive survey research design, the study's sample of thirty eight female teachers in six secondary schools was obtained by purposive sampling. Sampled schools have five or more female teachers. Questionnaire was the main data collection instrument whose validity and reliability was ensured by test -retest technique. Descriptive statistics was used to analyze the collected data.

Results from the analyses show that 34(11.6%) respondents view 18-26 lessons per week a challenge, 32(11.0%) endure late adjournment of meetings, 22(7.5%) are challenged by large class size of 50 or more students. In the category of social challenges, 32(26.2%) respondents find carrying school work home a challenge and 30(24.6%) are challenged by their marital status. Further 22(16.2%) find menstruation an unpleasant experience, 30(22.1) have experienced milk letdown during lesson sessions while 22(16.2%) view pregnancy as a challenge. In addition 36(34.3%) are financially challenged and 28(26.7%) are uncomfortable with some topics in their teachings subjects.

As a result of the above challenges, 26(9.11%) respondents are demoralized, 20(7.0%) find teaching tiresome while 10(3.5%) are not effective in class control. Twenty six (15.7%) have had to arrive in school late due to attending to their young children while 30(18.1%) have abandoned lessons after the embarrassment caused by milk letdown. Challenging topics are covered where hurried and sketchily by 16(15.2%) respondents or the topics are avoided altogether by 12(11.4%).

Several suggestions were fronted to help alleviate the challenges. Thirty four (12.2%) respondents urge the TSC to employ more teachers to reduce the work load, 26(9.4%) floated automatic promotion after serving 3 years in a job group as a remedy to stagnation in one job group while 12(4.3%) felt that selection of learners of all abilities to all schools would check on persistent poor performance of some schools. The researcher recommends provision of a conducive environment by schools to female secondary school teachers in order to perform their duties effectively and efficiently.

TABLE OF CONTENT.

	Page
TITLE.....	i.
DECLARATION.....	ii.
DEDICATION.....	iii.
ACKNOWLEDGEMENT.....	iv.
ABSTRACT.....	v.
TABLE OF CONTENTS.....	vi.
LIST OF FIGURES.....	viii.
LIST OF TABLES.....	ix.
ABBREVIATIONS.....	x.
 CHAPTER ONE 	
1.1 Background to the study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	4
1.4 Research objectives.....	4
1.5 Research questions.....	4
1.6 Significance of the study.....	5
1.7 Basic assumptions of the study.....	5
1.8 Definition of significance terms.....	5
1.9 Limitation of the study.....	6
1.10 Delimitations of the study.....	6
1.11 Organization of the study.....	6
 CHAPTER TWO 	
2.0 LITERATURE REVIEW.....	8.
2.1 Introduction.....	8.
2.2.1 Challenges facing women.....	8.
2.2.2 Roles of women.....	11
2.2.3 Women in the teaching profession.....	12
2.2.4 Duties and responsibilities of teaching staff.....	13
2.3 Theoretical Framework.....	13
2.3.1 Theory of Marxist Feminism.....	13
2.4 Conceptual Framework.....	14
2.5 Knowledge gaps.....	15.
 CHAPTER THREE 	
3.0 RESEARCH METHODOLOGY.....	17.
3.1 Introduction.....	17.
3.2 Research design.....	17.
3.3 Target population.....	18.
3.4 Sample selection and sample size.....	18.
3.5 Data collection instrument.....	20.
3.6 Data collection method.....	20.
3.7 Reliability and validity of instrument.....	21.
3.8 Data analysis techniques.....	22.

CHAPTER FOUR

4.0	DATA ANALYSIS, INTERPRETATION AND PRESENTATION	23.
4.1	Introduction.....	23.
4.2	Description of the sample.....	23.
4.3	Challenges facing female secondary school teachers in Bumula Division	25.
4.3.1	School environment challenges	26.
4.3.2	Social environment challenges.....	28.
4.3.3	Biological challenges	29.
4.3.4	Personal challenges	30.
4.4	Effects of challenges on teaching duties of female secondary school teachers in Bumula Division	31.
4.4.1	Effects of school environment challenges	31.
4.4.2	Effects of social environment challenges	34.
4.4.3	Effects of biological challenges	35.
4.4.4	Effects of personal challenges	37.
4.5	Ways of alleviating challenges.....	37.
4.5.1	Remedies to school environment challenges	38.
4.5.2	Remedies to social environment challenges.....	40.
4.5.3	Remedies to biological challenges.....	40.
4.5.4	Remedies to personal challenges.....	42.
4.6	Summary of findings	43.

CHAPTER FIVE.

5.0	SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS.....	45.
5.1	Introduction.....	45.
5.2	Summary of findings	45.
5.3	Conclusion	48.
5.4	Recommendations.....	50.
5.5	Suggested areas for further study.....	51.
5.6	Contribution of Knowledge	51.
	REFERENCES.....	53.
	APPENDICES.....	57.
	Appendix one: Cover letter.....	57.
	Appendix two :Questionnaire to female secondary school teachers....	58.
	Appendix three: Transmittal letter from University of Nairobi.	
	Appendix four: Data from D.E.O's office Bungoma South district.	

LIST OF FIGURES

Page

Figure 1: Perceived conceptual frame work	15
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LIST OF TABLES

	Secondary school and number of female teachers in Bumula Division	19
Table 3.1	Age of respondents	23
Table 4.1	Marital status	24
Table 4.2	Level of training	25
Table 4.3	Teaching experience	25
Table 4.4	School environment challenges.....	27
Table 4.5	Social environment challenges	28
Table 4.6	Biological challenges	30
Table 4.7	Personal challenges	31
Table 4.8	Effects of school environment challenges	33
Table 4.9	Effects of social environment challenges.....	34
Table 4.10	Effects of biological challenges	36
Table 4.11	Effects of personal challenges	37
Table 4.12	Remedies to school environment challenges	39
Table 4.13	Remedies to social environment challenges.....	40
Table 4.14	Remedies to biological challenges	41
Table 4.15	Remedies to personal challenges	42
Table 4.16	Contribution of Knowledge	52
Table 5.1		

ABBREVIATIONS.

AEO	:	Area education officer.
C.R.E	:	Christian religious education.
CDF	:	Constituency Development fund.
DC	:	District commissioner.
DEO	:	District education officer.
CLARION	:	Center for law and research international.
GAD	:	Gender and development.
KCSE	:	Kenya Certificate of Secondary Education.
MPs	:	Members of Parliament.
OECD	:	Organization for Economic Cooperation and Development.
SMT	:	Science, Mathematics and Technical Subjects.
TSC	:	Teachers Service Commission.
UNESCO	:	United Nations Educational Scientific and Cultural Organization.
US	:	United States.
WID	:	Women in development.

CHAPTER ONE.

INTRODUCTION.

1.1 Background of the study.

Employment, being the act of engaging in work to earn an income, attracts both male and female. According to Mulei (2006), women provide the bulk of new labour supply amounting to 80% in European Union and 100% in countries like Italy and Ireland. Gender segregation in paid work also referred to as occupational segregation, has two dimensions (Pilcher and Whelehan, 2004). First, horizontal segregation where women and men are found in different types of occupations and second, vertical segregation whereby women hold different positions in occupational hierarchies, with men tending to be at the higher and women at the lower levels(Ibid).

Paukert(1994) recommends the substantial changes in the pattern of women's participation in the labour markets of OECD member countries. The high number of female employees however does not help reverse the weak position occupied by the women in the labour market, such that the marginal jobs in most sectors tend to be held by most women(Ibid). Paukert decries the employment pattern characterized by a high concentration of women in a relatively smaller number of occupations, mainly of lesser skill, lower status and commanding low wages.

Until the first United Nations conference on women (1975), the role of gender as a key variable in national development issues did not seem important in many developing countries, including Kenya (Sifuna and Chege, 2006). Sifuna and Chege proceed to identify the government's responses to the conference, first, the women in development (WID) strategy, whose failure was attributed to directing its efforts to women only. The other strategy, gender and development (GAD) being an improvement

of WID, focused on both men and women. In the 1994/1996 development plan publication, the aspect of women employment and leadership roles was emphasized (Ibid). The women's bureau, created in 1976, outlined the need to improve income generation through gainful employment by women, an objective that was never realized due to lack of political will (Ibid). Republic of Kenya (2007) is silent on the issue of women and employment. The closest it comes to this issue is by pointing out a flagship project for 2012 of institutionalizing the women enterprise fund and increasing its overall amounts and efficiency in projects launched by its beneficiaries.

In 2007, Finland's parliament had a 37% women representation and a woman president. In the present Kenyan parliament (2009) there are 21 female members of parliament (MPs) out of 210. This contrasts sharply with Rwanda, which is setting the international trend, with more than half of its parliamentarians being women (Oriang, 2008). South Africa has been hailed for its progressive constitution, which enshrines gender equality and the number of women in parliament has risen substantially since 1994, creating a formidable force for legislative change (Irin, 2007).

The global proportion of female teachers in primary education rose from 56% to 61% between 1991 and 2004 (Unesco, 2006). In secondary education, the proportion of female teachers is lower than at the primary level, such that the higher the educational level the lower the proportion of female teachers (Ibid). According to the Republic of Kenya (2008), the number of female secondary teachers has been fluctuating with 17361 in 2003, 16390 in 2004, 16478 in 2005, 14961 in 2006 and 15751 in 2007. In 2008, the number of female teachers stood at 15178, registering a 3.7% decrease from 2007 (Republic of Kenya, 2009).

The researcher, through experience, feels that female secondary school teachers are affected by some significant issues that influence the performance of their duties. These issues are experiences and conditions peculiar to the female secondary school teachers that affect their productivity at school negatively. They range from personal, social, biological and school environment issues.

1.2 Statement of the problem.

In the same work environment, the performance of female secondary school teachers does not compare well with that of their male counter parts. According to Chege and Sifuna (2006), the double burden of teaching duties and domestic responsibilities accounts for a high rate of absenteeism, leading to a decline in the productivity among female teachers. Records from the Examination office (Kabula Secondary School) show dismal performance in French and Home science subjects, with a mean grade of D+ in 2008 for Home Science and D in 2005 for French. However, in the years 2001,2002and 2003,French ,by then being taught by a visiting male teacher from a neighboring school (Bungoma High)had posted mean grades B+,A- and A respectively . Being optional, the two subjects have since then attracted no students, leading to their omission from the school's curriculum. Interestingly, the two subjects were being taught by female teachers.

A close scrutiny reveals that female teachers form the majority among the late comers, lag in syllabus coverage and rarely meet datelines. During the education day of Bumula Division (2008 results) ,the AEO decried poor performance in subjects exclusively taught by female teachers . This scenario prompted the researcher to explore conditions of female secondary school teachers of Bumula division which hinder the effective and efficient performance of their duties. The problem of the study put in question form is:

What challenges face secondary school teachers of Bumula division in performing their duties?

1.3 Purpose of study.

The purpose of this study was to investigate the challenges that are experienced by female secondary school teachers as they perform their duties. Of importance is the effect these challenges have on the female teachers' productivity in school .

Suggestions on how the challenges can be overcome can not be underscored.

1.4 Research objectives.

The study was set to achieve the following objectives:

1. To establish challenges that affect female secondary school teachers in performing their duties in Bumula Division .
2. To determine effects that the challenges have on the duties of the female secondary school teachers in Bumula Division .
3. To investigate ways to mitigate the challenges in order to enhance the performance of duties by female secondary school teachers in Bumula division.

1.5 Research questions.

This study was guided by the following research questions.

1. What challenges affect female secondary school teachers' performance of their duties?
2. What effects do the challenges have on the performance of duties by secondary school teachers?
3. What ways can be used to alleviate the challenges so that the performance of duties by female secondary school teachers is enhanced?

1.6 Significance of the study.

The study brought out experiences female secondary school teachers have undergone or are presently going through that affect the way they perform their duties. It is hoped that the findings of this study will help the TSC to look into their present policies that affect female secondary teachers negatively. School administrators, male secondary school teachers and secondary school students would use the findings to provide a supportive environment that can enhance female teachers in performing their duties. The findings will also aid female secondary school teachers realize that despite the challenges, they can still perform their duties well through employing some of the mitigations suggested.

1.7. Basic assumptions of the study.

The study worked on the assumption that the sampled schools have female teachers. It was also assumed that the administrators in the sampled schools would co-operate and give the researcher necessary support. Also assumed was that the female teachers would be on duty in their work stations at the time of data collection.

1.8 Definition of significant terms.

Secondary school : An institution of learning with learners from form one to form four, having presented candidates for KCSE previously.

Challenges : Experiences/conditions that affect performance of duties negatively.

Female teacher : A female trained secondary school teacher on duty during the time of data collection.

Duties : Schedule of work.

1.9 Limitations of the study.

At the time of conducting this study, it was not possible to get the five or more female secondary school teachers in their working stations. Some respondents did not return the questionnaires. Some returned questionnaires were not dully filled. The research may have also been affected by the honesty of the respondents.

1.10 Delimitations of study.

The study covered female secondary school teachers even though there are male secondary school teachers .The choice of female teachers was due to the fact that they endure peculiar experiences because of their gender. Female secondary school teachers are literate and hence responded to the items in the questionnaire in writing. The sampled schools fall in the same division, hence minimizing on travel expenses. The data collection exercise was carried out in the month of September (2009) when schools were in session hence the sample was available.

1.11. Organization of the study

The research project was organized into five chapters. The first chapter begins with the background to the study, followed by the statement of the problem and the purpose of the study. Research objectives, research questions, significance of the study, basic assumptions and delimitations are other sections of chapter one. Chapter two covers related literature under the sub titles : challenges facing women in education institutions and politics, roles of women, women in the teaching profession and responsibilities and duties for teaching staff. Theoretical and conceptual framework and knowledge gaps are the last sections of chapter two.

Chapter three is the research methodology composed of introduction, research design, target population, sample selection and sample size, data collection instrument ,data

collection method, reliability and validity of instrument and data analysis techniques. The fourth chapter captures data Analysis, Interpretation and presentation under the sub headings, sample description, school, social, biological and personal challenges, their effects and remedies. Summary of findings closes this chapter. The fifth chapter of findings and conclusion covers findings as per research objective, conclusion, recommendations and suggested areas for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents related literature to the study under the subtopics: challenges facing women, roles of women, women in the teaching profession, responsibilities for teaching staff, conceptual framework and knowledge gaps.

2.2.1 Challenges facing women

According to Kibwana (2006), violence towards women is a global challenge, endemic throughout Africa taking the forms of rape, sexual harassment and female circumcision. The conclusion is that all women have been sexually harassed at some time or another, from the moment of birth until the moment of death and sometimes even after death (Ibid). Wanjala (2006) reports that 34% of women working in employment institutions have been sexually harassed at their work places. His report puts at 92%, the proportion of interviewed women who said they have been sexually harassed. Automatic loss of jobs for women when they are discovered to be pregnant is a form of sexual harassment cited by Clarion (2004).

While women comprise 46 percent of the US work force, Sandweiss(2004) portrays a situation where they (women) earn less than their male counterparts, taking up part time jobs to accommodate demands of raising children. Not much better for the working Indian women, who have to cook, clean the house, do the dishes, wash clothes, get their children ready for school and, the list is endless (Neetu, 2008). Kenyan working women also do most of the household chores (Clarion, 2004). McGowen (2009) points

out work family balance (43%) and work climate (49%) as the two biggest challenges women working in the energy sector have to endure.

Under work family balance, respondents identified the greatest concerns as balancing career and household. Work climate challenges specified lack of opportunity for advancement, lack of female mentors and lack of a professional network as major concerns.

The concern of the study was the teaching occupation which provides employment to both male and female. The global proportion of female secondary teachers rose from 45% to 52% between 1991 and 2004 (Unesco, 2006). Despite the global increase ,there was a steep decline in sub-Sahara in African countries ,where female secondary school teachers accounted for less than 30% of the total population. Barriers that bar women from competing favorably with men are varied.Despite global interest in education for all, many girls in poor countries continue to be denied basic education (Lomborg and King 2008). The picture spells doom for girl children in south Asia and sub –Saharan Africa where cultural norms and economic hardships favor the boy child (Ibid). No wonder the female illiteracy rates are still high compared to males in Ghana, Zimbabwe and Kenya (Shabaya and Agyemang 2004).

Girls who manage to access primary education face obstacles that reduce their chances of completing the primary cycles and proceeding to secondary school. Repetition, unwanted pregnancies, sexual violence and abuse contribute to high dropout rates for girls (Sifuna and Chege, 2006 and Wanjala, 2006). The challenge of sexual abuse concerning school girls by their male teachers is put at 12,660 girls from the year 2003 to 2007 as reported by Siringi (2009). In secondary schools there is strong gender bias in subject choices available for girls who often stream out of the sciences and

mathematics fields into the traditional subjects favoured by females (Ibid). In KCSE, girls routinely perform better than boys only in English, Kiswahili and home science

(Oriang', 2008).In Nigeria Mallam (2005) found out that the best environment under which girls can learn mathematics is in all-girls' secondary school where mathematics is taught by female teachers. Further, a study carried out by Janet Hyde and Janet Mertz of the university of Wisconsin in Madison, United states, concluded that girls can do just as well at mathematics as boys if they are given the same opportunities and encouragement (Reuters 2009). According to Ngaywa (2009) the increasing attention given to girls has resulted in the girls performing better than boys in schools.

Transition from secondary to university shows a trend in agreement with low representation of women in science and technology related courses. In all Bachelor of education courses, Home Economics is the only one where female students out number male students as reported by Royal Netherlands Embassy (1994). Further, overall, more male students are enrolled in the national public universities compared to females (Republic of Kenya, 2004).

Graduates of university courses form the pool from which the labour market draws its supply. Once more, the scenario of low female representation is perpetuated as reported by Royal Netherlands embassy (1994). Serious gender disparities in enrolment exist in favour of male with regard to access, retention, completion, performance and transition (Republic of Kenya (2007),Sifuna and Chege(2006) and Clarion (2004). The type of education and training most women have seems to be in a way much handicap for them (paukert, 1984). Paukert reports the continuing preference for art subjects at school and the narrow range of traditionally female occupations at the training stage to be the

limitation in employability, putting them at a disadvantage in getting jobs, an idea shared by Sifuna and chege (2006) Royal Netherlands Embassy (1994) Scantlebury (2006)and Oriang' (2008).

Women employees lack job training and other qualifications to qualify for promotion not to mention unfavorable work schedule (Andiva 2003). Further the age of the youngest child is as major factor limiting a mother's possibility to work (paukert, 1984).

The average age of the women labour force is lower than that of men labour because women tend to retire from activity earlier than men (Ibid). Mutua (2007) found out that participation of the women in competitive politics is hindered by their low income, lack of exposure and inability to legally own property while Kamau (2007) attributes low women participation in politics to deep patriarchal practices. Mogeni (2007) pointed out that it is hostile environment that tends to keep women out of politics. This is shared by Wainaina (2007) who adds corruption and manipulation on the list of obstacles . The President's directive requiring 30% representation of women in all public appointments (Mathenge, 2009) is a gesture in the right direction. But Oriang' (2007), advices women against such affirmative action because it is a temporary solution to a problem that has persisted through ages.

2.2.2 Roles of women

Women have performed duties from a very humble age. Cooking, tending household fire, brewing beer, plastering houses, procuring firewood and water, nursing the sick and training /tendering children were some of the chores done by Gusii women during the pre colonial era (Silberchmidt, 1991). The trend may not differ much for women in other communities.

Kanago (1992) explains how women relate to the environment at a very basic level by virtue of being producers and reproducers. According to Nzoiki (1992) women manage natural resources such as land, water, forests and wildlife. Khasiani (1992) assesses the conservation of water, soil and domestic energy by women. Passing of information on bushes, trees and animals through stories to later generations by women has been emphasized by Kabira (1992). A negative role of women cited by Kimuna (2003) and Royal Netherlands embassy (1994) is in the media where women are portrayed as sex objects.

2.2.3 Women in the teaching profession.

A global increase of female secondary school teachers from 45% to 52% between 1991 and 2004 was accompanied by a steep decline in Sub-Saharan African countries, which accounted for less than 30% (Unesco, 2006). The Unesco report singles out BurkinaFaso, where the proportion fell from 31% to 11%, Comoros from 21% to 13% and Guinea from 12% to 6%. Women are a minority among school principals and heads of departments in Kenya (Royal Netherlands Embassy, 1994). The contrast is true for academic institutions in Britain where the majority of the managerial roles are performed by women (Priola 2007). More so, women in administrative posts are preferred by female teachers while male teachers feel powerless in such circumstances (Lee, 1993). Akiri and Ugborugbo (2008) found out that teachers perform best in urban areas and worst in rural schools, their productivity being highest between 6 and 15 years of service. Where teachers specialize in subjects, a pattern of horizontal segregation exists in that female teachers are over represented in human and social sciences while they are under represented in mathematics, sciences and technical subjects (Royal Netherlands Embassy, 1994). Indeed, the sentiments are echoed by Gray and Behan (2005), who reported

teacher recruitment difficulties experienced in sciences in post primary schools Northern Ireland.

2.2.4. Responsibilities and duties for teaching staff.

Ministry of education (1987) outlines the following basic duties for teachers

- i. Planning and preparing teaching and learning materials.
- ii. Carrying out all teaching and learning activities as assigned, planned and targeted.
- iii. Assisting in management of the school as class teacher, teacher counselor, Examination coordinator, career teacher, house teacher, games teacher, club patron and teacher on duty. Female teachers are therefore expected to execute the above duties.

2.3 Theoretical Framework

The relevant theoretical framework on which this study is based is the theory of Marxist feminism.

2.3.1 Theory of Marxist Feminism.

The theory of Marxist feminism is based on the work of Karl Marx and Friedrich Engel's in 1847 (Penson, 1952). Within this framework, the role of women in production (that is, labour market), reproduction (sexual division of labour and socialization in the family) and sexuality (women as sex objects) are criticised. Marxist feminism offers an analytical framework by which to theorise the policies of capitalist production based not only on the exploitation of class relations, but also on gender, in ways that have had a considerable impact on education. Sexual oppression is therefore seen as a dimension of class power such that the former is a product of the latter. The understanding of the school of thought is that education is a site for the preparation (and reproduction)

hierarchically stratified gendered work force, with women being prepared for lower status or marginalized positions in the labour market.

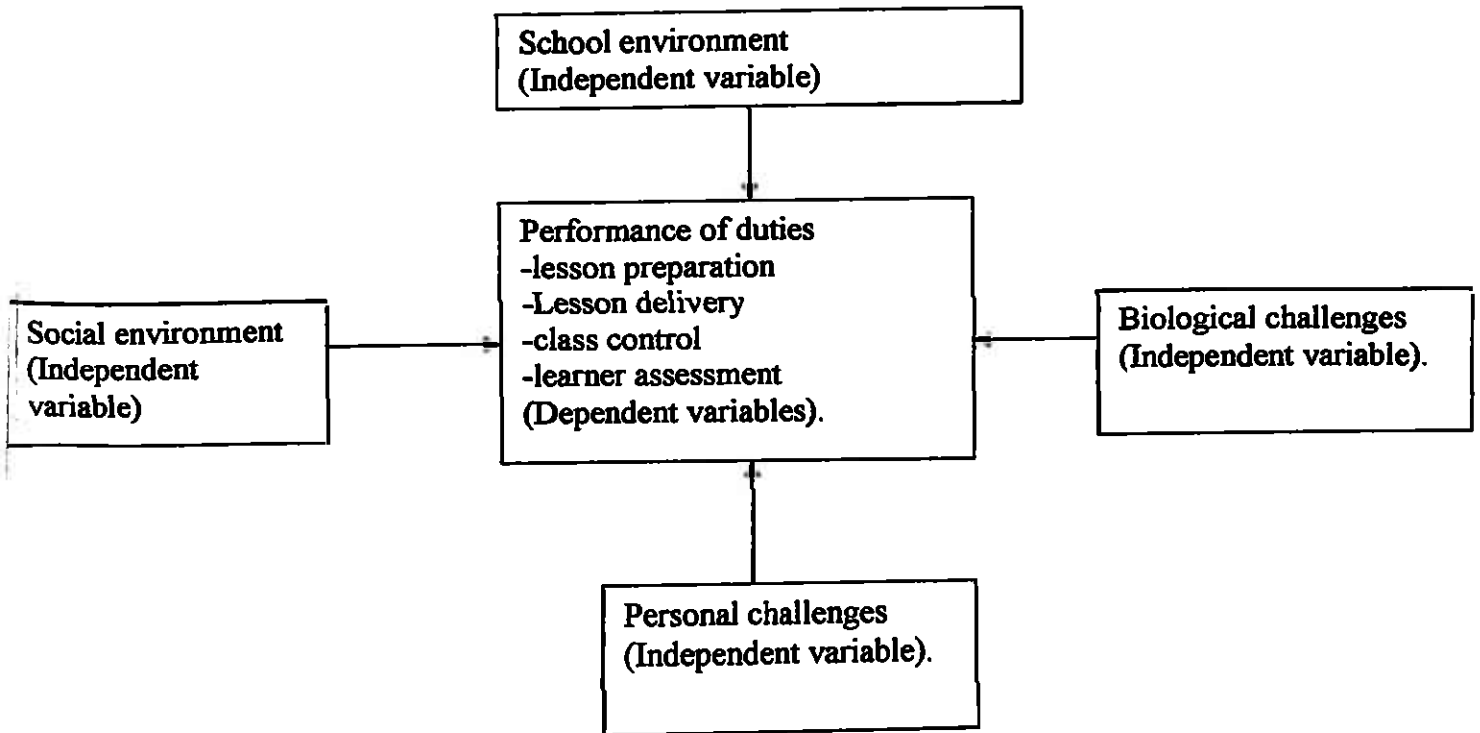
Marxist feminists portray males as the main oppressors of females and yet among the privileged, a few women are beneficiaries. The oppressed class does not lack male representatives. Further, Marxist feminism approach pay attention to women's position in relation to waged labour. This ignores the contribution of many women engaged in un paid labour undertaken in the private realm. The revolutionary approach advocated for by Marxist feminists in order to dismantle male dominance does not provide an alternative for the dislodged males.

Marxists feminism theory suit this study in that it recognizes the roles of women. It is from these roles that the challenges female secondary school teachers face emanate. The production role equates to the school environment challenges, reproduction role to the social challenges and sexuality role to the Biological challenges of this study. However, the theory is silent on suggesting specific remedies to mitigate the challenges. The TSC, school community family and female teachers themselves have to jointly provide solutions to the challenges.

2.4 Conceptual Framework.

A conceptual framework is a brief explanation on the relationships between variables identified for the study in the light of the problem, objectives and research questions. This study was guided by the following perceived conceptual framework as shown in figure one below.

Figure 1: Perceived Conceptual Framework



Source :The author’s survey, 2009.

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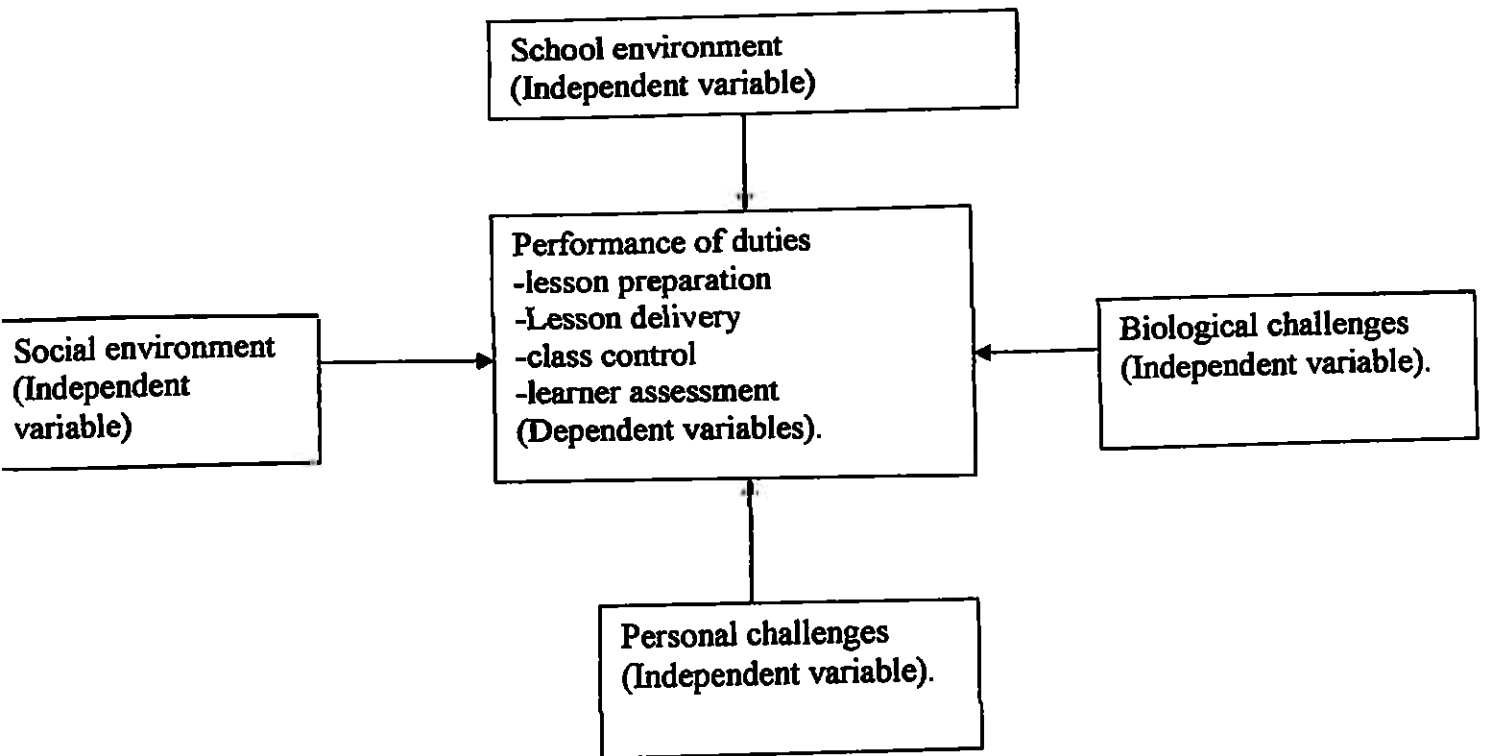
The study was set to establish challenges in the categories of social and school environment, personal and biological issues that tend to retard the performance of duties by female secondary school teachers. How specific duties of female secondary school teachers are affected was also the concern of this study. Suggestions on how the challenges can be mitigated were investigated.

2.5 Knowledge gaps.

Literature available about women presents their subordinate position at home, in learning institutions and later employment. Female secondary school teachers’ choice of soft subjects, preference of fellow female principals and clustering in lower grades has been clearly brought out. Challenges affecting women at their work place concerning

women's personality, Biology, social and work environments have also been mentioned. However, the researcher was interested in exploring specific challenges, particular duties affected by the challenges and ways of reducing the effects of the challenges as is experienced by female secondary school teachers of Bumula division.

Figure 1: Perceived Conceptual Framework



Source :The author's survey, 2009.

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2.5 Knowledge gaps.

Literature available about women presents their subordinate position at home, in learning institutions and later employment. Female secondary school teachers' choice of soft subjects, preference of fellow female principals and clustering in lower grades has been clearly brought out. Challenges affecting women at their work place concerning

women's personality, Biology, social and work environments have also been mentioned. However, the researcher was interested in exploring specific challenges, particular duties affected by the challenges and ways of reducing the effects of the challenges as is experienced by female secondary school teachers of Bumula division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

To be covered under this chapter is the research design, target population, sampling procedure and data collection method. The data collection instrument, its validity and reliability will also be described. The section ends with data analysis.

3.2 Research design.

The study adopted a descriptive survey research design. The researcher collected data from female secondary school teachers in sampled schools of Bumula division. The data collected was used to answer questions concerning challenges faced by female teachers in the study area during the time of performing their professional duties.

Descriptive survey research design can be used for a number of purposes (Mugenda and Mugenda, 1999). These include seeking to obtain information that describes phenomena by asking individuals about their perceptions, attitudes, behavior and values. This study sought to obtain information that could describe the conditions inhibiting the proper performance of teaching duties by female secondary school teachers through asking them their perceptions using a questionnaire. The study therefore explored challenges experienced by female secondary school teachers and how they can be overcome (independent variables) and the effects of the challenges on performance of duties (dependent variable) in the year 2009. This is in line with the second purpose of descriptive survey research design, which seeks to explain or explore the existing status of two or more variables at a given point in time. Since the respondents were female secondary school teachers, the data obtained was original.

The study adopted the following steps of descriptive survey research design. First, problem was stated, objectives formulated, sample selected and the questionnaire which was the main data collection instrument prepared. Data collection and analysis were the last steps. The purpose of the study was to obtain the information from teachers in sampled schools by asking them the challenges they face, their effect and how to overcome them. This is in line with the descriptive survey research design.

3.3 Target population.

Being that population to which a researcher generalizes results of a study, the target population for this study was all female secondary school teachers in public schools in Kenya. This target population was chosen because it had the information required by the study with respect to the objectives. The accessible population was all female secondary teachers in public schools of Bumula division. The choice of the area of accessible population was due to the fact that the researcher has personal experience in the area and felt that there was a problem.

The teachers were female by gender, trained and teaching in secondary schools located in Bumula division. The schools included were those which have presented candidates for KCSE previously. The female teachers were on duty in their work stations at the time of data collection.

3.4 Sample selection and Sample size .

The procedure used to select subjects included in the sample was purposive sampling. Bumula division has 15 public secondary schools. Because the schools have a varying number of female teachers, there was need to obtain a representative sample. Hence the researcher selected secondary schools with five or more female teachers. All the teachers in the selected schools served as study units.

Data from Bungoma south D.E.O's office showed that there are 62 female trained secondary school teachers in zones of Bumula division. The researcher was able to establish the number of female teachers in each public secondary school of Bumula division during a science contest forum from teachers of respective schools. Only six schools have five or more female teachers as shown below.

Table 3.1: Secondary schools and number of female teachers in Bumula Division.

School	Number of female teachers
Kabula	15
Mwiruti	5
Khasoko	5
Miluki	7
Nang'eni	5
Mungore	7
Total	44

Female teachers from kabula, Mwiruti, Khasoko, Miluki, Nang'eni, and Mungore schools therefore formed the sample for the study. This sample was not only representative but also had the required information with respect to the objectives of this study.

3.5 Data collection instrument.

Questionnaire was the only instrument of data collection employed by this study. Section A contained four structured items seeking general information from the respondents. Section B had questions 5, 6, 7, and 8. Question 5 was divided further into nine items each touching on specific challenges provided by the school environment. Question 6 concerned challenges related to the social environment and question 7 explored Biological challenges. Personal challenges were covered by question eight. The items in this section are both structured and unstructured.

Section B items are such that they provide responses to the three research questions. The items are therefore presented in form of tables, the first column being for Challenges, the second column for effects and the third column for mitigation. Section C sought responses about challenges not covered by the researcher.

3.6 Data collection method.

As soon as the project proposal was approved, the researcher applied for a research permit from the Ministry of Education. The application was done by presenting a copy of the final project proposal, two passport size photographs and a duly filled application form to the Ministry of Education. Upon being approved, the researcher was issued with a certificate bearing her name, photograph and the title of the study. A copy of the research permit was presented to the DC Bungoma south district, who directed the researcher to the District Education Officer (DEO) of the same district. The DEO eventually directed the researcher to the Assistant Education Officer, Bumula division.

With copies of the research permit and letter of approval from the University of Nairobi the researcher visited the sample schools and through the schools' administration, gave the questionnaire to the female teachers. The researcher administered the

questionnaires to the female teachers and collected the responses the same day. The exercise took 8 working days.

3.7 Reliability and Validity of instrument.

Validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study (Mugenda and Mugenda, 1999). To enhance the questionnaire's validity, it was presented to 5 female teachers of St Veronica Ranje secondary school. The results of the pre test were used to include structured and unstructured items and enough space provided for items.

The corrected questionnaire was administered to the same female teachers a second time to find out if the corrections had been taken care of. The questionnaires' validity was therefore ensured.

Reliability is a measure of the degree to which a research instrument yields consistent data after repeated trails (Ibid). The questionnaire which has passed the validity test had its reliability enhanced by test-retest technique. The exercise entailed administering the questionnaire to seven female teachers of St Peter's Musikoma secondary school twice, with one week interval between the two administrations. The mean for each item was calculated for the first test to give data for x and the same done for the second administration for y data. The formula below was applied in calculating the coefficient of reliability(r).

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where n is the number of pairs of data. The data yielded an r value of 0.997, implying that the questionnaire was highly reliable.

3.8 Data analysis techniques.

The data collected during the study was analyzed manually using descriptive statistics, adopting a qualitative approach. Responses to items 1 to 4 were analyzed using frequencies and percentages. However items 5, 6, 7 and 8 were first categorized after which frequencies and percentages were made use of in the analysis.

CHAPTER FOUR.

DATA ANALYSIS, INTERPRETATION AND PRESENTATION.

4.1 Introduction.

The chapter begins with a description of the sample in terms of age, marital status, level of training and teaching experience. This is followed by challenges faced by the respondents, effects of the challenges on teaching duties and ways of alleviating the challenges. The chapter closes with summary of findings.

4.2 Description of sample.

Data from Bungoma South District Education Office (2009) shows that Bumula division has 62 female trained Secondary School teachers. The researcher administered a total of 42 questionnaires and collected 38 responses, making the response rate to be 90%. As portrayed by table 4.1 the sample comprises of 2(5%) respondents of age 21-30 years, 12(32%) of age 41-50 years and the majority were 24(63%) within the age 31-40 years. Given that the productivity of female teachers increases with age, the sample is better placed with 36(95%) respondents of age 31 years and above. At this age female teachers have settled in marriage and get support from their husbands.

Table 4.1:Age of respondents.

Age (yrs)	frequency(f)	percentage(%)
21-30	2	5
31-40	24	63
41-50	12	32
Total	38	100

As depicted in table 4.2, two (5%) respondents are single, a number that also tallies with that for the divorced. Four (11%) are widowed. The majority 30 (79%) are married. Because of the challenges associated with being single, divorced or widowed, female teachers under these categories may have their teaching duties significantly interfered with due to lack of support from a spouse. However, the responsibilities that come with marriage may also negatively affect the teaching duties of female teachers though these can be reduced by the support from husbands.

Table 4.2: Marital status of respondents.

Marital status	Frequency(f)	Percentage(%)
Single.	2	5
Married.	30	79
Divorced.	2	5
Widowed.	4	11
Total	38	100

Table 4.3 reveals that the majority of the respondents 16 (42%) have a degree. However 10 (6%) are of masters level, same for diploma level. Only 2 (6%) are of certificate qualification. Female teachers with high qualifications (degree and masters)are most likely to be less productive due to divided attention given to the teaching and search for better paying employment.

Table 4.3: Level of training of respondents.

Qualification	Frequency (f)	Percentage(%)
Certificate.	2	6
Diploma.	10	26
Degree.	16	42
Masters.	10	26
Total	38	100

Evident from table 4.4 is that respondents who have taught for 1-5years are the least, standing at 4 (10%). The majority 20 (53%) have taught for 6-15 years. Fourteen (37%) have a teaching experience of 16-25 years. With the majority of the respondents having a teaching experience of 6 -25years,their productivity is bound to be high as performance improves as more experience is acquired.

Table 4.4 Teaching experience.

Time (yrs)	Frequency(f)	Percentage(%)
1-5	4	10
6-15	20	53
16-25	14	37
Total	38	100

4.3: Challenges facing female secondary school teachers in Bumula Division.

The challenges endured by respondents are categorized into school environment challenges, social challenges, biological challenges and personal challenges.

4.3.1 School environment challenges.

The school environment challenges are conditions provided by the administration male teachers, students and subordinate staff that affect the teaching duties of the respondents negatively. As shown in table 4.5, the results show that 26 (8.9%) respondents find duration in present job group a challenge having been in the present job group for 4-10 years. Twenty eight have been challenged by their teaching subjects while 34 (11.6%) consider number of lessons per week (18-26) a challenge. Twenty (6.8%) feel that their relationship with the administration is a challenge, that (relationship) between respondents and other teachers, students and subordinate staff being 1.4%, 2.1% and 2.7% respectively. Thirty two (11%) respondents have experienced late ending of meetings with 24 (8.2%) finding duration in their present station inhibitory.

On sexual harassment 16 (5.2%) have experienced unkind remarks, 4 (1.4%) have been threatened, 8 (2.7%) have been asked sexual favors and 2 (0.7%) have had their sensitive body parts touched. Twenty four (8.2%) find distance to house a challenge and 22 (7.5%) dislike their schools. Under the category of others large class size and low entry behavior of learners were brought out as challenges.

The study reveals that 10.3 % of the respondents have been sexually harassed. This is lower than what Wanjala (2006) found out, the figure being of 92% in educational institutions. The study shows that the rampant form of sexual harassment experienced by 5.5% of the respondents is unkind remarks, while Wanjala (2006) reports demands for sexual favours to be the most common.

In a study carried out by McGowen (2009), The work climate challenge with profound effects was found to be lack of opportunity for advancement which agrees with stagnation in one job group finding of this study. Late adjournment of staff meetings

affecting 11% of the respondents is the unfavorable works schedule cited in Andiva (2003).

Table4. 5: School environment challenges.

Challenge	Frequency(f)	Percentage(%)
Duration in present.		
Job group (4-10yrs).	26	8.9
Teaching subjects.	28	9.6
Number of lessons per week.	34	11.6
Relationship between,		
Self and administration.	20	6.8
Self and other teachers.	4	1.4
Self and students.	6	2.1
Self and subordinate staff.	8	2.7
Late ending of meetings.	32	11.0
Duration in present station.	24	8.2
Sexual harassment		
Unkind remarks.	16	5.5
Threats.	4	1.4
Demand for sexual favors.	8	2.7
Touching sensitive body parts.	2	0.7
Distance to house.	24	8.2
Dislike school.	22	7.5
Class size.	22	7.5
Entry behavior of learners.	12	4.1
Total	292	100.0

4.3.2 Social environment challenges.

Female secondary school teachers in Bumula Division have families. Spouse, children and house helps can make the respondents be unable to perform their teaching duties effectively according to the way they relate. Table 4.6 shows that 30 (24.6%) respondents view marital status as a challenge. Among the 30, 22(18%) are married, 2(1.6%) are single, 4(3.2%) are widowed and 2(1.6%) are divorced. The status of being married appears to be the highest challenge perhaps due to the responsibility of taking care of husband and children. Staying with or away from husband has 22 (18.1%) respondents. Fourteen feel staying with a spouse is a challenge, while 8 hold staying away from spouse as a challenge. Thirty two (26.2%) find carrying school work home a challenge and 38 (31.1%) have been absent from school. The domestic responsibilities cited in Sifuna and Chege(2004) are the social challenges brought out by this study leading to absenteeism. Indeed, Clarion (2004) points out that Kenyan women do most household chores. These household chores are the responsibility of taking care of family members that leave the respondents exhausted.

Table 4. 6. Social environment challenges.

Challenge.	Frequency (f)	Percentage(%)
Marital status.	30	24.6
Staying with/away from husband.	22	18.1
Carrying school work home.	32	26.2
Absent from school.	38	31.1
Total	122	100.0

4.3.3 Biological challenges.

By virtue of being female, there are peculiar experiences endured that may hinder female teachers less effective or even unable to carry out teachings duties. Evident from table 4.7 is that 22(16.2%) endure menstruation as a challenge. Eight have painful menses; ten experience irregular menstruation cycle and twelve have a heavy flow. Five (3.7%) respondents experience painful menses, irregular menstruation cycle and heavy flow. Twenty two (16.2%) respondents view pregnancy as a challenge, with 8 having liked or disliked someone, 10 had swollen legs, 4 experienced spitting and 4 experience high appetite and craving for some kind of food, while disliking other food types. Twenty (14.7%) respondents take normal /caesarian delivery as a challenge, 11 have had normal delivery while 9 have experienced caesarian delivery. Thirty (22.1%) respondents have experienced milk let -down in class, while 26 (19.1%) consider age of the youngest child, which ranges from 4 months to 7 years as a challenge. Eight (5.8%) exhibit menopause symptoms which include feeling sleepy, impaired vision, continuous sweating and forgetfulness. In the category of other biological challenges, only 5 (3.7%) respondents mentioned operation to remove fibroids as a challenge and 2 (2.2%) mentioned fattening.

Table 4. 7: Biological challenges.

Challenge	Frequency(f)	Percentage(%)
Menstruation.	22	16.2
Pregnancy.	22	16.2
Normal/Caesarian delivery.	20	14.7
Milk left down in class.	30	22.1
Age of youngest child.	26	19.1
Symptoms of menopause.	8	5.8
Operated to remove fibroids.	5	3.7
Fattening.	3	2.2
Total	136	100.0

Paukert (1984) reports the age of youngest child as a major factor limiting a mothers' productivity at the work place. This study puts at 19.1% the respondents with young children who miss first lessons.

4.3.4 Personal challenges.

These are acquired behaviour patterns exhibited by the respondents that inhibit their productivity as teachers. From table 4.8 it can be seen that respondents consider topics in their teaching subjects, mother tongue interference, qualification and dressing as personal challenges. Twenty eight (26.7%) respondents have encountered challenging topics in their teaching subjects. Twenty (19.0%) view their qualification a challenge, 11 (10.5%) have dressed in a manner that affects their performance negatively. Specifically, 6 have dressed in tight/short clothes, 3 in noisy, high heeled shoes and 4 in transparent clothes. Mother tongue interference is considered a challenge by 10 (9.5%) respondents. In the

category of other challenges, financial constraints were overwhelmingly cited, accounting for 36(34.3%) respondents.

Table 4. 8. Personal challenges

Challenge	Frequency (f)	Percentage(%)
Challenging topics in teaching subjects.	28	26.7
Mother tongue interference.	10	9.5
Qualification.	20	19.0
Dressing.	11	10.5
Other challenges.		
Financial constraints.	36	34.3
Total	105	100.0

Challenges related to the respondents personality lead to hurried and sketchy covering of topics or the topics are avoided as well as learners' attention being distracted.

4.4 Effects of challenges on teaching duties of female secondary school teachers in Bumula Division.

The challenges already covered inhibit effective and efficient teaching by respondents. Affected duties include lesson attendance, class control, learner assessment and lessons delivery.

4.4.1 Effects of School environment challenges.

Table 4.9 reveals that 26 (9.1%) respondents who have been in their present job groups for 4-10 years are demoralized, 10 (3.5%) of those who view teaching subjects as a challenge do not complete the wide syllabus, 4 (1.4%) are required to improvise because of inadequate/ learning resources and 4 (1.4%) feel insecure as their teaching subjects are optional hence may lack learners. Of the 34 who see number of lessons as a challenge, 20 (7.0%) find the lessons tiresome, 10 (3.5%) prepare lessons inadequately and 4 (1.4%)

lag in syllabus coverage. About interrelationships, the 20 who find the administration a challenge work in fear, 4 have their lesson preparation interfered with due to noise from fellow teachers, 8 dislike the idea of spoon feeding students and 6 have their lessons interfered with due to subordinate staff delaying meals. The 32 respondents who consider late adjournment of staff meetings a challenge, 14 (4.9%) miss first lessons, 8 (2.8%) respondents fail to report to school, 10 (3.5%) experience inadequate lesson preparation.

All respondents who view duration in present station as a challenge have low teaching morale and the 16 who have been sexually harassed tend to work in isolation. Among the 24 respondents affected by distance to their houses, 20 (7.0%) have had interference on the way leading to delay or failure to arrive in school. Eight (2.8%) feel exhausted hence not effective in teaching and 4 (1.4%) are unable to do remedial teaching. All the twenty two respondents who dislike their schools experience low morale. The challenge of low entry behavior of learners cited by 12 respondents, among them 4 (1.4%) cover the syllabus slowly and 8 (2.8%) are demoralized because of students' persistent low performance. Twenty two respondents who view high class population a challenge, 7 (2.4%) give few and short assignments, 5(1.7%) do not reach all learners and 10 (3.5%) are not effective in class control.

Table 4.9: Effects of School environment challenges.

Challenges	Effect	frequency(f)	Percentage (%)
Duration in present job group.	Demoralized.	26	9.1
	Wide syllabus not completed.	10	3.5
Teaching subject.	Change of set book disorients teacher.	4	1.4
	Feeling insecure, because its optional.	4	1.4
	Inadequate teaching/learning resources calls for improvising.	10	3.5
	Tiresome.	20	7.0
Number of lesson.	Inadequate lesson preparation.	10	3.5
	Syllabus lag .	4	1.4
Relationship between Staff.			
Self and administration.	Work in fear.	20	7.0
Self and teachers.	Noise interferes with lesson preparation	4	1.4
	Expect to be spoon fed.	8	2.8
Self and students.	Delay meals hence lesson attendance .	6	2.1
Self and subordinate.	Miss first lesson.	14	4.9
	Absent from school .	8	2.8
	Inadequate lesson preparation.	10	3.5
	Low teaching morale.	24	8.4
Late ending of meetings. .	Mistrust, no team work .	16	5.6
Duration in station.			
Sexual harassment.	Interference causing delay or make one absent.	20	7.0
Distance to house.	Exhausted, infective teaching.	8	2.8
	Unable to remedial teach.	4	1.4
	Low morale	22	7.7
Dislike school.			
Low entry behaviour of learners.	Syllabus coverage slow.	4	1.4
	Demoralized due to persistent poor performance of learners.	8	2.8
Class size.	Limits frequency and length of assignment .	7	2.4
	Less teacher student interaction	5	1.7
	Infective class control.	10	3.5
Total		286	100.0

4.4.2 Effects of social environment challenges.

It is evident from table 4.10 that 30(24.6%) respondents who find marital status a challenge are all overwhelmed by school and home responsibilities. The 22(18.1%) who consider marital status a challenge have all missed school either attending to husband or paying him a visit. Twenty(16.4%) challenged by carrying school work home have had the work destroyed, 12 (9.8%) could not trace the work. All respondents have been absent from school to attend to family matters, in search of medical attention or on official duty.

Table 4.10:Effects of Social environment challenges.

Challenge	Effects	Frequency (f)	Percentage (%)
Marital status.	Overwhelmed by school and home responsibilities.	30	24.6
Staying with/away from husband.	Missed school attending to /visiting husband.	22	18.1
Carrying school work home.	Work destroyed. Work disappeared.	20 12	16.4 9.8
Absent from school.	Maternity leave/sick. attending to family issues. official duty.	38	31.1
Total		122	100.0

4.4.3 Effects of Biological challenges.

Table 4.11 shows that respondents who experience menstruation as a challenge have 6 (3.6%) of them feeling weak due to the heavy flow hence lack the strength to work, 18 (10.8%) are uncomfortable due to painful menses leading to less effective lesson delivery. Six (3.6%) miss lessons during menstruation. Of the 22 challenged by pregnancy, 14 (8.4%) find movement in class a problem, 16 (9.6%) miss lessons, 12 (7.3%) experience mood swings and 10 (6.0%) have their learners' attention being distracted because of uncontrolled spitting. Delivery, whether normal or caesarian, has kept 12 (7.3%) of the respondents away from school and 8 (4.8%) who have undergone caesarian delivery took long to heal prolonging the period of time they were away from school. The 30(18.1%) respondents who have experienced milk let down during lesson session had to abandon the lesson.

The twenty six respondents to whom age of the youngest child is a challenge have reported to school late because of attending to the young children. The five who have undergone caesarian to remove fibroids missed going on duty and the three who have put on more weight find mobility in class a problem.

Table 4.11: Effects of Biological challenges.

Challenges	Effects	Frequency	Percentage
Menstruation.	Weakens body, lack energy to work.	6	3.6
	Uncomfortable, ineffective lesson delivery.	18	10.8
	Miss lessons.	6	3.6
Pregnancy.	Mood swings	12	7.3
	Limits mobility in class.	14	8.4
	Miss lessons.	16	9.6
	Distraction of learners attention.	10	6.0
Normal/Caesarian delivery.	Away from duty.	12	7.3
	Prolonged healing unable to carry out duties effectively.	8	4.8
Milk let down during class session.	Abandonment of lesson due to embarrassment.	30	18.1
Age of youngest child.	Need attention in the morning leading to arriving in school late.	26	15.7
Operation to remove Fibroids.	Away from school.	5	3.0
Fattening.	Limits mobility in class.	3	1.8
Total		166	100.0

4.4.4: Effects of Personal challenges.

Table 4.12 portrays respondents challenged by topics in their teaching subjects, 16 (15.2%) cover such topics hurriedly and sketchly, while 12 (11.4%) avoid teaching the topics altogether. Mother tongue interference (between d and t,v and f) affects 10 respondents and all have their learners getting wrong spellings. The 20 respondents challenged by qualification all make assumptions that learners know the basics. Dressing affects 11 respondents and the noise/ attire distracts learners' attention. The 36 financially challenged respondents engage in some deal/business during school hours to make some money. The finding of financial constraint affecting 36(34.3%) respondents compare well with Sandweiss (2004) report of low income earned by women. In both cases, the financially challenged females opt to engage in other income generating activities to make ends meet. While females in sandweiss' report engage in part time jobs after office work, respondents of this study do so during school working hours.

Table 4.12: Effects of personal challenges

Challenge	Effects	Frequency(f)	Percentage(%)
Challenging topics.	Cover topics hurriedly and sketchly.	16	15.2
	Avoid topic.	12	11.4
Mother tongue Interference.	Learners get wrong spelling of words.	10	9.5
Qualification.	Make assumption that learners know some basics.	20	19.1
Dressing.	Noise/attire attracts learners attention.	11	10.5
Financial Constraints.	Attends to personal deals/ business during school hours.	36	34.5
Total		105	100.0

4.5 Ways of alleviating challenges.

Due to the school environment, social environment, biological and personal challenges faced by the respondents, measures have to be taken in order to reduce the

negative affects on teaching duties. Only then can the respondents execute their teaching duties efficiently and effectively.

4.5.1 Remedies to school environment challenges.

Each school environment challenge has one or more ways of solving it. As shown in table 4.13, the 26(9.4%) respondents challenged by long duration in present job group all recommend that the TSC promote teachers automatically after serving in a job group for three years. The challenge of teaching subjects affecting 28(10.2%) respondents would be solved by providing adequate teaching/learning materials and equipment as suggested by all the affected. The 34(12.2%) respondents having many lessons per week all suggested to have their lessons reduced by the TSC employing more teachers. Strained relation between the 38(13.7%)respondents and staff would be solved by in servicing the affected in public relation.

Twelve (4.3%) among the 16 sexually harassed respondents recommended punishment to perpetrators of sexual harassment and 4 (1.4%) suggested to have every school establish a gender focal desk. Staff meetings, being held within the school working hours, is an idea held by all those who have been victims of late ending of staff meetings.

All the 24 affected by long stay in their present station wish to be transferred. Long distance to house can be solved by housing teachers in school as suggested by 10 (3.6%) of the affected 24, while 4 (5.0%) think that school bus picking and returning teachers from and to a central place would do. Ten (3.6%) of the 22 affected by negative attitude towards school prefer to be transferred, 8 (2.9%) would like the administration changed and 4 (1.4%) wish teachers are motivated. Splitting large classes would solve the challenge of large classes as seen by all the 22 (7.9%) respondents affected, while

selection of learners of all abilities to all schools would take care of lumping low ability learners into one school as viewed by all 12 (4.3%) respondents affected.

Table 4.13: Remedies to school environment challenges.

Challenge	Remedy	Frequency	Percentage
Duration in present Job group.	TSC make promotion automatic after 3 years in a job group.	26	9.4
Teaching subjects.	Provide adequate teaching / learning materials and equipment.	28	10.2
Number of lessons.	TSC to employ more teachers to reduce work load.	34	12.2
Relationship between Self and staff.	In servicing the affected in public relations.	38	13.7
Sexual harassment.	Punishing perpetrators.	12	4.3
	Establish gender focal desk in school.	4	1.4
Late adjournment of staff meetings.	Meetings held within working hours.	32	11.5
Duration in present Station.	Transfer to another station.	24	8.6
Distance to house.	House teachers in school.	10	3.6
	School bus to pick and return teachers to a central place.	14	5.0
Negative attitude towards school.	Transfer.	10	3.6
	Change administration.	8	2.9
	Motivate teachers.	4	1.4
Large class population.	split class with 50 and above Students.	22	7.9
Low entry behaviour of learners.	Selection of learners of all abilities to all schools.	12	4.3
Total		278	100.0

4.5.2 Remedies to social environment challenges.

Evident from Table 4.14, respondents staying away from their husbands 8 (10.3%) wish to join their husbands. However 14 who stay with their husbands have no remedy. Among the 32 respondents who have carried school work home, 10 (12.8%) wish their work load was reduced and 22 (28.2%) recommend completion of school work at school. All the 38(48.7%) respondents have been absent from school and suggest that arrangements be made for another teacher to step in.

Table 4. 14: Remedies to social environment challenges.

Challenge	Remedy	Frequency(f)	Percentage(%)
Staying away from husband.	Join husband.	8	10.3
Carrying school work home.	Reduce work load.	10	12.8
	School work done in school.	22	28.2
Absent from school.	Arrange for another teacher to step in.	38	48.7
Total		78	100.0

4.5.3 Remedies to biological challenges.

As shown in table 4.15, among the 22 respondents challenged by menstruation, 10 (9.0%) would rather have sanitary pads always to take care of unexpected menses, 12(10.8%) suggest a change of the family planning method to fix heavy flow and 8(7.2%) recommend medical attention to check the painful menses.

For the challenge of pregnancy, 10(9.0%) respondents floated sick leave as a remedy to help ease the complications, whereas 4(3.6%) urged schools to provide meals perhaps for those who develop high appetite for food. The challenge of delivery and Operation to remove fibroids did not get any remedy, but milk let down calls for establishing a baby care room in school as proposed by the 30(27.1%) affected respondents. The twenty six respondents with young children prefer not to be time tabled for the first lesson while early retirement would do for those 8 experiencing symptoms of menopause. The 3 respondents challenged by fattening recommended doing regular physical exercises.

Table 4.15: Remedies for Biological challenges.

Challenge	Remedy	Frequency(f)	Percentage(%)
Menstruation.	Always have sanitary pads for emergency.	10	9.0
	Change of family planning method .	12	10.8
	Seek medical attention.	8	7.2
Pregnancy.	Take sick leave.	10	9.0
	School provide meals .	4	3.6
Milk let down during Class session.	Establish a baby care room in school .	30	27.1
Young child.	Not to be time tabled for first lesson.	26	23.4
Symptoms of menopause.	Early retirement.	8	7.2
Fattening.	Exercising.	3	2.7
Total		111	100.0

4.5.4 Remedies to personal challenges.

Table 4.16 shows that challenging topics can be tackled by inviting colleague who is comfortable with the topic as suggested by 20 (19%) respondents while 8 (7.6%) recommend in servicing by a teacher conversant with the challenging topics. The 10 respondents let down by mother tongue interference considered writing mispronounced words on the board as the only remedy. Teaching from known to unknown is cited by the 20(19.0%) respondents challenged by qualification as a solution. The interference caused by noisy, high healed shoes can be cushioned by carpeting classroom floors, an idea floated by 3 (2.9%) respondents while 8 (7.6%) propose decent dressing. All the 36 (34.3%) respondents experiencing financial constraints recommended that the TSC improve teachers' remuneration.

Table 4.16: Remedies to personal challenges.

Challenges	Remedy	Frequency(f)	Percentage(%)
Challenging topics in teaching subjects.	Colleague comfortable with topic to teach.	20	19.0
	Be in serviced by colleague conversant with topic.	8	7.6
Mother tongue interference.	Write mispronounced words on board.	10	9.6
Qualification	Teach from known to unknown.	20	19.0
Dressing.	Carpet class floors.	3	2.9
	Dress decently.	8	7.6
Financial constraints.	TSC to improve teachers remuneration.	36	34.3
Total		105	100.0

4.6 Summary of findings.

Thirty eight respondents participated in the study. Twenty four (63%) of female secondary school teachers in Bumula division are aged between 31 and 40 years. Seventy nine percent are married, though the single, divorced and widowed are also represented. Degree holders emerged the majority 16(42%) and 20 (53%) have taught for 6 to 15 years.

The female secondary school teachers of Bumula division have experienced challenges posed by the school environment, social environment, biological make up and personality. The major challenge caused by the school environment was high number of lessons per week(18 to 26 lessons) affecting 34(11.6%) of the respondents. Other school environment challenges include overstaying in a job group, teaching subjects, strained relationship with staff and late adjournment of staff meetings. Also cited as challenges related to the school environment were overstaying in present station, negative attitude towards the station, large class size and low entry behavior of learners.

The 38 respondents have been absent from school attending to social issues. Thirty two (26.2%) respondents have carried work home, while marital status and staying with/away from husband add to the list of social challenges. In the category of biological challenges, the majority of the respondents, 30(22.1%) have experienced milk let down during class sessions. Other biological challenges include menstruation, pregnancy, delivery and menopause. Challenging topics in teaching subjects emerged top among personal challenges, affecting 28(26.7%) of the respondents. Mother tongue interference, qualification and indecent dressing are other personal challenges.

The impact these challenges have on the performance of teaching duties of the female secondary school teachers range from lateness, missing lessons, absenteeism, syllabus lag, inadequate lesson preparation, inability to carry out remedial teaching, ineffective lesson delivery and class control to abandonment of lessons. Remedies to these challenges suggested by the respondents include automatic promotion, improved teacher remuneration, employment of more teachers, teacher transfer and housing teachers in school. Sensitizing teachers on gender issues, in service for administrators and subject teachers and establishing baby care rooms are some of the recommended remedies.

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CHAPTER FIVE.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction.

The chapter captures the findings of the study based on the three research objectives. Also covered in the chapter is conclusion, recommendations and suggested areas for further research.

5.2 Summary of findings.

The first research objective sort to find out challenges affecting the respondents. Top on the list of school environment challenges is high number of lessons per week affecting 34 (11.6%) of the respondents. Eleven percent have endured late adjournment of staff meetings, 9.6% are challenged by their teaching subjects and 8.9% have overstayed in their present job groups. Long stay in present station and long distance to house affect 8.2% of the respondents, while low entry behavior of learners is considered as a challenge among 4.1%. Seven point five percent have negative attitude towards their present stations while strained relationship with administration was cited by 6.8%. Sexual harassment and large class size are other challenges brought by the study.

Social environment challenges affecting the respondents include marital status cited by 24.6%, carrying school work home suggested by 26.2% and staying away from husband seen as a barrier by 18.1% of the respondents. All the respondents have been absent from school.

Biological related challenges experienced by the respondents are painful, irregular and heavy menses inflicting 16.2% of the respondents, pregnancy for 16.2%, delivery for

17.7% and 19.1% have young children that require their attention especially in the morning. Five point eight percent are hampered by symptoms of menopause and 2.2% are finding their body size a challenge.

In the category of personal challenges, 26.7% of the respondents find teaching some topics in their teaching subjects a challenge, 19.0% feel their qualification is a challenge and 10% have a problem between pronouncing letters d and t, v and f. Ten point five percent have dressed indecently. Financial constraints affect 34.3% of the respondents.

The second research objective sort to find out the impact of the above challenges on performance of the respondent's teaching duties. Although every challenge seemed to have its own effect, what the study's results reveal is that most respondents are demoralized, have a wide syllabus to cover, become tired due to teaching many lessons in a day and work in fear when their relationship with the administration is not good. Of the 34 respondents who have had to endure late ending of staff meetings, 14% miss first lessons of the next day, 2.8% absent themselves from school and 3.5% have inadequately prepared for their lessons. From the 20 who stay far from school, 2.8% teach ineffectively due to being exhausted on the way and 1.4% are unable to carry out remedial teaching. Ineffective class control, less teacher-student interaction, less frequent brief assignments and working in isolation are other effects caused by the already specified challenges.

The third research objective sort to find out suggestions on how the challenges can be overcome. All the 26 respondents affected by stagnation in one job group proposed that the TSC make promotion automatic after serving a total of 3 years in a job group. Challenging teaching subjects endured by 28 respondents would be easier to teach

by provision of adequate teaching/learning materials and equipment. Employment of more teachers was suggested by the 34 affected to be the remedy to high work load.

Respondents who have overstayed in their present stations (24) and those harboring a negative attitude towards their school proposed to be transferred. Existence of strained relationship (affecting the 38 respondents) and challenging topics call for in service in public relations and teaching subjects respectively. The 16 respondents who have been sexually harassed were of the opinion that the perpetrators of sexual harassment be punished severely, though establishing a gender focal desk in each school would prevent such incidences from occurring. The 24 commuters respondents wished to be picked and returned to a specific central place by a school bus or be housed in the school compound. High class population endured by 22 respondents suggested to have the class split while equal selection of learners of all abilities to school would take care of the low entry behaviour of learners tolerated by the 12 respondents.

Prolonged staff meetings and carrying school work home affecting 32 respondents would cease to be an issue once working hours schedule is adhered to. The 8 respondents staying away from their husbands proposed joining their partners as a remedy while arrangement to have another teacher teach one's lessons in case of being absent was fronted by 38 respondents.

The discomfort accompanying menstruation experienced by 22 respondents would be overcome by always carrying sanitary pads and changing to appropriate family planning method. Challenges related to pregnancy would be alleviated by applying for sick leave and provision of meals, suggestions given by the 22. Twenty six respondents with young children suggested starting their lesson at 9.00am while establishing baby care room

would ensure regular breastfeeding hence prevent the embarrassment caused by milk let down during lesson session experienced by 30 respondents.

Ten respondents exhibiting mother tongue interference felt writing mispronounced words on the board would clear the challenge. Carpeting classroom floors and decent dressing would prevent distracting learners' attention, an opinion held by 11 respondents. Improved remuneration would keep the 38 respondents in school during working hours instead of them engaging in other businesses to earn more money.

5.3 Conclusion.

Four key challenges have been established by this study as affecting the performance of female secondary school teachers' duties. These challenges relate to the school environment, social environment, biological make up and personality of the teachers. Challenges posed by the school environment emerged the majority.

In the category of school barriers established by the study are stagnation in one job group, teaching subjects, high work load, strained relationship between staff, late ending of staff meetings, overstaying in a station, sexual harassment, commuting, negative attitude towards school, large class size and low entry behavior of learners.

The social environment posed challenges such as marital status, staying with /away from husband, carrying school work home and absenteeism. However, the social challenges occur alongside biological challenges of having young children and enduring symptoms of menopause. At personal level, the female secondary school teachers of Bumula division find certain topics in their teaching subjects challenging, they exhibit mother tongue interference and dress indecently.

The effects of the challenges already mentioned are diverse; they include absenteeism, lateness, slow syllabus coverage, abandonment of lessons, inadequate

lesson preparation and distraction of learners' attention. Demoralized female secondary school teachers interact less with learners, giving short assignments after a long time, are unable to carry out remedial teaching and have poor class control.

However, the challenges experienced can be solved through a number of ways. Automatic promotion after serving 3 years in a job group, transfer for those with negative attitude towards school and employment of more teachers are remedies suggested by affected respondents. Strained relationship between staff and challenging topics in teaching subjects call for in service in public relations and specific subjects respectively. Sexually harassed respondents suggested severe punishment of the males involved and educating staff on gender issues.

Schools with means of transport would arrange to pick affected respondents or house them in school, provision of adequate teaching/learning materials and equipment would make teaching subjects less challenging while splitting large classes and selection of learners of all abilities to a school would take care of overcrowded classes and low entry behavior of learners respectively. More so, school meetings should be done during official working hours and teachers should arrange to have their lessons taught by other teachers in case of failure to report to school.

Menstrual challenges call for medical attention accompanied by carrying sanitary pads to take care of irregular menses. Female secondary school teachers with young children would be comfortable if their lessons began at 9.00am while lactating mothers would breast feed their young ones regularly if schools established baby care rooms. In addition, writing mispronounced words on the board, decent dressing and improved remuneration would ensure female secondary school teachers carry out their duties effectively.

5.4 Recommendations.

The exercise of carrying out this study enabled the researcher to come up with some recommendations. Bumula division has fifteen public secondary schools with sixty two trained female secondary school teachers. The researcher recommends that future teacher recruitment exercise give priority to female candidates of relevant subject combinations to reduce the high number of lessons taught by the female teachers.

There is an urgent need to establish gender focal desks in each secondary school of Bumula Division. Given the way males are socialized in the society, male teachers may not be aware that their remarks amount to sexual harassment. The gender focal desk will sensitize both male and female secondary school teachers about gender issues.

What makes teaching subjects a challenge is mainly inadequate teaching, learning resources, the researcher recommends that the CDF kitty in Bumula division provide basic resources in secondary schools.

Secondary schools in Bumula division with school buses should consider transporting their female teachers who are majorly commuters. However building more houses in school compounds to accommodate female commuter secondary school teachers can be a long term solution to commuting problems.

Establishment of baby care rooms in secondary schools of Bumula division is a noble idea. It will go along way to help alleviate breast feeding female teachers' challenge of having young children.

5.5 Suggested areas for further study.

The findings of this study are in no way exhaustive. The researcher therefore suggests the following topics for further research.

- 1) An investigation of challenges faced by male secondary school teachers in performing their duties.
- 2) Factors enhancing female secondary school teachers in performing their duties.

5.6 Contribution of knowledge.

The exercise of conducting this study has enabled the researcher to contribute to already existing knowledge as shown in table 5.1.

Table 5.1 Contribution of knowledge.

Objective	Contribution of knowledge
<p>To establish challenges affecting female secondary school teachers in performing their duties in Bumula Division.</p>	<p>School environment challenges</p> <ul style="list-style-type: none"> -Stagnation in present job group . -Inadequate learning resources. -High work load. -Strained relationship with administration and subordinate staff. -Prolonged staff meetings. -Over staying in present station. -Sexual harassment. -School located far from house. -Negative attitude towards school. -Large class size. -Low entry behaviour of learners <p>Social Environment challenges.</p> <ul style="list-style-type: none"> -Marital status -Staying a way from spouse -Carrying school work home <p>Biological challenges</p> <ul style="list-style-type: none"> -Painful, irregular and heavy flow during menstruation -Pregnancy. -Milk let down. -Young children. -Menopause. -Fattening <p>Personal challenges</p> <ul style="list-style-type: none"> -Mother tongue interference. -Indecent dressing and Lag in syllabus coverage. -Inadequate lesson preparation.
<p>To determine effects caused by challenges in the teaching duties of female secondary school teachers in Bumula Division .</p>	<ul style="list-style-type: none"> -Lack of team work -Miss lessons -Absenteeism -Less learners assessment -Abandonment of lesson ,
<p>To investigate ways of alleviating the challenges in way to enhance performance of teaching duties by female secondary school teachers in Bumula Division</p>	<ul style="list-style-type: none"> -TSC to make promotion automatic. -Improved remuneration -Provision of adequate teaching learning resource and equipment -Employment of more teachers. -In servicing of administrators.

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APPENDICIES

Appendix 1: Cover letter:

University of Nairobi
Kakamega extra mural centre
Box 422,
Kakamega.
Date 22nd June 2009.

Female Secondary teachers,
Bumula division,
Box 344
Bungoma.
Kenya.

RE: REQUEST TO PARTICIPATE IN THE STUDY:

I am a master's student in the above institution, Kakamega branch. I am carrying out a study to investigate challenges faced by female secondary school teachers of Bumula Division. You have been selected to participate in the study. Kindly fill in the information asked by the researcher.

Any information you give in the questionnaire will be treated as confidential and is only meant for the purpose of this study.

Thank you for your cooperation

Yours sincerely.



Appendix 2: Questionnaire to female secondary school teachers.

SECTION A. BACKGROUND INFORMATION

Respond to the questions by inserting a tick (✓) where applicable.

1. Age (a) 21-30 years (b) 31-40 years
(c) 41-50 years (d) 51 years and above

2. Marital status (a) Single (b) Married (c) Divorced (d) Widowed

3. Level of training (a) Certificate (b) Diploma (c) Degree
(d) Masters

4. Teaching experience (a) 1-5 years (b) 6-15 years
(c) 16-25 years (d) 26 years and above

SECTION B: Questions relating to challenges experienced at work.

Answer as may be applicable providing details on how each challenge affects your performance and how the effects of the challenges can be reduced.

5. Questionnaire relating to school environment.

Challenges	Effect	Remedy
i. Duration in present job group		
ii. Teaching subjects		
Number of lessons per week		
<p>Relationship between staff</p> <p>(a) Self and administration <input type="checkbox"/></p> <p>(b) Self and other teachers <input type="checkbox"/></p> <p>(c) Self and students <input type="checkbox"/></p> <p>(d) Self and subordinate staff <input type="checkbox"/></p> <p>v. Late ending of meetings in school</p>		
vi. Duration in present station		
<p>vii. Sexual harassment are</p> <p>(a) Persistent verbal unkind remarks <input type="checkbox"/></p> <p>(b) Threats <input type="checkbox"/></p> <p>(c) Demand for sexual favors <input type="checkbox"/></p> <p>(d) Touching sensitive body parts of reciprocating person <input type="checkbox"/></p>		

(viii) Distance to house		
(ix) Nick name (if any)		

6. Questions relating to social environment

Challenges	Effect	Remedy
(i) Marital status		
(ii) Stay with/Away from husband		
(iii) Challenge (if any) in carrying school work home		
(iv) Reasons for being absent from school		
(v) Other social challenges specify		

7. Questions relating to biological challenges.

Challenge	Effects	Remedy
(i) Menstruation (a) Painful menses <input type="checkbox"/> (b) Irregular cycle <input type="checkbox"/> (c) Heavy flow <input type="checkbox"/> (d) Other challenges related to Menstruation, specify <input type="checkbox"/>		
(ii) Pregnancy (a) Like/dislike personality <input type="checkbox"/> some (b) Swollen legs <input type="checkbox"/> (c) Spitting <input type="checkbox"/>		



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
KAKAMEGA & WESTERN KENYA AREA

Your Ref:

Our Ref: UON/CEES/SCDE/DEMS/KAK/193/(55)

Telephone: Kakamega 056-31038

P.O. Box 422
KAKAMEGA
KENYA

22nd June, 2009

TO WHOM IT MAY CONCERN

REF: ASINGWA PHELLISTAS – L50/7137/07

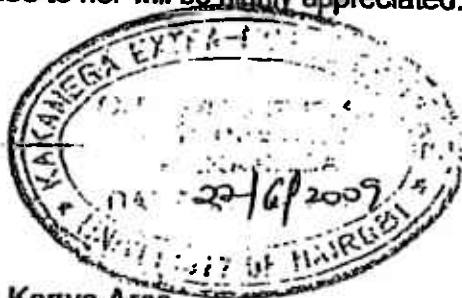
This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies, Kakamega Extra-Mural Centre taking a Course in Masters of Arts (Project Planning Management).

She is undertaking a Research Project entitled "Challenges faced by female secondary school teachers during performance of their duties : A Case Study of Bumula Division".

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

Mr. John M. Mbugua,
Resident Lecturer,
Kakamega & Western Kenya Area



BUNGOMA SOUTH

2009

BUNGOMA DISTRICT SECONDARY SCHOOL STATISTICAL DATA OF TEACHERS ESTABLISHMENT BY GRADE AND SEX AS AT200

TEACHERS ON DUTY

	CLASSES					TRAINED										UNTRAINED										G: TOT				
	CLASSES					GRD		TECH		ATS		PI		TOT		GRD		TECH		KACE		KCSE		OTHERS			TOT		S:TOT	
	F1	F2	F3	F4	TT	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F
<u>KANDUYI DIV</u>																														
SANGALO	13	12	10	9	44	37	18	0	0	1	0	0	0	38	18	0	0	0	0	0	0	0	0	0	0	0	0	38	18	56
MWIBALE	13	13	11	10	43	46	18	0	0	1	0	0	0	47	18	0	0	0	0	0	0	0	0	0	0	0	0	47	18	65
MUNICIPALITY	26	25	22	22	95	114	106	1	0	7	3	0	0	122	109	0	0	0	0	0	0	0	0	0	0	0	0	122	109	231
	52	50	43	41	182	197	142	1	0	9	3	0	0	207	145	0	0	0	0	0	0	0	0	0	0	0	0	207	145	352
<u>BUMULA DIV</u>																														
KABULA	10	10	9	8	37	36	19	1	1	2	1	0	0	39	22	0	1	0	0	0	0	0	0	0	0	0	0	39	23	62
BUMULA	14	13	9	9	45	29	6	0	0	6	3	0	0	35	11	0	0	0	0	0	0	0	0	0	0	0	0	35	11	46
KIMBEJI	8	8	7	5	28	30	14	0	0	1	1	0	0	31	15	0	0	0	0	0	0	0	0	0	0	0	0	31	15	46
SIBITI	9	9	8	8	34	19	12	1	1	2	1	0	0	22	14	0	0	0	0	0	0	0	0	0	0	0	0	22	14	36
	41	40	33	30	144	114	51	2	2	11	6	0	0	127	62	0	1	0	0	0	0	0	0	0	0	0	0	127	63	190
<u>BUNGOMA SOUTH</u>																														
- KANDUYI	52	50	43	41	182	197	142	1	0	9	3	0	0	207	145	0	0	0	0	0	0	0	0	0	0	0	0	207	145	352
- BUMULA	41	40	33	30	144	114	51	2	2	11	6	0	0	127	62	0	1	0	0	0	0	0	0	0	0	0	0	127	63	190
TOTAL	93	90	76	71	326	311	193	3	2	20	9	0	0	334	207	0	1	0	0	0	0	0	0	0	0	0	0	334	208	542

NAME OF OFFICER..... EUSAH OWITI SIGN..... [Signature] DATE..... 13/05/09

DISTRICT EDUCATION OFFICER
BUNGOMA SOUTH DISTRICT
P.O. Box 40