A STUDY INTO SOME OF THE REASONS WHY THERE ARE FEW WOMEN HOLDING HIGH OFFICES IN THE MINISTRY OF EDUCATION

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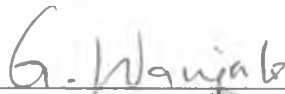
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DECLARATION

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

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This research project has been submitted for examination with my approval as the university supervisor.

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ABSTRACT

The study was carried out at the Ministry of Education headquarters in Nairobi. The study involved finding out the number of senior male and female officers holding high offices in the ministry with an aim of finding out if there was a gender balance. It has been found out that the number of senior male officers holding high offices in the ministry are more than the senior female officers.

In order to understand the factors leading to having fewer women than men holding the high offices, a research study was done by using the questionnaire as the main instrument. The demographic data in the questionnaire provided information on the senior officers, their gender, qualification and posts held. This enabled the researcher to establish that there were more men than women. Other questions were used to explore the managerial skills and the competence level of the male and female senior officers holding high posts and it was established that there is no difference in the qualifications, managerial skills and competence of the male and female workers.

The third part of the questionnaire had structured open-ended questions that were used to tap information from the respondents on the problems encountered by the senior female officers holding high posts, at the ministry. The study found out that, they felt undermined by their male colleagues working under them because they are women. Their fellow women bosses also undermine them. They felt that their bosses also do not trust their decision making abilities. The nature of some of the jobs that required them to be in the field for long, thus separating them from their families, this discourages women from seeking such jobs. The study also explored some of the factors that prevent female officers from ascending to the senior posts. It found out

that many women started school but fewer reached higher levels of education because some dropped out of school due to cultural reasons, some got married and others just stopped at a level where they felt they needed to start families and thus left education at a level that did not allow them to ascend to the high posts. Other factors included the not so friendly atmosphere experienced by the senior female officers at places of work, community frowning upon women holding high offices, gender insensitivity at recruitment and selection and also the dual role played by women as both home managers and employees at the ministry. The study found out that these are some of the factors that discourage female workers from getting high posts. The study also used the same questions to explore how the female workers perceived the imbalance and upon analysis it was found out that they perceived it as being unfair.

The study found out that both male and female workers felt that there is need of improving leadership quality at the ministry by ensuring a balanced gender representation, equal opportunities at recruitment, selection and promotion, regular induction courses and better remunerations. They also felt that leaders should be posted to areas of their choices and posts given according to qualifications and experience, regardless of sex. To be encouraged are; affirmative actions, automatic promotions of deputies, women to be viewed as professionals and annual appraisals to be done away with and all forms of encouragement put in place to encourage women to come up so as to achieve a balance in gender among senior officers holding leadership position at the ministry of education, there by improving the overall, administrative and production levels.

TABLE OF CONTENTS

CHAPTER FOUR: DATA REPORTING, ANALYSIS AND INTERPRETATION

CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS

BIBLIOGRAPHY

APPENDICES

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

1. ACIS   -   Assistant Chief Inspector of Schools

2. ADE   -   Assistant Director of Education

3. CIS   -   Chief Inspector of Schools

4. DCIS   -   Deputy Director of Education

5. DDE   -   Deputy Director of Education

6. DO   -   Director of Education

7. DPS   -   Deputy Permanent Secretary

8. HELB   -   Higher Education Loans Board

9. PS   -   Permanent Secretary

10. SDDE   -   Senior Deputy Director of Education

11. SEO   -   Senior Education Officer

12. SIS   -   Senior Inspector of Schools

13. TSC   -   Teachers Service Commission

14. UNESCO -   United Nations Education Science & Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Research has shown that though women leadership styles may differ from those of their male counterparts, as Wilson P.A. (1990) points out, there are many female administrators who perform administrative tasks superior to men. Glueck W. (1997) defines leadership as a set of interpersonal behaviour designed to influence employees to co-operate in the achievement of objectives, while Halmann, Scott and Conner (1978) view leadership as a process by which people are directed, guided and influenced in choosing and achieving goals. Koontz and O'Dnell describe leadership as that ability to manage and induce subordinates to work with confidence and zeal. The effectiveness of leadership can thus be measured by the performance of a group. Fielder (1987) points out that highly skilled leadership is required to assemble and utilize constructively different abilities, viewpoints, attitudes and ideas in performance of group tasks and organizational missions.

Women leaders, like their male counterparts need to be effective leaders, despite the various challenges they face. Al Khalya (1989) points out that a woman in managerial post in a male dominated area is perceived as an intruder and is also exposed and vulnerable and always faces challenges to her working styles and leadership position. In her study on factors affecting women's progress in management, Al Khalya (1989) found out that women are affected by negative social and cultural attitudes. She found that majority of employees in Universities of Nairobi and Kenyatta agreed that cultural attitudes affect women's progress in management.

1

Ondicho T. (1999) in his study on battered women, also concluded that the hierarchical power structure of the family prevails; that women should be subordinate and authority dominated by men or else the women face physical force.

Gender disparity in the formal education systems also contributes to non-visibility of women in educational leadership positions. The completion rate for girls, for example, in primary schools, is lower as fewer girls compared with boys join secondary schools. At the university the ratio is even lower. In Kenya's history, there were women who excelled in leadership positions, more so during the Independence struggle. The National Development Plan of 1989 – 1993 also points out that women had well-defined leadership roles in traditional societies, yet it has been noted that although a growing number of women are assuming managerial positions in all sectors of the economy, they have been slow to rise to prominent leadership positions in modern Kenya.

In the educational sector, few senior women administrators exist. For example currently most senior women administrators at the Ministry of Education are: 1 – Director of Education, 2 – Deputy Directors of Education and 6 Assistant Directors. Out of the total 12 departments out of Jogoo House namely: Kenya National Commission for UNNESCO, National Council for Science & Technology, Commission for Higher Education, High Education Loads Board (HELB), Teachers Service Commission (TSC), Kenya Institute of Education, Kenya Educational Staff Institute, Kenya Institute of Special Education, Kenya Examination Council, Kenya School Equipment Scheme, Kenya Literature Bureau and Jomo Kenyatta Foundation, only one is headed by a woman and this is the Kenya National Commission for UNESCO. It is therefore imperative that women with leadership potentials be appointed to leadership positions, especially in the education sector.

In a study of education literature and lives of graduates of University of North Carolina at Greenbarow – Ashvile Programme, Wilson (1990) concluded that women who show potential for excellent leadership should be given the opportunity to serve as administrators so as to influence the lives of those women still in institutions of learning.

In Kenya the written laws are not clear on gender discrimination. There is need to avert the non-discriminatory clause in Kenyan constitution to include gender as one of the attributes for protection against discrimination, this is because written laws tend to leave loopholes allowing for gender inequalities that affect leadership potential in women. The Government of Kenya has committed itself in principle to implement resolutions for gender equality approved by the Fourth United Nations Women Conference (1952). It has thus committed itself to ensuring that women are allowed higher occupational choices in all sectors of the economy through the policy of expanding the education and other opportunities for women, which will make them equally productive and more informed like their male counterparts. In noting the disparities, the Government has offered remedies. The former president of Kenya (Moi) for example, indicated that Kenyan women had been appointed to key positions in the government, in recognition of their competence in serving the Nation. These appointments are likely to provide models and encouragement to other women aspiring for leadership positions. The women themselves are not blameless, especially in their unwillingness to help other women; they tend to be over-demanding on fellow women and, assume the queen bee syndrome and regard women in positions lower than them negatively.

1.1 STATEMENT OF THE PROBLEM

The study sets out to determine the reasons for having few women as educational administrators in the Ministry of Education, with a view of recommending measures that can be taken to

increase the number of female administrators in the Ministry of Education. The study therefore investigate the stumbling blocks or the problems (factors) that prevent women from progressing into leadership positions in education at the ministerial level. The reason for having few women at decision and policy-making levels and the problems contributing to this. Some of these problems may include, for example, the state of mind of a schoolgirl who has dropped out of school due to pregnancy and want to rejoin school. Her state of mind and needs can only be understood by fellow women who should be included in policy and decision making panels. Since there are few women at the top, it means women or girls have few role models to emulate and encourage them and as such from an early age in life they do not develop high expectations thus not too ambitious. Right from an early age in the education system, girls drop out of school due to various reasons. The study seeks to find out some of these problems, for example, why girls drop out to teenage pregnancies and do not feel encouraged to go back to school, and if others still drop out due to cultural practices, for example that after circumcision some do not see the need to continue with education and they need to wait to get married. Others may view that education may mean trying to compete with men, whereas women are supposed to be lowly before men and therefore submissive. At an early age girls should be encourage to work hard in their studies and they should also be given hope and encouragement right from an early age in life, so as not to look at themselves as lowly.

1.2 PURPOSE OF THE STUDY

The purpose of the study is to investigate the reasons for having few women administrators in the Ministry of Education. The study further sought to identify factors that contribute to non-visibility by looking at why majority of the sections and departments are staffed by men, and if the structure of the Ministry of Education does not encourage women in educational administration. Thus the study sought to determine reasons for having few women as educational

administrators in the Ministry of Education with a view of recommending measures that can be taken to increase the number of female administrators in the Ministry of Education. The study also sought to establish the stumbling blocks and factors preventing women from progressing into leadership position in education at ministerial level. These factors may include; cultural, qualification (academic), age, women themselves and some policies.

1.3 OBJECTIVES OF THE STUDY

In order to study the reasons for non-visibility of women administrators at the Ministry of Education headquarters, the following objectives were identified: -

1. To establish the number of male administrators at the Ministry of Education headquarters.

2. To establish how female education workers perceive the disparity in administrative positions.

3. To establish whether gender sensitivity played a role in recruitment of administrators.

4. To establish some of the factors hindering women from ascending into higher posts in management and administration at ministerial level.

5. To establish leadership problems encountered by women administrators ate the Ministry of Education headquarters.

1.4 RESEARCH QUESTIONS

On the basis of the objectives already outlined, the research questions formulated thus are: -

1. How many departments do men head?

2. How do the female educational workers perceive the disparity in administrative positions?

3. Does gender sensitivity play a role in recruitment of administrators?

4. Does the Ministry of Education encourage women in educational administration to hold senior positions?

5. What are some of the factors that hinder women from getting similar posts in management and administration at the ministerial level?

6. What are some of the leadership problems encountered by women administrators at the Ministry of Education headquarters?

1.5 SIGNIFICANCE OF THE STUDY

The research looked at factors contributing to having few female administrators in high offices, in the educational sector and more specifically at the Ministry of Education headquarters, where majority of the sections and departments are staffed by men. It looked at representation of women in the various sections and departments. Such sections include; policy, planning, inspectorate, overseas training, teacher training, where lack of women representation will mean that the interests of women will not be presented as the men may not do it adequately.

The study is likely to influence the existing practices where the existing sections and departments at the Ministry of Education are headed by men, who are the main decision makers, and as such the decision are mainly made with no consideration of women issues and as such discouraging women from ascending to leadership positions in educational administration. Gender equality in these departments as regards their leadership will ensure equal representation of male and female, thus, ensuring more females being leaders thus countering their male counterpart causes.

The findings of this study will benefit the Government, as it will ensure equal distribution of leaders according to gender, thus ensuring maximum productivity and representation and will also benefit the female students in various institutions of learning, as they will be made aware of

problems prevailing that prevent them from progressing into educational leadership positions and how best they can counter these problems. The whole society in general will also benefit from the study, in that, it will benefit in maximum productivity that will raise the productivity level at the Ministry of Education, by tapping the women's leadership potential, thus raising the standard of education and the standards of living of women and more so to the girl-child in relation to education.

1.6 LIMITATIONS OF THE STUDY

The results of the study are not generalized, since they are based on the study carried out at the Ministry of Education only.

Finances maybe a limiting factor, since the researcher may need money for making instruments needed for research, traveling to and from the headquarters and other related offices and if possible get assistance in analysis and interpretation of data for the stationery.

1.7 DELIMITATION OF THE STUDY

The study sought to make the research manageable by limiting the area to the Ministry of Education headquarters in Nairobi.

The study also dwelt on the representation of the women leaders only in some departments at the headquarters namely; policy, planning, inspectorate, overseas training, teacher training and management.

1.8 BASIC ASSUMPTIONS OF THE STUDY

The study assumed that there exists a gap that it set out to investigate, in that there are more males holding high offices in the education administration sector than females. There being disparity in the numbers, the researcher sets out to find out, reasons, causes and factors, with a view of recommending solutions that may lead to solving this disparity.

1.9 DEFINITION OF SIGNIFICANT TERMS

1. Gender: - Refers to the social relationship between men and women, boys and girls, culturally defined and involving ideological and material practices.

2. Girl-child: - Refers to the female offspring.

3. Leadership: - Refers to holding of administrative positions at various departments at the Ministry of Education.

4. Non-visibility: - Refers to very few representatives that are almost insignificant, in this case female representation as compared to males who outnumber them.

5. Perception: - Refers to the proves of being aware of changes and views of male to female leaders/administrators.

6. Affirmative action: - Refers to taking steps to end discrimination and prevent the recurrence and opening up opportunities, too long denied to qualified women and in varieties.

7. Feminine: - Refers to those aspects associated with femaleness.

8. Figurehead: - Refers to women chosen in positions not that they deserve but just as a show to the community.

9. Sex stereotyped: - Refers to a common long held belief that men are strong and women are weak.

10. Sexism: - Unfair discrimination between male and female (sexes).

11. Affirmation: - To engage in acts that are aimed at bringing justice to the oppressed and the minority.

12. Egalitarian: - Refers to the belief that all people are equal and should have equal rights.

13. High officer: - Refers to senior positions in the Ministry.

1.10 ORGANIZATION OF THE STUDY

The study is divided into five chapters. Introduction is Chapter I (Section Proposal) and will contain; background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitation of the study and delimitation of the study, assumptions of the study, definition of terms and organization of the study. Chapter II (Section 2 proposal) has literature review, Chapter III (Section 3 proposal) contains research design and methodology, target population, sampling of the subjects and description of instruments, data collection and analysis procedure. Chapter IV (Section 4 proposal) report on data obtained from respondents and interpretation of findings. Chapter V (Section 5 proposal) contains; the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this section, related literature on leadership is reviewed. The review is pegged on to the theory of trait approach to leadership. The review also looks at the writings of various researchers and writers, that are broadly subdivided into; leadership itself, occupation and sex stereotyping and curriculum orientation and choice, and parental and social-cultural influence and finally affirmative action.

2.1 LEADERSHIP

The theory of trait approach to leadership is one of the earliest approaches used for research on leadership. This approach tried to identify specific qualities that differentiate leaders from followers. It does it in general without bringing the ides of gender. This theory could be an outgrowth of the attention derived from the role "Great Men", in history, which was based on the premise that leaders were not made according to Hugh J. A. and Fieldman D.C. (1986). This theory seemed to assume that some people were set apart from others by virtue of their possessions of some characteristics and that it was such people who became great leaders. Caryle (1979) argued that the world's progress could be attributed to the individual achievement of great men. But research on psychology traits that manifest themselves in leaders have yielded contradictory findings. Bird C. (1940), investigated studies of leadership which attempted to characterize leaders in terms of specific traits and attributes and his findings revealed 79 traits that emerged from twenty different studies and of these, only 5% were common to 4 or more

investigations. Some items of such studies were; piety, honesty, courage, perseverance, intelligence, reliability, imagination and industriousness. In review of leadership studies with particular reference to military problems, Jen Kins (1947 in Psychological Bulletin) reviewed 4 military studies and found no single trait or group of characteristics that could be isolated, which set off the leader from members of his group. He thus concluded that leadership was specific to the situation under investigation and the research in characteristics of leadership still continues. Campbell, Gheselli and Kesman (1963, 1970, 1970), did researches that showed that effective managers tend to have a higher than average intelligence, verbal fluency, self-assurance, initiative, achievement, motivation and ambition for power. Wexley (1977) however reported that relationship between these traits and managerial effectiveness is weak and fail to provide reasons why some managers are more effective than others.

2.2 OCCUPATION AND SEX STEREOTYPING AND CURRICULUM ORIENTATION AND CHOICE

According to Beverly F. (1979) in her dissertation entitled occupation and sex stereotyping and curriculum choice by 8th grade girls, she pointed out that demographic and psychological factors were related to choice of curriculum on the part of the women and that also parental education and strong demographic factors were related to the choice of curriculum by girls in service and non-teaching subjects and that psychological factors were also related to occupational sex stereotyping. While Suzanne G. in his PhD dissertation asserts that most institutions do not encourage career advancement of women to leadership positions. Sloan Wolff asserts that the reasons for having few women leaders is due to gross under representation of females in educational administrative associations.

To examine women's position at the highest occupational levels that changes status can be assessed, women's career prospects vary from one country to another. The professions traditionally closed to female entrants still represent the height of prestige, authority, learning and income. By 1970's American professional women were proportionally fewer, since working women were usually confined to average jobs. In France girls only do very difficult exams leading to teaching in French universities, rather than entrance examinations in the highest grade of civil service, as these would lead to administrative posts.

In her book, "Woman, Society and Change", Sullerot E. (1971), points out that, it is asserted that women were unsuited to executive posts, which require frequent travel and which would compel them to sacrifice their children and their family as a whole. One wonders where men are left in relation to the family that squarely lies on the women, to let the men climb to the executive posts in the society. She also points out that now, women have rights to vote and stand for elections, yet their share in public life remains less than that of men. Sullerot further points out that a woman's occupational life is interrupted by marriage and maternity, hence promotions at work is difficult and having interrupted their careers, they lose the advantages of seniority, that the process whereby employees proceed from grade to grade. This problem is complex. Justice in promotion in an occupational structure dominated by men cannot be reconciled with their reproductive roles, which makes their live discontinuous by definition. A young woman on being employed, is assumed to be undependable, as she is eventually likely to drop work after a few years, therefore she is not given a post carrying responsibility and is considered a temporary employee. The labour market is therefore biased against women from the start. After leave when a woman returns to work, she is termed as old, in a world where youth is considered synonymous with adaptability and resourcefulness. Each according to Sullerot, is a handicap which offsets the advantages of greater dependability. Unlike in men, women have been shown to possess greater

qualities of endurance and competence at 40 years than at 20. However, since the labour market is ruled by men, it is dominated by male prejudice, which may be justified in relation to male workers, but do not make sense when applied to women as they regrettably tend to be. She further points out that in early years, women were relegated to typically feminine occupations, like secretarial and were advised on how to get on with their bosses and adapt their temperaments and that she is a female partner in a working couple and taught to act how a woman should, that is adapting to obey and discreetly helping her boss, so that she shines, while she practices self-effacement in the background. Women thus found themselves occupying the most subordinate positions and least skilled posts.

Discrimination at the advertising stage of posts and making appointments to leadership positions, whereby at times, men are more encouraged to apply and women discourages, is also seen. Encouraged women are those indebted to men.

Some organizations say that it is not the policy of the advanced project group to appoint women to senior technical positions, although the duties could be carried out by women.

In her book, "Invisible Women", Spender D. points out that when Wolg V. analyzed the English Education system in 1938 in her book entitled "Thee Guinness", that there were no places for women in English education system, which was a patriarchal value system and was disadvantageous to women. She further says that 43 years later in 1981, at a meeting of women education group, A nnie Combleat addressed the same issue and indicated very little progress. This is the measure of disenchantment that many women currently feel in relation to education systems around the world. Thus it is the males who make knowledge about education and they don't take into consideration the women's feelings, positions and limitations. That is why people

know little about women and what they know is false. Spender also notes that what does not interest men may be a burning issue to women, but it is only male interests that are pursued, and knowledge produced about their interests and fed to the whole society, while women's interests evaporate. Women must have just made history as men, but it is not recorded. Rebecca Njau and Gideon Mulaki, in their book "Kenya Women Heroes", (1999) did some research on some women leaders in Kenya. Such leaders included; Ndiko wa Githura, Ciokaraine Mbarungu, who was known for her fairness and justice, Syuntuna, Mekatilili among others. They led whole communities including men and were recognized by the colonial administration, like Ciokaraine who was made a chief. Wanjiku Mwagiru in her paper entitled "Today Black Woman: Images and Realities", points out that even in traditional African societies, women were born leaders and accorded the necessary respect. They played a big role in planning to grow, and store food to keep a whole household for over a period of time and are currently heads of households in rural areas, where men have moved to urban areas to look for salaried employment yet history decides to play down their importance.

Spender notes that in his book, Rech A. (1979), pointed out that men's power breeds power and thus sets terms and make those who are not in power wrong and their position right. Spender further observed that there are areas where women perform better for example, researchers, such as Peter Trugill, suggest that women talk better than men and Kathy Clarricoates shows that girl students behave better, but all these is underplayed. She further observes that the problem of sexism and education cannot be overcome by inserting some positive images of women in the curriculum or appointing a few more women to senior positions or posts, or even encouraging girls to stay longer at school.

It was earlier seen that the existing education systems, were set long before women were denied entry, female equality thus demands for equality in access to education which will be achieved when women's experiences are accepted by society as equally valuable and valid as that of men.

When half the knowledge available is generated by women about women, when women make up half the Government of education. Men decided what education should be and control it and they got there first, so they hold all powerful positions and decide what is to be taught, how and to whom and from their male experience. Few women who have power, depend on male approval and support for their positions and do not develop their own, thus not representing women's perspectives as Smith D. (1978) explains in Spender's book..

Women displaying strength and assertion and independence, are termed aggressive, and for a number of jobs, this would disqualify them, but men who display strength are seen to demonstrate firm convictions and display qualities of leadership and decision making capabilities. Men thus monopolize influential positions and argue that women do not have the experience of being in influential positions and these become reasons for nor appointing them to influential positions. Spender observes that women in educational governments run into obstacles and those who are still committed to the autonomy of women and attempt to make decisions on the basis of their experience as women are dismissed and their views seen as unorthodox, if they see male control as a problem and their view perceived as incompetent and their actions in the wrong.

According to Spender despite the sex discrimination act in 1975 in Britain the disparity still continues. Men still dominate senior positions in schools; the higher one goes as the table below shows.

TABLE 1:

DOMINATION OF MEN IN SENIOR POSITIONS IN SCHOOLS

Women Teachers	1965	1974	1986
Primary Schools			
All	74%	77%	79%
Heads	51%	43%	46%
Deputy Heads	62%	60%	61%
Secondary Schools			
All	41%	43%	46%
Heads	24%	19%	17%
Deputy Heads	40%	35%	30%

Men argue from their position, that there is no prejudice and that women just do not choose the right subjects to obtain the necessary qualifications to gain the right experience. But these standards are measured according to men so women may never qualify. There is also, in recent years, a decline in the number of women holding leadership and senior positions in educational institutions, despite the overall increase in women staff. So the order has been, the further up the hierarchy one goes, the more men and fewer women are seen, because men are nets candidates, so say the men at the top. Thus at all the policy and decision making levels, we find men making the policies and decisions in the interests of men and their reasons are backed up by the objective proof of researchers and knowledge makers. Spenders asserts that the channels for insights, understandings and theories to flow the mainstream education would not be blocked to women,

if the were equally represented among those who controlled them, if women were not dependent on male approval for their positions, but more able to act in their right and in their own interests.

In schools, teachers tend to pay more attention to boys than girls and this may discourage girls to complete. Then some teachers believe that boys are brighter and the boys also believe that they are brighter than girls, the girls also believe that the boys are brighter. Furthermore, girls are expected to be supportive to boys' efforts and achievements.

Women in educational administration, Shakeshaft C. (1989) observes, that, scientific management and specifically, bureaucratization, helped in the past to keep women out of administrative roles, because of the belief in male dominance that made it easier to both males and females to view women as natural followers and men as their leaders. According to Spender, schools could serve to challenge some of the existing premises and education could be a powerful force for social change, and the construction of a more egalitarian society.

2.3 HISTORICAL SOCIO-CULTURAL INFLUENCE

Historical socio-cultural influence is another concern of Sullerot, whereby in some communities parents are more concerned with education, just enough to enable girls to get office employment while they seek high qualifications and jobs for their sons.

TABLE 2:

PERCENTAGE DISTRIBUTION OF PRIMARY SCHOOL ENROLMENT BY GENDER AND PROVINCE

There is improvement in Kenya at national level and there is no significant gender imbalance at primary level but there are still other regions where big gaps exist. This reflects how these communities view girl-child education.

PROVINCE	BOYS	GIRLS	TOTAL NATIONAL
Central	49.9	50.1	942,408
Coast	52.5	47.5	352,579
Eastern	49.6	50.4	1,020,805
Nairobi	50.2	49.8	137,080
North Eastern	69.7	30.3	25,106
Nyanza	51.3	48.7	991,687
Rift Valley	51.3	48.7	1,263,127
Western	49.5	50.5	783,604
National	50.6	49.4	5,536,396

(Source: Ministry of Education – 1995)

At times the girl-child narrows down a choice of career by herself, as opposed to the boy-child who has a variety. The girls' future expectations are centered on emotional marriage as her goal. Girls tend to think that if they chose a job with a future, it will reduce her chances of marriage. In many countries, marriage used to debar women from some professions, and in some countries as Sullerot notes, studying cannot make a woman happy and that women are out of place in positions of authority. She points out that the convention on the political rights of women rights

18

was, adopted by the General Assembly of the United Nations in 1952. It gave women equal rights with men to be elected to public bodies, but few countries have ratified this convention. Thus it seems that it is easier to grant women the right to vote and stand for elections, than to accept their presence in administrative posts. Sullerot further points out that some times, women are appointed to high offices as figureheads and congratulated on their well earned promotions, but still they are exceptional as they are symbolic forms of female promotions, because this is done as a current public opinion play to show the favour of equality between sexes, but with no intention of repeating the gesture. These figureheads tend to close the doors more firmly behind them. One wonders how the little percentage of women welcomed into position of authority may use their gifts in the interest of other women. They are looked at as representatives of women, without having been meant to be so, they thus became content to secure positions for themselves and they don't help fellow women for they are expected to work alongside me rather than to help women.

The sex stereotyping was invested by men and it is so implemented in cultures, such that even before a child goes to school, he or she knows his or her role as a girl or as aboy. Men, according to spender, allocate themselves such prestigious qualities like reason, objectivity, leadership, independence, authority. While women were stigmatized with such qualities like emotions, irritability, passivity and dependence. This division she says continue to put men in a priviledged position of continuing to create knowledge in a society and appropriate superiority for themselves to perpetuate patriarchy and reinforce oppression. Spender's book is about power and the women who are powerless and are encouraged to make their own knowledge and the control will be changed. She recommends that in schools, the patriarchal nature of male supremacy and dominance should be defined and addressed. To her, sexism led to education being used as a tool used by men to advance their superiority over women. A long time ago, women in western

countries were not allowed to learn Latin and Greek on the grounds that their brains would burst or that they would be unfit for child-bearing. Aphra Behn (1640 – 1689) exposed this hypocrisy and men's motive. She was a success but men attempted to demean her.

From birth, women are made to believe that men are more important than them and that they have less authority and think and act in the world and that they only exist in relation to men. Spender observes that there is no biological base for women being without authority. It is just that makes are released from the responsibility of life making tasks and are able to devote time and commitment to the job, and are more mobile, so they can travel from work not carrying about children preparation and going to and from school.

Men trivialize the work of women in the homes yet the domestic work in important, offers support to men to release them to progress their careers and takes a lot of women's time. Women's total hours contribution can be in the table.

TABLE 3:

PERCENTAGE OF TOTAL LABOUR (HOURS) PER TASK CONTRIBUTED BY AFRICAN WOMEN

Production and Supply activities	% by women	Household Activities	% by women
Food production	70	Bearing, rearing and early education of children	100
Domestic food storage	50		
Food processing	100	Cooking for the extended family, cleaning, washing etc	100
Animal husbandry	50		
Brewing	90	Housing Building	30
Marketing	60	House Repair	50
Supply of water	90	Community Work	
Supply of fuel	80	Self-help projects	70

Source: J.A.S Ritchie Impacts of World Sanctions 79

Men made rules in our society and trivialized child rearing and allocated it to women, who have been informed from birth that they must be mothers and also channeled through education to plan their future in child rearing and settling for occupations that are fill-ins until life begins with me, their homes and children. Many women become mothers without considering other alternatives or scores but listen to stories of spinsters that they fear. They would rather live by love and romance, so women move to destinies decreed by mean and find themselves dependent and subordinate, this supporting and perpetuating male dominance. So, women are seen as wives and mothers first and foremost and this is how they are subordinated. Men control society, thus they control options available to women. In this book, Spender quotes Letty Cottin Pogrebin (1972) as saying that "men compete for rewards and achievements, women compete for men and men vie for worldly approval and status, women vie for husbands, men measure themselves against their standards for excellence but women measure themselves against one another".

Women are also though to be constitutionally incapable of discipline and order, primarily because of their size and supposed lack of strength. There are several biases that Shakeshaft C. (1989) points out. This include the fact that women have to continue fighting public prejudice against them, whereas, men have the advantage of being able to interact with other men in power and who are often in the position to hire. An example is a club like Rotary clubs that are still mostly limited to male members. The other bias is the belief that males had a special gift for dealing with community issues and problems, thus making them leaders. The idea of patriarchy resulting in andocentric society explains why men occupy formal leadership position in the society. In a study by Coffin and Ekstrom (1979), it was reported that women are not hired because of customs, men do not want to take directions from women and competent women are more disadvantaged than women of lesser ability when seeking a position. There is also belief among people that a successful administration means that women must loose their feminity and

21

that pregnancy and administration do not mix. Also that some jobs should remain men's jobs, where others should remain women's.

2.4 AFFIRMATIVE ACTION

Right from Aphra Behn's, women have tried to protest. They have pointed out how education favours men and that time, while men are still the policy and decision makers, and education still under their control, and they also decide what is important and what is to be learnt, women will still be intimidated into accepting their inferiority. This is because it is men who monopolize the influential positions from which it is decided what is to be taught. Male control has not been a problem to them and they do not address the subject, terming it insignificant. Spender says that women have a responsibility to describe the world from the position they occupy, for other women and men who will not know unless they are informed, so as to analyze human experience. Women are not permitted opportunities to learn from their past and developing their heritage, but their confidence and self esteem are undermined until they become doubtful of themselves and are prepared to believe in male superiority. As early as Jean-Jaques Rousseau's time, he believed that women were created to entertain and take care of men, and his theories were concerned with promoting the interests of men. To him women were dependent, disinclined to learn, silly and should be given little opportunity of independence. Spendor says that men have bowed to pressure to open up institutions and subjects to women, but they still control them. Women also learn that they have their areas of specialization and other territories are reserved for men and they enter at their own risks. As can be seen in the table below.

TABLE 4:

Successful Female Applicants to 7 courses in Zambia

Course Title	Successful Applicants	% Female
Mechanical Technician	36	2.8
Diploma in accountancy	104	23.0
Physiotherapy	40	17.5
Journalism	66	13.6
Sherthand	147	99.0
Electrical Technician	66	3.0
Metallurgy	25	0.0
Total	**484**	**39.0**

Source: Adapted from Eileen Kane, 1992

Apart from the convention on the political rights of women that was adapted by the General Assembly of the United Nations in 1952, that gave women equal rights with men to vote and be elected to public bodies, there is also an article called, "an affirmative action" at work by National Partnership for women and families. Another one is entitled "pathways and progress corporate best practice to shatter the glass ceiling", (Chicago April 1996 pg. 28-42). The articles point out that affirmative action permits taking positive steps to end discrimination, to prevent recurrence and open up opportunities long denied to qualified women and minorities. These actions can take the form of expanding opportunities for women and minorities in employment, education and business. The articles further point out that the scarcity of role models in mid and upper level management positions is a barrier to women's advancement in the work place, particularly in the traditional jobs for women.

2.5 SUMMARY

Factors suggested for having few women administrators include; sex role stereotyping, sex role socialization, career socialization, organizational characteristics, devaluation of women characteristics, low self image, lack of self-confidence and lack of motivation and aspirations. Researchers have proved that self-confidence affects the way women are perceived as well as how they perceive themselves. Women's self confidence has a substantial impact on an individual's chances of being perceived as a group's emergent leader so lack of it also affects women's appointment to the leadership positions.

Studies have also shown that women's lack of success in obtaining administrative positions is due to lowred aspirations and lack of both motivation and aspiration. Researchers such as; Baughman (1977), Drust (1977), Gasser (1975), Schumuck (1976) and Steveson (1974), have pointed out that women have traditionally had little support, encouragement or counseling from family, peers, subordinates or representations of educational institutions to pursue careers in administration. Fisher's study found out that 40% of men but only 17% of women were encouraged by an administrator to apply for administrative positions. More often, these women were given negatives cues by the family work groups concerning such an endevour. Encouragement is important as Shakeshaft S. (1979) indicates, that women, who have decided to pursue administration careers, have done so because of some significant other e.g. mother, father, principal or college professor encouraged them.

Researchers; Barry (1975), Capps (1977), Edson (1981), Perrin (1975), Sample (1977), Schmuck (1976), Tjosvold (1975), indicate that women have been socialized not to pursue education and as a result fewer participated in certification or internship programmes in administration in the past, they also cited lack of formal preparation as well as few administrative learning

experiences. According to Shakeshaft, lack of appropriate and positive curricular materials for women to read is also a barrier. Lack of finances also makes women unable to continue administrative training. Apart from socialization and sex role stereotyping cited by several researchers (such as; Davies (1978), Poll (1978), Schumuck (1976), Tjosvold (1975) also family responsibilities, where a woman must juggle all her tasks and also the fact that women themselves do not immediately connect with women with administration.

In trying to command or maintain authority, according to Shakeshaft, women must take into account not only people with whom they work, but also how these people with whom they work, but also how these people view women. The climate that exists in organizations must also be made conducive by the authorities concerned. The climate should incorporate the day-to-day issues of women that men seldom experience; sex – harassment, sable forms of discrimination and lowered expectations. Women also need to be motivated so as to aspire for leadership positions. In personnel selection, it needs to be examined in light of both gender difference and discriminatory practices. If the field of educational administration were to head women's experience, the structuring of training programmes and recording of textbooks need to be done.

Thus the researcher identifies some groups in knowledge some of which the study attempts to fill. Some of the areas the study will attempt to address include; reasons for having less women holding high posts in the educational sector, yet there are no difference in the women and men experiences, some of the issues that can be addressed so as to bring about a balance in gender representation in these high posts, reasons why women tend to move a start their career in administration in mid life. Finally from early childhood, children need to be oriented that all sexes are equal, women leaders should also serve as role models for other women and women to be given equal opportunities as men in advertisement and interviews.

2.7 THEORETICAL FRAMEWORK

The researcher noted that women tend to move into administration later in life because they need to take care of their families first and such literature in life stages of women, indicate that career becomes a focus of mid life. In a bid to explain the various causes of barriers to women administration, certain models have been suggested in an effort to begin to understand how the barriers originated. The models put forward by researchers include; the woman's place model, that assumes that women's non-participation in administrative careers are based solely on social norms. The discrimination model, which draws on the assumptions that institutional patterns are a result of the efforts of one group to exclude the participation of another and finally the meritocracy model, which assumes that most competent people have been promoted and thus women are not competent.

The other theory is in educational administration that makes assumptions about male and female roles. The underlying assumption is that the experience of males and females are the same and thus research on males is appropriate for generalization to female experience. In developing theories of administration the researcher will not look at the context in general and therefore may be unable to document how the world was different for women and men and when the female experience was different.

The study thus chooses to base its arguments on the woman's place model. That assumes that women's non-participation in administrative careers are based solely on social norms.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter deals with the discussions of methods that were applied in carrying out the research study. It is divided into six sub-sections, which include: the research design, target population, sampling techniques and sample size, research instruments, data collection procedures and data analysis techniques.

3.1 RESEARCH DESIGN

The researcher used the historical research design as it enables educators learn from past discoveries and mistakes and identify the need for educational reform in its administration. Historical research is defined as systematic search for facts relating to questions about the past, and the interpretation of these facts and by studying the past, the historian hopes to achieve a better understanding of present institutions, practices and issued in education. Historical research is part of the qualitative research tradition in education. It deals with events that occurred prior to the historian's decision to study them. The researcher further chooses historical research because according to Bary W. R. and Gall M. D. (1989), the historians involved in this type of research attempt to sensitize educators to unjust or misguided practices in the past that perhaps unwillingly, have persisted into the present and require reforms as in the case of viewing women as being unable to manage the high offices. Historical research can help prevent poor decisions by demonstrating the situation in the past and another in the present. The study is also historical in that it involves reviewing of literature to determine what investigations and theoretical work

have already been done on the research area, search for relevant documents, and interpretation of their significance. The steps that were followed are as follows: Definition of the problem or questions to be investigated, search for sources of historical facts, summarizing and evaluation of the historical sources, and presenting the pertinent facts within an interpretive framework.

3.2 TARGET POPULATION

This consisted of men and women holding high offices at the Ministry of Education as per the structure in figure 1.

Figure 1:   **MINISTRY OF EDUCATION STRUCTURE**

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  │   INSPECTORATE   │   │  ADMINISTRATION  │   │     POLICIES     │
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                         │    PERMANENT     │
                         │    SECRETARY     │
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  │  DEPUTY PERMANENT    │◄─────┼───────►│  DEPUTY PERMANENT    │
  │ SECRETARY FINANCE &  │      │        │ SECRETARY PLANNING   │
  │   ADMINISTRATION     │      │        │   & DEVELOPMENT      │
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│    SCHOOLS       │  │      (AMP)       │  │      (EPP)       │
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│   SCHOOLS        │  │ EDUCATION (AMP)  │  │    EDUCATION     │
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│  INSPECTOR OF    │  │    EDUCATION     │
│    SCHOOLS       │  │    OFFICERS      │
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The numbers will consist of approximately 1 PS, 2 DPS, 1 CIS, 8 DDE, 20ADE, 1 DICS, 6 SDDE, 9 ACIS, 8 SIS, 22 SEO.

The study looked at the total number of the administrators holding the high offices, and then get the male administrators and the female administrators then see if there is a balansce.

3.3 SAMPLING TECHNIQUES AND SAMPLE SIZE

In planning this research study, the researcher used the purposive sampling where all the 81 officers holding high offices in the Ministry of Education structure were interviewed.

3.4 THE RESEARCH INSTRUMENT

The questionnaire and document study are the instruments that were used. The questionnaire was divided into 3 parts A, B, C.

Part A – It has structured questions on the departments and the demographic data of the respondent, which included; sex, marital status, age, academic qualifications, professional experience, number of years worked, post held, while the department data provided information about some of the independent variables of the study such as leaders, sex, age, academic qualifications, department title and post held.

Part B – This part of the instrument focused on female and male perception of female and male leaders. It has fifteen items and each respondent was required to indicate his/her response by means of putting a tick in each item, with a frequency rating scale similar to Likert scale, eacxh item was accompanied by five orders categories of agreement to enable one taking the test to

select one out of each item. The frequency scale selected by the respondent automatically becomes scores of the respondent for the particular item.

Part C – It had two structured questions. The first open-ended questionnaire item was used to tap information from the respondents as the problems faced by the female leaders or administrators at the Ministry of Education (nationally). This is the line with R. Likert and K. Schuessler (Analysis of Social Data – 1971). The second open-ended questionnaire item required the respondents to supply information on how quality in leadership and administration, distribution and selection in educational management could be improved to ensure a balanced representation of the males and females in content analysis of documents. To supplement and consolidate the interview the researcher reviewed and analyzed some literature which are directly linked to the topic of the project. These included policy papers and research reports owned by the government and some sponsored by International Agencies. Such documents included the Development plans and the Master plan of Education and Planning. The researcher visited the archives at the Ministry of Education headquarters, in order to get these documents for from the questionnaire.

3.5 INSTRUMENT RELIABILITY

So as to obtain the reliability of the instrument, the researcher used the split half technique, where according to More (Developing and Evaluating Research 1963), it involves obtaining one score for even numbered items and one score for each odd numbered item. The two scores for each subject is correlated and the resulting value provides a measure of internal consistency. The split half reliability coefficient represents the degree to which two values of the test are equivalent or consistent in terms of its items. After which the Person's products movement formula will be applied. The formula is: -

$$V = NXY - \frac{(\sum X)\,(\sum Y)}{n}$$

$$\sqrt{[NX^2 - \frac{(\sum X)^2}{n}\,[NY^2 - \frac{(\sum Y)^2}{n}]}$$

Where:

X = sum of even numbered scores

Y = sum of odd numbered scores

X^2 = sum of the squared even numbered scores

Y^2 = sum of the squared odd numbered scores

XY = sum of the products of paired even and odd numbered scores

N = number of paired even and odd numbered scores.

3.6 INSTRUMENT VALIDITY

Content validity was established for the instrument. The initial step towards validating the instrument was done by the researcher giving some questionnaires to some senior education officers in the ministry of education headquarters to help validate it by pointing out ambigious and unhelpful questions.

3.7 DATA COLLECTION PROCEDURE

Permission was sought from the Office of the President and the Provincial Commissioner's Office so as to conduct the study in Nairobi. The researcher made arrangements with the section and department heads on the most suitable time to administer the questionnaire to the leadership/administrators and to other employees at the Ministry of Education headquarters.

The researcher distributed the questionnaires personally to the respondents and assured them that their responses will be kept strictly confidential.

3.8 DATA ANALYSIS TECHNIQUES

Descriptive structures are used in the analysis of qualitative data. Structures such as frequencies, percentages and means have been used to organize and summarize the data as aspects such as demographic data and data on leaders ability, opinions, experiences and suggestions of the respondents.

Qualitative Data Analysis was done. This involved reconstruction, where all questionnaires were reconstructed and written to notes, coding was done by reducing large amount of data into smaller sets after attaining common themes from given answers. This enabled unnecessary load to be deleted or left out. Memoing was done by typing together different pieces of data into categorized cluster, then putting them on foolscap and filling the information in a patterned order. This enabled the researcher to identify and isolate those variable that depict instances of general concept so as to isolate repetitions. Display format was used to compress and order data to permit coherent inferences drawing and verify the interferences. This was done to draw meanings from a particular configuration of data under each sub-heading in the display by noting patterns, themes and making contrasts and reaching conclusions.

CHAPTER FOUR

DATA REPORTING ANALYSIS AND INTERPRETATION

4.0   INTRODUCTION

The chapter gives results on the research done at the ministry of education headquarters to find out some factors contributing to the varying numbers of senior female and male education employees at the ministry of education headquarters and if there is a difference in leadership ability between the male and female officers.

4.1 Questionnaire Return Rate

A total of 81 questionnaires were administered to senior officers at the ministry of education headquarters. 50 questionnaires were returned, which represents 62%.

4.2 Reporting of Data

Descriptive structures are used in the analysis of qualitative data. Structures such as frequencies, percentages and means are used to organize and summarize the data as aspects such as demographic data on the leaders ability, opinions, experiences and suggestions of the respondents.

4.2.1 Socio-demographic Characteristics of Respondents

Table 5 – 11 contain biographical information

Table 5: Sex of Senior Education Officers

	(n) - 50	Percentage
Male	27	54%
Female	23	46%

From the above study, the study found out that majority of the senior Ministry of Education officers are male (54%) and females (46%).

Table 6: Marital Status of the Senior Education Officers

	(n) - 50	Percentage
Married	42	84%
Unmarried	8	16%

From the above table, the study found out that majority of the senior Ministry of Education offices are married (84%) while few are single (16%).

Table 7: Ages of Senior Ministry of Education Officers

Ages in years	(n) - 50	%
20 – 30	2	4
31 – 40	25	50
41 – 50	21	42
51 and over	2	4

From the above, the study found out that majority senior officers at the Ministry of Education are in the age group 31 – 40 years (50%), followed by the age group 41 – 50 (42%). Only a few officers are in the age group 20 – 30 years (4%) and 51 years and over are also few (4%).

Table 8: Academic Qualification of Senior Ministry of Education Officers

Academic Qualifications	(n) - 50	%
'A' level certificate	2	4
Diploma	3	6
Bachelor degrees	32	64
Post-Graduate Diploma	7	14
Masters Degree	6	12

From the table, the study found out that majority of the senior education officers at the Ministry of Education have academic qualifications of Bachelors degree (64%), followed by post-graduate diploma holders (14%), while masters degree hoildres are third (12%), Diploma holders are fourth (6). The fewest are 'A' level certificate holders (4%).

Table 9: Professional Experience of the Senior Ministry of Education Officers

Professional Experiences	(n) - 50	%
In-service Tutors	11	22
Inspection	17	34
Administration	22	44

From the table above, the study found out that majority of the senior officers are Administrators (44%), followed by Inspectors (34%), while there are a few Tutors (22%).

Table 10: Number of Years Worked by the Senior Officers in the Ministry of Education

No. of years worked	(n) - 50	%
1 – 10	13	26
11 – 20	29	58
21 – 30	7	14
31 and over	1	2

According to the table above, the study found out that, majority of the senior officers at the Ministry of Education have worked for between 11 – 20 years (58%), followed by tjose who have worked for between 1 – 10 years (26%), third are those who have worked for between 21 – 30 years (14%) and those who have worked for 30 years and over are the least (2%).

Table 11: Posts Currently Held by the Senior Officers in the Ministry of Education

Ages in years	(n) - 50	%	Female	Male
Assistant Chief Inspector of Schools	1	2	1	0
Administrators	12	24	7	5
Senior Inspectors/Senior Education Officers	7	14	1	6
Inspectors of Schools	13	26	4	9
Education Officers	17	34	10	7

From the above table, the study found out that male senior officers are more (27) than their female counterparts (23). Out of Senior Inspectors of Schools (7), male are more (6) while females are few (1). There was only one Assistant Chief Inspector of Schools who responded and she was a female. Out of the 12 administrator, 7 are female and 5 are male. While out of the 13 Inspectors of Schools 9 are male and 4 female and out of 17 Education Officers 10 are female and 7 male.

4.3 Departmental Data

Here the study analyses the departments where the senior officers work and the work they do in their departments.

Table 12: Department Worked In

Department Name	(n) - 50	%
Directorate	4	8
Primary Teachers Development	4	8
Field Service	4	8
Inspectorate	24	48
Administration	12	24
Education	1	2
Policy Formulation	1	2

Majority of the 50 respondents work in the Inspectorate department (48%) followed by Administration (12%), Directorate, Primary Teachers Development and Field Service lie third (8% each) whole Education and Policy Formulation departments lie fourth (2% each).

4.3.1 Work Due in Departments

Out of the 50 respondents who work in various departments, 5 coordinate co-curriculum activities, 12 inspect schools, 1 has a job policy formulation, analysis and implementation, 6 supervise administration of schools feeding programmes, 1 is an administrator in charge of auditing, 6 work in administration and management of examinations, 9 are in-service tutors, 2 are supervisors, 3 are involved in coordinating primary teachers education programmes, 2 work in project management of school feeding programmes, while 3 work in administration of field services.

4.4 Data Analysis

This part analyses data collected in the questionnaires. The data was analyzed according to the research questions. Frequencies and percentages have been used.

Table 13: Departments Headed by Men

	(n) - 50	%
Male	28	56
Female	22	44

From the above table, the study found out that 56% of the departments were headed by male officers while 44% were headed by female officers.

4.4.1 How the Female Education Workers Perceive the Disparity in Administrative Positions

Here, percentages and frequencies were used. The study found out that the female workers perceived disparity as being unfair because of lack of balance since male officers were more than them and chances of them getting promotions were more than those of women who has other factors working against them. Out of the 22 female workers, 20 representing 91% perceived the disparity as unfair and needed addressing only 2 representing 9% felt that there is no unfairness in the disparity.

4.4.2 The Role of Gender Sensitivity in Recruitment of Administrators

The study found out that 34% of the respondents suggested that a balance should be reached, where all sexes are given equal opportunities in, recruitment selection and promotion 10% of the respondents think that a facilitation of operations is necessary so that people learn to respect the post held rather than the person holding it and that there should be an affirmative action at the ministry of education headquarters so as to balance the male and female leaders. 16% of the respondents think that women are discriminated against and that bosses at the headquarters, do not trust women's efficiency and judgement and have no confidence in their work, thus leading to prejudice the people have against women leaders, believing that they are slow in decision making 30% of the respondents suggested that verification of skills and qualifications for all people and that merit and experience and competence. 6% of the respondents suggested that women should be favoured up to the time when a balance in leadership will be achieved. This can be done according to them, by promoting more female officers between job groups 'L' and 'M', so as to prepare them for the challenges ahead and make them better leaders. The respondents suggested that there be recruitment of more women and sensitization of men against gender discrimination. Generally they advocated for programmes that favour women.

4.4.3 Are Women Encouraged to Hold Senior Positions at the Ministry of Education?

The study found out that due to the uncomfortable working atmosphere at the ministry headquarters, it makes women feel discouraged to hold high offices. 1% of the respondents feel that there exists a lot of bureaucracy at the ministry of education, thus making it difficult for women holding high officers to work comfortably. The respondents agree that there are more men than women, even at recruitment selection and promotion. Women also are not comfortable working with men below them, whom they believe undermine them. They also feel that male leaders are more favoured by the bosses who trust the decision making of men more and imagine that women are slow. 1% of the respondents think that community outlook, religious norms and society in general tend to frown on women working in senior positions.

4.4.4 Some Factors That Hinder Women From Getting Similar Posts in Management and Administration at the Ministerial Level

The study found out that due to the bureaucracy that exists at the ministry, 14% of the respondents feel that women leaders suffer from inferiority complex due to low self-esteem that makes them overreact, thinking they are being undermined. Jobs that require women to stay long in the field and be separated fro long from their families discourage women from getting leadership posts in these areas. Six percent of the respondents think that favoritism and nepotism are other factors that affect women from the male bosses who prefer working with fellow men. Society's frowning upon women leaders is also another factor. Two percent of the respondents feel that the Government's annual appraisals should be done away with as it encourages bias and favouritism. Instead skills and qualifications should be verified and encouraged. Some women, due to factors like marriage, never went to higher levels of education thereby not qualifying for these posts.

4.4.5 Some of the Leadership Problems Encourages by Women Administrators at the Ministry of Education Headquarters

Using frequencies and percentages the study found out that 22% of the respondents think that women face problems of being looked down upon by their male counterparts, the men do not cooperate with them and are biased against them. The same men also discriminate against the women holding high offices, having negative attitude towards them. The respondents also believe that these men do not support them as such undermine them. 14% of the respondents believe that these men do not support them as such determine them. 14% of the respondents believe that women holding high office in the ministry have problems in managing their work properly, since the jobs are demanding and family responsibilities also demanding and as such, there is pressure between domestic and official work, and some respondents feel that balancing the two is difficult for some leaders and as such affect their work. 14% of the respondents feel that the inferiority complex, due to low self-esteem, making them overreact thinking that they are being undermined also affect their leadership jobs. 8% of the respondents think that some women leaders in the headquarters experience problems with some natures of some jobs, that require long separation from families. 16% of the respondents think that women leaders experience difficulties in that they are discriminated against and their colleagues and bosses do not trust their efficiency and judgement and have no confidence in their work. This is mainly due to their gender and prejudice people have against women leaders believing that they are slow in decision-making. 4% of the respondents think that women leaders have problems emanating from their emotions that shadows their judgement to the extent that they cannot work with fellow women, whom they believe undermine them.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.0 Introduction

This chapter presents Summary, Conclusion and Recommendations of the study. The purpose of the study was to investigate the reasons for having fewer women Administrators than men in the ministry of Education headquarters in Nairobi. With a view of identifying some, contributing factors and also recommending measures that can be taken to increase the number of female administrators at the ministry of Education headquarters. The research was aimed at identifying factors leading to having fewer women than men holding leadership positions and problems encountered by women leaders.

5.1 The Summary of the Study

To achieve the above purpose, a questionnaire was used as the sole instrument whereby 81 were distributed and 50 were returned representing 62%. The questionnaire had three parts, A, B and C. Part A had 9 structured questions, part B had 16 items, with 5 categories of agreement, to enable one taking the test to select one out of each item. Part C had 2 structured questions faced by female leaders and the second question required the respondents to give suggestions on ways of improving quality of leadership and administration at the ministry of Education headquarters.

The theoretical framework was based on certain models that have suggested in an effort to begin to understand how the barriers originated. The models included, woman's pace model that assumes that women's non-participation in administrative careers are based solely on social

norms and the discrimination model that assumes that institutional patterns are a results are a result of one group to exclude participation of another. Finally the meritocracy model that assumes most competent people have been promoted and thus women are not competent.

After analyzing demographic characteristics of the respondents, the study found that male senior officers are more than female, most senior officers are married while a few are single. Majority of then are in the age bracket of 31 – 40, next is 41 – 50 and 20 – 30 years and over 50 are few. 64% of the senior officers have Bachelor degrees, followed by postgraduates and diploma and certificate holders are few. Most senior officers are professionally experienced Administrators, followed by inspectors and few are in-service tutors. Most senior officers have worked for 1 – 10 years, next those having worked for 21 – 30 and over 31 are few. Most officers are education officers, followed by inspectors, administrators and senior inspectors and least are assistant chief inspector of school. Departments worked in by most of the officers include Inspectors, Administration, Directorate, Primary teacher development, field service, education and policy formulation and duties include; coordination of co-curriculum activities, school inspection, supervision and administration, management of finance, administration of school feeding programmes, auditing, management of national examination and in-service tutors.

In analysis on leadership abilities, it emerged that there are no difference between male and female leaders and all are competent. The skills include: human resource management, qualification, personality, and gender sensitivity, confidence, attendance to duty, goal orientedness, dependability, and work production are all the same.

On the part of opinions, experience and suggestions analysis, the study found out that majority of the respondents felt that women were looked down upon by their male counterparts. Some felt

44

women faced problems of handling domestic and office work, others felt women's inferiority complex made them overreact thus affecting their jobs. Also nature of some jobs like fieldwork that separate women from their families for long affected women leaders. Some respondents felt that some bosses discriminate senior women working under them, as they have no confidence on their efficiency and judgement, due to their gender, believing they are very slow in decision making. Other respondents think that community outlook, emotional conditions, favourism and nepotism are some factors that cause problems to women leaders at the ministry headquarters.

On ways of improving leadership quality, respondents suggested a balanced representation; equal opportunities at recruitment, selection and promotion, regular induction courses, better remunerations are some of the areas to be improved. Also leaders should be posted to areas of their choices and posts given according to qualifications and experience, regardless of sex. Affirmative actions, automatic promotion of deputies and viewing women, as professionals should be encouraged. Annual appraisal to be done away with all forms of encouragement to be put in place to encourage women to come up so as to achieve a balance in the number of senior officers holding leadership position at the Ministry of Education.

5.2 Conclusion of the Study

Some conclusions may be drawn on the basis of results obtained from the study.

1. There are no significant differences that exist between the female and the male leaders both are equally competent.

2. There are more male than female leaders at the Ministry of education headquarters.

3. Female leaders view the disparity as biased.

4. The ministry should be more gender sensitive in recruitment of administrators.

5. More women should be encouraged to apply for leadership position at the ministry.

6. Problems affecting women leaders should be addressed by ministry of education headquarters.

5.3 Recommendation of the Study

The section makes recommendations in the light of findings of the study.

1. Since there is no difference in leadership skills and competence level of leaders of all sexes, a balance in the number of leadership positions should be achieved.

2. Gender sensitivity should play a role in recruitment, selection and promotion of leaders in the ministry.

3. Factors that hinder women from getting senior positions in management and administration at the ministry should be addressed.

4. Problems encountered by women administrators at the ministry of Education headquarters should be addressed.

5. Sensitization of all male workers at the ministry should be done to ensure gender sensitivity.

5.4 Suggestions for Further Research

The results of this study are suggestive rather than conclusive. Further and extensive and intensive research should be carried out to enable scholars make conclusive statements about gender balance at the ministry of education headquarters.

1. Intensive study could be carried out among senior leaders in other ministries, with a view to find out if the situation is the same.

2. An intensive research should be done on the factors that contribute to the disparity.

3. A thorough research should be carried over on the problems faced by the female leaders.

4. Replication of this study is recommended to ascertain whether different research instruments, when employed would yield similar results.

5. A similar study could also be carried out in Non-governmental Organizations to determine the factors of these factors and problems on their gender balance in leadership positions.

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APPENDICES

LETTER OF INTRODUCTION

Dear Sir/Madam

I am a masters student at the University of Nairobi in the Department of Educational Administration and planning, as well as a practicing secondary school teacher. As part of my masters' programme, I am investigating some of the reasons as to why there are few women holding high offices in the ministry of education headquarters. The intention is to come up with answers that will largely assist in understanding the reasons and also the suggestions will be recommended to the ministry concerned so as to address the disparity.

Information given will be treated with utmost confidentiality. I believe that your ansers will help address this disparity. Your cooperation will therefore be highly valued, for it is of great necessity to this important study.

Yours Sincerely,

Esther A. O. Onyango
Nairobi University
May 20, 2003

APPENDIX 2

QUESTIONNAIRES

QUESTIONNAIRES FOR SENIOR MINISTRY OF EDUCATION EMPLOYEES

Dear Respondent,

The purpose of the questionnaire is to assist in investigating the number of female and male officers in the ministry and to find out if there is a balance in gender. All your responses will be highly appreciated and treated with confidentiality.

You need to write your name. The questionnaire has three parts A, B, and C. Please answer all parts.

PART A (DEMOGRAPHIC DATA)

1. State your sex ....
2. What is your marital status ....
3. State your age ....
4. State your academic qualification ....
   ....
5. What is your professional experience ....
6. State the number of years you have worked ....
7. What post do you currently hold? ....

DEPARTMENTAL DATA:

8. Name your department ....
9. What work do you do in your department? ....

SECTION B
Put a tick against the answer that you prefer:

1. Sex of department head is: Male............. Female...........
2. How would you rate her/his competence level: Excellent .... Good ....
   Average .... Fair .... Poor ....
3. What is your view of his/her qualification in relation to her/his post: Excellent ....
   Good .... Average .... Fair .... Poor ....
4. How would you rate her/his qualification in relation to her/his post: Excellent ....
   Good .... Average .... Fair .... Poor ....
5. How would you rate her/his gender sensitivity: Excellent .... Good ....
   Average .... Fair .... Poor ....
6. How would you rate her/his gender sensitivity: Excellent .... Good ....
   Average .... Fair .... Poor ....

7. What is the level of her/his confidence: Excellent ……….. Good ……… Average ………… Fair ……… Poor ……..

8. Rate her/him as a focused leader: Excellent ……….. Focused ………. Averagely focused………… A bit focused ………….. not focused ………..

9. Rate her/his level of work: Excellent ……… Hardworking ……… Work averagely…… Just works ………. Not hardworking at all ………

10. How would you rate her/his attendance to duty: Excellent………. Regularly present……. Present ………. Sometime present ………… Always absent ………

11. Rate influence of her/his gender in his/her leadership: None ……. Doesn't Influence…… At times influence ……… Influence …….. Influence too much ……….

12. Rate the work production under her/him Excellent…… Good……. Average……… Fair…… Poor ………

13. What is her/his level of dependability: Excellent……. Good…… Average……. Fair…. Poor…….

14. How would you rate his/her goal orientedness: Excellent…… Good…. Average ……. Fair …… Poor ……….

15. How does she/he compare to other leaders of his/her caliber: Excellent……. Good…….. Average……. Fair…….. Poor……….

16. How much do you enjoy working under him/her: Very much……. Much…… Averagely…….. Just Fair……. Not at all………

SECTION C

In your opinion and experience:

1. What are some of the problems experienced by female workers holding high offices in the ministry of Education …………………………………………………………………………………………… …………………………………………………………………………………………… ……………………………………………………………………………………………

2. Give suggestions on some of the ways you think the quality of leadership and administration and their selection and distribution can be improved at the ministry of education, so as to ensure a balanced representation of males and females

    …………………………………………………………………………………………… …………………………………………………………………………………………… ……………………………………………………………………………………………

This instrument has been developed by the researcher for this specific study and has not been adapted from anywhere.