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Women in Post Secondary Educational Adminstration

in Kenya //

by

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Submitted in partial fulfillment of the requirements

for the degree of Master of Arts

at

Dalhousie University

Halifax, Nova Scotia

May, 1995

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for acceptance a thesis entitled

"Women in Post Secondary Educational
Administration in Kenya."

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Dated: _____March 21, 1995_____

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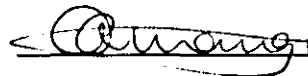# D A L H O U S I E   U N I V E R S I T Y

Date: May 1995

AUTHOR: Charity Mwangi-Chemnjor

TITLE: Women in Post Secondary Educational Adminstration in Kenya

SCHOOL: School of Education

DEGREE: Master of Arts   CONVOCATION: May   YEAR: 1995

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DEDICATION

To the memory of my parents, the late
James Mwangi and Martha Wambui and my
mother, Margaret Murugi.

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ABSTRACT

This study is an exploration of the issues which face women in post secondary education administration in Kenya. Women dominate the primary level administration and secondary level adminstration in the girls' schools. At higher levels of administration and post secondary adminstration, the relative number of women administrators decline sharply. Various explanations are given for this scarcity of women in education administration. This study set out to examine how women responded to the barriers or impediments they face in the entry and advancement in education adminstration.

It is a qualitative study drawing from interviews with ten women administrators in post secondary education in Kenya who describe their experiences of coping with their responsibilities at work and at home. These women are administrators in universities, teachers colleges, polytechnics, the inspectorate, the teachers service commission and Kenya Education Staff Institute.

The chief argument is that gender with all the assumptions and attitudes it carries of sex-role stereotyping, discrimination, and of family responsibilities is responsible to a great extent for the opportunities and experiences that women are allowed to gain.

The findings show that there are various points at which women in education adminstration in Kenya face gendered biases, particularly at hiring transition and promotion. Some workplace policies and practices also act as barriers to women in adminstration. Away from the workplace, the double demands placed on women and the expectations influence a great deal the participation of women in educational administration in Kenya.

ABBREVIATIONS USED

T.S.C.   Teachers Service Commission

K.E.S.I.   Kenya Education Staff Institute

D.E.O.   District Education Officer

P.E.O.   Provincial Education Officer

D.I.S.   District Inspector of Schools

ACKNOWLEDGEMENTS

CHAPTER ONE

INTRODUCTION

Background

The majority of primary and secondary teachers in Kenya, are women. But relative to men, few women hold education administrative positions, at any level, from primary to post secondary institutions. This situation does not result from a lack of qualified women for administrative positions. In fact the enrolment of women in educational degree programmes has been rising significantly. More women than men take the bachelor of education degree and the postgraduate diploma for secondary school teaching. There has been a steady increase in the number of women attending the universities in Kenya that prepare teachers for participation in the secondary and post secondary education programmes.

Women Administrators in Post Secondary Institutions

There are several post secondary institutions in Kenya that offer higher education, job training or preparation beyond the basic secondary and high school education. These institutions include several universities, teachers' colleges, and the polytechnics. These polytechnics, Kenya Polytechnic, Mombasa Polytechnic, and Eldoret Polytechnic are National Polytechnics that provide middle level technicians for the growing needs of industry in the country. The students

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receive highly specialized training in various disciplines and are in great demand.

In the table that follows the distribution of women in adminstration in post secondary institutions is shown. The total number of administrators, the number of the male and the female administrators, and finally the percentages of each. The kinds of administrative jobs include, Administrative Officer, Principal, Deputy Principal, Registrar, Dean of Students, Student Counsellor, Head of Department, Head of Faculty, among others.

Moi University in this table seems to indicate a higher percentage of women than men. One of the reasons maybe due to the fact that it is among the ones that were created more recently, so women may stand a better chance of rising in this institution than the older universities that have been in existence longer.

Table 1.1
The Distribution of Women in Administration in Post Secondary
Institutions in Kenya[1]

Institutions	Administrators Total	Female	Male	% female	% male
Nairobi University	70	8	62	11.4%	88.6%
Egerton University	19	2	17	10.5%	89.4%
Kenyatta University	48	7	41	14.5%	84.4%
Moi University	50	15	35	43%	57%
Baraton University	15	2	13	15%	85%
Eldoret Polytechnic	9	2	7	28%	72%
Kenya Polytechnic	18	4	14	28%	72%
Mombasa Polytechnic	15	2	13	18%	82%
K.T.T.C	19	1	18	6%	94%
Teacher Training colleges	28	4	24	14.2%	85.7%

What are some of the factors that lead to this scarcity
of women in Post Secondary Education in Kenya? While this is
the main topic of the whole thesis, some preliminary comments
are included here.

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[1] Source:From the Commonwealth Universities Yearbook
1993, The Joint Head of Departments Meeting 1992, Personal
Interviews 1993.

History of Women in Educational Administration in Kenya

Most educational administrators are former teachers. But as the table illustrates men far outnumber the women in administration. Lindsay in her 1980 study of issues confronting professional women in Kenya addressed the issue of socialization of women. Lindsay shows how women are socialized by their families during their childhood. The socialization process imparts a different set of roles and expectations for males and females. Early in the socialization process, females are encouraged to opt for domestic roles or are made aware of importance of these roles in their lives. Teaching has been an occupation that accommodates both the domestic and public roles effectively, and has led to a situation where women have increasingly identified with teaching as a female profession.

Thus historically the socialization of women into teaching as a career in Kenya has presented a powerful image of the position of women in the society. Yet as more women have opted for teaching as a career, the majority of administrative positions have been taken by male aspirants. This tradition of women as teachers and men as principals, inspectors, and provincial and districts officers became well-entrenched in Kenya soon after independence. In 1975 UNESCO (which has always focused particular attention on the improvement of the status of women from the normative as well

as from the educational point of view), put this into a global perspective:

> ......The persistence of instances of inequalities between the sexes requires, that whenever necessary the specific situation of women should be taken into consideration ......such inequalities may require the use of strategies and means which are differentiated to take into account the difficulties encountered by women in the exercise of their rights and aptitudes owing to certain stereotyped formulae distinguishing between the male and the female role. (Second Medium-Term Plan, 1984-1989 Paragraphs 14037-38-39)

Two key processes shape where women and men are placed as educational administrators. The first has to do with the level of education required for the position, and the relative opportunities for males and females to achieve these levels of education. The second concerns the system of single sex and co-ed schools and the possibilities of female administrators getting into the single sex or the co-ed schools.

To put the first issue of educational credentials of women in perspective, it is important to note that educational credentials affect where administrators get placed in the system. Differences in the investment of education for both male and females, affects the position at which they enter the administrative picture. In Kenya whoever gets to be in positions of administration varies and depends on the institution. The primary schools will be headed by those who have completed the Primary Teacher Certificate P1 or in some cases those with a P2 who have been promoted by merit to P1, or a higher level. Alternatively they may have completed the

Secondary School Training S1, or Diploma Level and get into positions of leadership. Promotion depends on upgrading of education standards.

For the secondary schools, the Head ideally requires a bachelors degree in education, or one may have an approved teacher status. Approved teacher status may be attained either by merit, or through upgrading. Consequently getting into a leadership position is directly related to the amount of formal education received by the individual and required of the position. To be a qualified primary schoolteacher, one must complete primary education and three or four years of teacher training; or one must complete two to four years of secondary education and an additional two to three years of teacher training. To be a qualified secondary schoolteacher, one must complete at least four years of secondary education and three years of teacher training. Until very recently, the areas that demanded longer years in financial educational investment had considerably fewer females. Social and economic factors, resulted in girls consistently receiving a lower investment in education. The investment in education for girls in many situations was not a priority. Thus men, with higher educational credentials, were more eligible for administrative positions, and even more so in the upper levels of the education system.

Comparatively few women had education degrees or diplomas in education or masters in administration. This is in

contrast to the men, most of whom as a group have had access to time and money to invest in higher education opportunities, leading to more professional experience and opportunities in school administration. As a result of these socio-economic factors, there are few role models for women aspiring to leadership positions in educational administration. The socio-cultural factors have combined with the current economic crises resulting in a situation where women have not been highly represented in education administration.

The second overall point here relates to the types of schools deemed suitable for women administrators. In Kenya, the major path to the higher ranks of administration lies in the high schools or post-secondary institutions, and most males happen to be in secondary and post-secondary institutions, while the females are located lower down in the primary schools. This is in part as a result of the social-economic factors mentioned above which affect the educational investment that the females put into their education. It is also connected to the fact that there are fewer girls' schools. In a country where majority of high schools are single sex, the heads of these high schools will be chosen by sex, with female heads having a higher chance of heading girls schools and male heads standing a better chance of heading both boys schools and most of the co-ed schools. Women have been deemed unequal to the task of student disciplining required in all male and co-ed schools. Since there are fewer

all girl schools, there are fewer opportunities for female administrators at higher levels.

The men who get these jobs become eligible for higher administrative positions by virtue of getting the opportunity and experience as heads of the majority of the high schools and higher institutions of learning. Together these two factors lead to the imbalance of women to men in administration.

The scarcity of women in education administration is a problem not only for individual women; it also affects society through a loss of administrative talents and human resources available to the society. For individual women, it leads to a sense of frustration.

In order to remedy the situation, it is important to understand how the balancing of work and family raises issues in the lives of women in administration. This study explores the issues that women face as administrators in Post Secondary Institutions in Kenya. There are various ways to explain the scarcity of women in education administrative ranks. I have already alluded to some of these explanations and later in this study, I will set out these explanations in greater detail, and identify the resulting issues that women as administrators face at work, and at home, and which affect their participation in education administration in education administration. Underlying this thesis is the understanding that the experiences of women administrators are different

from the men administrators by virtue of gender. The options available for them in administration are affected by forces outside the workplace. This thesis draws from interviews with ten women administrators in Post Secondary Education, who describe their experiences as they cope with their responsibilities at work and at home.

The question that is examined in this study is:

> How do women respond to the impediments they face as women in education administration in Kenya?

Seeing the issues that face women administrators from the vantage point of personal experiences is of considerable interest to both females and males as teachers, and as administrators because it will help them to appreciate better the difficulties they face. It provides insight for female administrators and those who aspire to get into administration.

Any insight into the policies and practices of education administration which results in a change, however small, has the potential of affecting the lives of women in educational settings positively. The thesis will introduce and draw attention of the policy makers and those in decision making positions, to the reality and effects of these policies and practises as these are experienced by women who are currently in administrative positions in Kenya's education system.

Summary

The preceding section has introduced the problem of the thesis, and outlined the background to the problem. I also highlighted issues that may have a bearing on the entrance and participation of women in education administration.

I introduced some of the explanations from the research that influence the participation of women, and the effect on the women in education administration. I also included a display of the distribution of administrators in several post-secondary institutions.

In the next chapter, I describe the conceptual framework review some of the literature related to women in education administration, the problems facing women in general in the workplace, not only in education administration in Kenya, but also in North America, Britain and Parts of Africa. I will also describe the methodology, of the study.

The subsequent chapters continue the discussion on the issues that women face based on the review of the literature, in chapter two, and also from the concerns they raised from their personal experiences. The women will talk from the inside, giving voice to their experiences, and expressing in their own words what it is to be a woman administrator in the post secondary settings in Kenya.

CHAPTER TWO

CONDUCTING THE STUDY

The conceptual framework of the study is described in this chapter. Based on a review of the North American literature, I explore what is known about the problems facing women in the workplace, and how they affect the aspirations, entry, and advancement of women in education administration.

The second section of the chapter describes the methodology used to conduct the study, including the criteria for participant selection and the interview process. The chapter introduces the participants and their settings. I have also outlined how the data was generated, and the procedures used for data management and analysis, including the sorting and coding which permitted a synthesis of the data.

Conceptual Framework

Literature on the situation of women in educational administration in North America has addressed possible factors that may facilitate or inhibit women as they aspire to administrative positions. These factors relate to processes both at work and away from work. Many of the factors identified in North America seem similar to those in Kenya. Different research conceptualizes the issues differently, but certain themes arise consistently, particularly around societal assumptions about men's and women's roles and

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abilities, the double demands placed on women because of family duties, and structural aspects of the workplace. The following, outlines the ways in which various authors have conceptualized the barriers facing women.

Barriers to Women in the Workplace

Researchers in North America and Britain in documenting the reasons why there are relatively few women administrators give wide and varied explanations. Storey and Zellinsky (1993) summarize these in their article, "Beginning in School Leadership". A first explanation sees women's under representation as a result of socialization and sex-role stereotyping. Women are generally primary care givers in the family. They are expected to limit participation in society to those actions which will enhance their expected roles. Any deviation is seen as different from the norm, and may create difficulty for individuals.

A second explanation points to the nature of organizations and hierarchial structure. In education, the hierarchial structure accommodates, in the top position, the administrators; those who are not administrators follow below. Most of the administrative positions happen to be occupied by men. Opportunities higher on in the education hierarchy are fewer as compared to the lower positions. When it comes to hiring, there are more contenders than there are positions to fill. In relation to this is the fact that traditionally the

education system has been structured in such a way that men have been seen to manage the schools, and women have been expected to nurture the learners (Whitaker & Lane, 1990, p. 12-13).

A third explanation suggests that the limited number of women having access to higher levels of education has lead to a lack of qualified and available women candidates in education administration. This has an effect on mentoring. Opportunities for women to have women mentors have been limited by the small number of women functioning in positions of education leadership, and it maybe difficult for women to be selected by men as protegees. Cross-mentoring between male mentors and female proteges can be limited as a result of sex-role attitudes (Whitaker and Lane). Further more, women who have achieved such positions are not always willing to mentor other women (Porat, 1985).

This issue of mentoring links to categories developed by Nixon (1987) about processes that affect women in educational administration. A central process identified by Nixon is discrimination. Research has shown in many situations people who do the hiring or employing may hesitate to place a woman in a position because of her sex. But discrimination by sex, as Nixon (1987: 66) notes, is generally covert in nature and therefore difficult to address. She divides this discrimination into three distinct categories: access

discrimination, role discrimination, and treatment discrimination.

`Access discrimination' describes the fact that often women are not part of a network and do not hear of the possibility of a position. This shortage of mentors who may be instrumental in encouraging women to apply for principalship or other administrative positions also results in access discrimination. Members of hiring committees often ask sexist questions of women, but not of men. Often they base their decisions not to hire women for principalship on misconceptions, and mistaken assumptions. Assumptions are wide ranging about the abilities of women. They concur on what they are capable of doing, or handling, assumptions about their life situations, and to what extent they feel the family responsibilities will interfere with the job. Research has shown that many of the assumptions are fallacies, and that female administrators can be effective and capable administrators.

`Role discrimination' occurs when society conceptualizes what a "good" principal does and is, in terms of masculine words and points of view. Gilligan (1982) explains how historically studies of human development (for example, those of Freud, Piaget, and Kohlberg) have been male oriented assuming always that women are exactly the same as men. The way women manage and resolve issues in the workplace may be seen to be different from the "norm", which is the masculine

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way, and so women will not be considered fit for a role, that is understood to function in a male way. They cannot fit the description. But the argument here is that even though women may not necessarily accomplish things in the same way as men do, they will still get things done.

`Treatment discrimination' is that which occurs after a woman has achieved principal or administrator status. Anecdotal evidences shows that women may be asked to take notes, to make and serve coffee, or to clean up after a meeting; these are ways in which women can be effectively "kept in their place". But these practises are seen to be reasonable from an androcentric view since women are subordinate to men. So consciously or unconsciously women may find themselves in a position in which it is difficult to protest such an action without creating a scene; to avoid awkwardness, they may choose to remain silent.

Connected to Nixon's discussion of male-oriented norms, and connected also to Gilligan's discussion of male-oriented theories, Shakeshaft (1987: 94-95) proposes androcentrism as an explanation for the kinds of factors affecting female administrators. She describes androcentrism as "the practice of viewing the world and shaping reality from a male perspective...; it is the elevation of the masculine to the level of the universe and the ideal, and the honouring of men and the male principle above women and the female." If this is taken to be the case she argues, then sex discrimination

will appear in job hiring, and men will continue to predominate in administrative positions.

As Slauenwhite and Skok (1991) note, androcentrism endorses all forms of sexual discrimination, either overt or covert; viewing everyone as though they were male. This makes women (from an androcentric view), men who are failures and who are incapable of becoming principals or administrators. They continue to illustrate how androcentrism may deprive individuals of opportunities to satisfy themselves professionally. It also deprives school systems of an enlarged pool of applicants from which to draw leadership talent, fostering a society with unrealized potential. To counteract the unbalanced messages absorbed by the children with respect to the place of women in society, Nixon advocates a change to the imbalanced influences based on sex.

In the following chapters, the effects of these issues are examined in the context of Kenya. In the study of women in post-secondary administration, I examine their concerns and feelings about the different treatment received in the workplace, by virtue of their gender, as experienced when it comes to hiring, advancement and performance on the job. Research has shown that decisions made at various points in education administration are influenced by assumptions based on gender biases.

Barriers to Women Outside the Workplace

Outside the workplace, the society has always supported the fact that woman's ultimate duty in life is to marry and bear children. Everything else happens around and in relation to that.

Put this way, Collinson (1989) says that "a few are apparently making both a career and a family work but are not hesitant to admit that it is tough and requires a lot of effort" (p 3). The effort involves consideration of handling a full time career and a full time family, and the ability and capacity to take a chance on success disrupting family. It requires coping with both the family and work responsibilities in spite of this dual role being against the expectations of the society.

In discussing career achievement, Collinson (1989) refers to Kerr who shows the relation of marriage and childbirth to low achievement in the field of administration. She says that;

> between the ages of twenty-three and twenty-nine, men's careers accelerate, women's stand still..... Women who drop out of careers to marry and raise children may not catch up with their male peers for the rest of their working lives. (p.3)

She goes on to show how this affects women educators in that their preparatory stages for administration are condensed into a shorter period of time than for their male counterparts, who are able to spread their preparation work over a greater number of years.

᠂ This affects women in that given their dual role, they have to work harder to get a promotion, or that if they do get a principalship, or deputy, it is at a later age than their male counterparts, and they will then have a shorter time to apply for other positions.

A study done by Dorsey, Gaidzanwa and Mupawaenda (1989) in Zimbabwe, found out that only 28% of the women viewed the primary role of women as that of wife and mother, as compared to 48% of the men. In most cases, as they go on to explain, husbands' careers take precedence over the woman's, due to the constraint of marriage, family and financial circumstances. Economically most husbands have a greater earning power and so their career often take precedence (p 43). This is whether it is a choice of promotion, further training or even short courses.

In connection to this, Cochrane (1981) elaborates how as a result of the dual set of expectations, women continue to struggle to fulfil the expectations of a demanding profession while at the same time trying to maintain the role of primary care giver in the home. This results in greater demands on their time and energy, leaving them with less time for professional development. As a result their personal profiles and resumes are not as developed as those of their male counterparts. They are therefore placed at a disadvantage.

The explanation of balancing of family and career responsibility has an effect on the longer preparation stages

for administrative positions. All these are wrapped up by the explanation of discrimination based on gendered assumptions. So equal opportunities may not be apparent barriers in such a case, but the needs and social roles of the women, as demanded by culture may be strong barriers to women administrators.

In summary, the literature on both at work and away from work discusses the under-representation of women in education administration, in terms of sex-role stereotyping based on socialization, societal androcentric assumptions about what is normal and expected, and the hierarchial structures of organizations. In addition, the literature identifies the double duties for women trying to balance both family and career.

This study examines the experiences of women administrators in Kenya, exploring the issues that arise at various stages in their career development. The research is an effort to get their personal experiences and feelings from the inside of the situation, and to let us know what these female administrators have to cope with. But before proceeding to a discussion of the findings, the next section describes the process of engaging in the research.

Methodology

The is a qualitative study, based on interviews with ten women in post secondary education administrative settings in Kenya. In an attempt to establish the issues that affect

Selection of Interviewees

The criteria used for selecting participants was that the participant be working in a position that was termed as an administrative as given in the Teachers Service Code of Regulations (T.S.C. code of regulations revised 1986: p 97). I chose to interview women in post secondary education administration because, as the literature shows, women administrators are generally concentrated in the lower ranks of adminstration at the primary school level and girls' schools. But as one goes higher up the system, into the post secondary settings, the numbers of the women diminishes. I felt that a study of women at these higher levels had the potential of revealing more of the barriers and constraints facing women.

In deciding who to include in the study, I included participants with varying experiences, married and single, age differences, education and qualification differences, experiences in different educational settings. It was important to me that they could be willing to spend the necessary time for the interview process. I got to know about the participants by talking to people in education circles who knew of female administrators who would be interested in participating in such a study. The administrators whom I meet in the course of the study also pointed out others; and in some cases they personally introduced me to others. I knew some women in administrative positions, by virtue of their

positions, and I also included them in the selection process. From that I was able to get a wide circle of potential interviewees.

I met with each individual at their convenience, usually their lunch break. I told each one how I got to know about them and assured her that she was under no obligation to participate. I outlined the study, telling them that I was doing research on women in educational administration. I provided copies of the consent form for the participants. I also gave them the questionnaire guide for the research, for them to go through and familiarize themselves with before the interview, stressing that this was just a guide to help the interview process, but that I was open to any other area they felt may have affected them in their work as administrators. I left the forms with them, and invited them to go through them and think it over, and then I would get back to them.

When I got back to them, of the fourteen individuals I approached in this way, four were unable to participate in the study. One was quite ready to participate, but with exams near, and taking over some more administrative duties at just the point that I came in, we were never able to find a time for an interview. Another woman was posted out in the field on assignments and it proved impossible to catch her in the office. The third one was caught up in student problems of discipline. The fourth one also found it very difficult to

get time to meet with me, due to her busy schedule. But I still managed to get ten women to participate in the study.

The Participants

The administrators I interviewed were marvellous in the way with which they were willing to share their life and thoughts about their work. In what follows, I introduce each participant briefly so that the reader will know a little about her and what she does. Ten sketches follow of the administrators whom I have named, Ms A, Ms B, Ms C, Ms D, Ms E, Ms F, Ms G, Ms H, Ms I, and Ms J. Table 2.1 (page 16) summarizes this information.

Ms A is thirty-three, is currently a head of department in a polytechnic. She is married and has three children aged eleven, ten, and six years old. She has a BEd in Business Studies. As she said, "I have always been interested in management" and she felt that with a business studies major she would be nearer to what she has always wanted to do and that is working with people, in administration.

Ms B is forty-three, and is currently a principal lecturer in a polytechnic at the time of the interviews she was a Head of Department, but she has been since promoted to deputy principal. She is married, and has six children, ranging from twenty-one years old to nine years old. She has an MSc and as she says in her own words, "...I have not said no to learning" and would like to continue and do a doctorate.

She would like to move onto to a higher position in education administration.

Ms C, thirty-two years old, is single, and is currently an education officer at the Teachers Service Commission. Until an opportunity presented itself to relieve a headmistress going on leave, she had never considered getting into administration. From then on she found out that she had been identified at the head office, and after an interview was appointed as an educational officer.

Ms D is forty-seven, married has one child and as she says takes active care of her two grandchildren. She is currently senior lecturer and head of department in a Teachers College. She has been teaching for the last twenty-six years and she feels that she has had a slow rise in her administrative career, but her experience has given her more than her academic work.

Ms E, forty-five, is married and has a masters in educational administration. She has four children ranging from twenty-two years old, with her baby ten years old. She had never liked teaching as she said "... I went into it for the sake of a career, since in those days it was either a choice between teaching or nursing." She then tried by all means to get out of the classroom and into administration, and when an opportunity presented itself, she took it at once. She is currently an senior lecturer involved in the training of administrators.

Ms F is thirty-nine years old, married with three children who range in years from fourteen to eight. Currently she is senior lecturer and back in the college classroom after having been a head of a high school for four years. She hopes to go higher even if into another setting but still as an administrator.

Ms G, thirty years old, is single with one child who is three years old. She is currently an education officer at the Teachers Service Commission. She taught for some time with a diploma in education before going on to do her BEd. Her courses in decision making and management prompted her to change into the administrative area. She has also had an interest in school headship.

Ms H, thirty-five is married and has four children all under the age of ten. She started out as a teacher, but as she says in her own words, "...when the jobs for the inspectorate were advertised, I did not apply but my headmaster wanted me to take the job, because he felt I was a `stubborn' lady and would work well with the inspectorate, so he forwarded my name." She is currently a school inspector.

Ms I, thirty years old, is married with two children who are both under six years old. She has her degree in social work, and started off as a Personnel Officer in a Parastatal organization, before branching off to administration in the university. She is currently a senior administrative assistant in one of the universities. Her intention of

joining the university was a way to get a chance to upgrade
herself, and move upward in administration.

Ms J is forty years old and is married with three
children, who is currently a senior lecturer and head of
department in a college. She has gone from being a head of a
high school, to being head of various departments in the
college. She intends to apply for a higher administrative
position, when the time is right. Meanwhile she is preparing
herself for the interview, by finishing work on a book she is
writing in her subject area.

Table 2.1, gives a summary of the women administrators
who participated in the study. The table consists of
information on their age, marital status and children. It
also shows their current job titles that they hold, their
institutions, and the total number of years they have been in
service.

Table 2.1
Profile of Administrators Who Participated in the Study

Name	Age	Marital Status	Children	Education	Title	Institution	Years in service
Ms A	33	M	YES	BEd	Head of Department	Polytechnic	8
Ms B	43	M	YES	BEd MSc	Senior Lecturer Head of Department	Polytechnic	20
Ms C	32	S	NO	BEd	Education Officer	Teachers Service Commission	9
Ms D	47	M	YES	DipEd BEd	Senior Lecturer Head of Department	Teachers College	26
Ms E	45	M	YES	BEd Med	Education Officer	Kenya Education Staff Institute	20
Ms F	39	M	YES	BEd	Senior Lecturer Head of Department	Teachers College	20
Ms G	30	S	YES	BEd	Staffing Officer	Teachers Service Commission	6
Ms H	36	M	YES	DipEd	Inspector	Inspectorate	10
Ms I	30	M	YES	BA	Senior Administrative Assistant	University	6
Ms J	42	M	YES	BEd	Senior Lecturer Head of Department	Teachers college	20

The Interviews

The interviews lasted two hours each for each participant in one sitting or if they preferred, two sittings. The questions in the interview were adapted from a study done by Atkinson (1992), on women administrators in Nova Scotia, and a study done by Okeke (1993), on employed women in Nigeria. (See Appendix A for a copy of the interview schedule.)

The interviews with the participants form the core of the analysis. They were semi-structured; that is, they did not follow a rigid procedure. Instead, an interview guide was used only to ensure that the same issues were covered during the interviews with each respondent. The duration of the interviews depended on each respondent's schedule, and her choice of venue. Some of the women preferred their offices, during office hours when they had a break from their busy schedule. Others preferred their homes, on weekends, or afternoons when they would spare the time.

The interviews explored in considerable detail each woman's educational background, career path, job and family responsibilities. This was done so as to identify significant factors which may have had a bearing on their entrance, and advancement in the field of educational administration. The interviews centred around three specific areas:

First, their educational background including the level and type of academic qualifications received, and any other qualifications and what these contributed to their present

status on the job. Second, their present position in the institutions, including their position in the institutions or organization and the features of the job itself; their chances of advancement in terms of opportunities for training, upgrading, promotion, etc.

Third, the relationship between their career and family status. This involved a discussion of their domestic responsibilities such as housework, care of children, and the effect on their careers, and the coping strategies they used. All along the course of the interviews, the feelings as regards the situations and what was happening was sort, so as to get the picture from their point of view.

Data Analysis

Data analyses in qualitative research not only means interpreting research that has been done in the best way possible, it also involves organizing what one has seen, heard, and read to make sense of it. It is an effort to manage and make sense of data, to transform it into a form that communicates the study's findings (Glesne and Peshkin 1992: 127).

In this study, I tried to identify issues in the lives and experiences of the women as administrators that may have affected their choices and chances in education administration. I gathered information on educational experiences, experiences on the job that may have had a

positive or negative influence on careers. I focused on various points in their careers at which decisions were usually made, namely at hiring, promotion and advancement. I explored family responsibilities goals and aspirations of the women, and the coping strategies they employed to manage responsibilities in the family and at work.

The simple coding scheme that I used involved noting the issues that the women felt had affected their job. I tried to study the data as soon as I received it and checked up on areas that needed further clarification. For example in the process of interviewing I realised that the women had varying issues that they felt deeply about: for one, it might be the political climate (which I had not even imagined), for another it might be culture, but in a different manner than I may have anticipated.

For each of them, the area that they felt most about was not necessarily the same as for the other respondents. I tried to probe and let them speak out without restricting them to the interview guide. I found that certain areas had been covered in depth more than others in one interview, and some areas may have come before others. In the end the issues in the interview guide had been covered though not necessarily in the same order.

As I will describe in more detail later in this chapter, I tried to keep track of my subjectivity as a researcher at all times, hopefully controlling it to a certain extent. The

issues that the women expressed shaped the data that I used. This was of course influenced, greatly by the areas that I chose to ask questions on. The research question in a way limited me to the data that I ended up with.

In dealing with the data, visual representations assisted in making meaning of data. Visual representation also helped in developing the problem statement, in the beginning through creating the conceptual framework of the issues affecting women in education administration. This lead to the areas that developed into questions for the data collection.

In the analysis I tried to look at the areas that had been specified and had been developing throughout the study, from the beginning of the problem statement to the collection of data, and the analysis. Data display not only provided the skeleton of the work, but it also helped to see the overall patterns in the research without getting lost in the details.

Ethical Considerations

Since my study involves the personal lives of other people, I had some moral obligations consider. I followed specific guidelines (see Appendix B for the statement of the ethical considerations). I explained to the participants how I intended to do the interview, that it would involve taping, and why it was necessary to tape the interviews. I also explained to them how I would use the information they disclosed. I assured them of confidentiality and how I

intended to do so. I notified them that the option not to participate was open. If they did not want to participate, they did not have to, and I would respect their decision. (See Appendix C for the letter of consent). Once we were all clear on the expectations, I then proceeded to tape the interviews with their consent.

I developed a system of using pseudonyms in written materials, and interviews I conducted. In writing the thesis, and in discussing the experiences of the women, I tried to avoid getting too particular with the setting, if I could, in order to reduce the likelihood of readers identifying particular participants.

In this study, I was both the researcher as well as the instrument. I would like to discuss the importance of this to the study.

Researcher as Research Instrument

Even though I was a student at the time of the study, it was easy to establish a rapport with the interviewees since I came from the same settings and we had common ground to start off with. I was a teacher in one of the teachers colleges in Kenya, and they were aware of that. A number of the participants had more experience and higher qualifications than myself, but I discovered that it was easy to talk to them since we had a common starting point.

I kept as much as possible to the formal and official position of conducting the research, but in a few cases, I found that when I had already been informally introduced to a participant, it was easier to start off the interview. So the fact that I knew certain people who introduced me to the participants and gave my background, affected what I gathered from the participants in that it made it easier, and also made them willing to be involved in the study.

The fact that I got a chance to do my studies away from familiar settings prepared me in a way to look at the setting in a different way and gave me a chance to broaden my knowledge, and to compare and contrast two different cultures. The perspective of gender, influenced my interest in issues that were affected by gender.

Analysis of the data may be seen to create a problem due to conflict of the research instrument, (i.e the researcher) and how to set the standard. In this study, I had to continually remind myself of the fact that I as the researcher was also the instrument, the conductor of the study, and the analyzer of the situation. I would need to immerse myself in the situation, and at the same time assess the situation, from the outside to sort of get the total picture. I tried to do it to the best of my ability.

In the analysis I tried as much as possible to present as accurately the respondents' stories. I also was duty bound to present their views within the social and cultural context as

accurately as possible. But bearing in mind that this is a highly subjective area, I can only say I tried my best to do justice to the information that I was entrusted with.

Summary

In this chapter, I have given a brief overview of some of the literature, showing the problems that women are faced with in educational adminstration. I then describe the methodology, and the process employed in selecting participants The ten participants are profiled briefly.

The literature review pointed out the issues that women face in education administration, issues that women face at the entry into administration, performance in administration, and in the promotion and advancement in education administration. In the chapters that follow, I concentrate on these issues describing them from the perspective of the ten women whom I interviewed.

CHAPTER THREE

ADMINISTRATORS AT WORK

Introduction

This chapter will explore some of the issues that are
significant for women in educational administration. The
literature review has identified various points in career
development at which women in education administration in
Kenya face gender biases. Hiring, transition, and promotion
are discussed in the first section. The latter part of this
chapter explores the reality of working in a man's world, the
experiences of women in a gender biased workplace.

Issues in Career Development

Career Point 1: Hiring

Table 3.1 outlines issues facing women at the entry
point to employment in administration. The table identifies
issues raised during the interviews with respect to hiring,
and their experiences and perceptions of the hiring process.
The tables that follow in this chapter are organized
similarly.

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Table 3.1:
Issues Facing Women at the Entry Point

Issues	Experiences and Outcomes
Coping with tokenism	Frustration created from the sexist questions asked by the panel who seemed to have already preselected, in certain cases, the interviewee was a token female.
Coping with gendered assumptions about life circumstances	Exasperation at the assumptions of the capabilities of women. There were some restrictions based on misconceptions about life circumstances
Coping with gendered assumptions about abilities	Anger against cultural dictates and limitations of positions. In some areas, women were not considered capable of handling the public and discipline problems of both teachers and the public.

Coping with the Issue Of Tokenism

Most respondents described treatment during the selection process they considered as unfair. Getting hired or promoted depended on the panel conducting the interview. Of the ten women interviewed, all agreed that although some are fair many others are unfair. Six women said they had experienced some form of unfairness. For example, one respondent described the hiring panel as follows:

> When I entered the room the first thing I noticed was the chairperson, and the way he looked at me. They had a terrible attitude. I had gone for an interview and I think that they had someone in mind for this position already. (Ms J)

In this particular case she found herself participating in an interview although it seemed to her that a male candidate had been pre-selected. It was frustrating to undergo an interview process as a token woman. She believed that the short listing was unfair, even though it included both male and female applicants, because the panel had decided in advance which of the candidates would be selected.

Asked about the official criteria, another interviewee said:

> ...I am talking about the official criteria. Don't forget that the short listing is done by men too and in terms of presentation of those who are short listing, the women are under represented because if we are fairly represented and there are women who are also positive in their outlook to other women then there will be a fair method of short listing. (Ms E)

Although the selection process would be seen to be more fair if the panel was gender balanced one of the woman pointed out that as one moved up the ranks of administration, it was not possible to have women in the assessing panel, because there was a lack of women in the higher ranks. This leads to women being under represented in the selection panel.

> It may be difficult to include more women in the panel because for the interviews for higher positions, you need people who are above that level, and for example in my case there are not many women above me to include in my panel if I was to attend an interview. (Ms I)

These examples of the experiences of the women illustrate that the unfairness to which women are subjected in seeking administrative positions.

Coping with Gendered Assumptions about Life Circumstances

At the point of hiring, the participants also felt that preconceived notions affected selection. The participants felt that many decisions made in selection were based on false assumptions, especially concerning family responsibilities and women's capabilities s administrators. One respondent was irritated by the decisions taken based on false assumptions:

> Those in positions of authority will say, " Oh you already have one P.E.O.", and out of the seven provinces what is one, and she is even acting, ...or they say, "You are not aggressive enough,... oh you know you ladies cannot get these jobs because your husbands will not allow you to travel. If you Ms E were given P.E.O. Western Province would you go?" If you say yes, then they say, "No it is not good for your family", or even that they do not want to break up families, and there is no such policy. When I applied for that job, they did not ask about my husband or children. When my husband gets that promotion and is taken to the North Eastern Province, is he asked about me or my children...? So we are not treated equally. (Ms E)

She felt the realization of gender equality was long overdue. She did not feel that the concerns about the ability of women were at all valid. This problem takes us back to lack of practical experience as mentioned in Chapter One. The problem is circular. Because of their gender they are denied entry; but the reason given is lack of administrative experience.

Discrimination may or may not be conscious, but the consequences of the assumptions are that opportunities for women aspirants are restricted.

Coping With Gendered Assumptions about Abilities

Research in educational administration illustrates the limitations that family responsibilities place on the mobility of women. In certain sectors of the Ministry of Education like the Inspectorate, single persons, whether male or female, may be seen to have an advantage because the job requires frequent travel to places, such as writing workshops, or external invigilation of exams, which may go on for weeks. As a result of the decisions taken, women may be appointed, but as one of the respondents said, not to key decision-making positions. In seeking the reason why this was the case, she was told:

> ...that because most of them are married and they cannot be transferred and there is no way you can be a P.E.O. in one office for ever, you have to move from province to province, and so there are some areas where the women are restricted. (Ms C)

Knowing that one will not get a chance at a position because of false assumptions is disheartening. Expectations both of what women can do and what is expected of them affect how women are viewed as aspirants for a job. Entry into positions like D.E.O or P.E.O. is influenced a greatly by cultural dictates and limits. As in other leadership positions outside of education, women face problems of what the culture expects of them and from them. One woman said:

> Women have not totally been accepted as leaders. In my home area it is only now with education, that the community can accept that a woman can stand in a baraza (public meeting) and address them. Otherwise a woman is supposed to talk while seated, if she has an issue, and we have had cases where

> when you arrive at a public gathering, all the
> women are seated on the grass, and the men have the
> chairs. (Ms H)

The women felt indignant about such restrictions. A man for
example can make a decision without anybody questioning that
decision. If a woman takes the same course of action she is
likely to be challenged. It is frustrating for a woman to
confront the society's conception of leadership. One woman
said:

> At times when one has to make a firm stand on an
> issue as a P.E.O. and you may face some rude
> teachers, some violent people, and sometimes you
> may have to reprimand people when they have not
> done their duty. I noticed that when it was the
> acting P.E.O doing that, the people would not
> listen to her, as much as they would when it was
> the P.E.O. Not because of his position, but more
> because he was a man. (Ms C)

Thus when women finally get into certain positions, they
expected their actions to be questioned and to be challenged
at every point. The result for women is damage to self-
confidence.

Summary

The women expressed feelings of depression performing
their duties under gender biased conditions. The interviews
and the selection process are influenced by many factors
involving gender biased questioning, tokenism, false
assumptions and expectations. Due to these, the women
experienced frustration, oppression, anger, and annoyance. In
some cases, they experienced a lack of power and came to

believe that academic credentials are not the significant criteria being considered.

Career Point 2: Transition

Decisions about whether or not to change jobs are critical points in administrative careers. A decision may involve moving to a new position or applying for promotion. This section discusses the issues that affect women at such points in their careers. Table 3.2 summarizes the issues surrounding transition in various periods of an administrator's life.

Table 3.2
Issues Surrounding Transition

Issues	Experiences and Outcomes
Feelings of being trapped	Predicament over the choice between costs to career and costs to family. One has to strike a balance between the costs to family and to the career.
Conflict between the choices to make	Needs of the husband and children or proximity to responsibilities. Upward mobility may be affected or put on hold.

Feelings of Being Trapped

The choices related to career transition are tied up with family considerations. Women often must choose between taking up an offer or putting a career "on hold" for a while. In making these choices, it is very easy for one to experience

doubt related to whether they made the right choice at the time. The women interviewed, whether married or single, expressed some concerns in relation to transfers and administrative positions. As mentioned in the section above, some positions are structured in such a way that one should be able to transfer. The women felt trapped by the course of their actions because whichever the direction taken costs would be involved. It may not be difficult or unacceptable for a man to work in a different location, apart from his family. In fact most career men work in the city and big towns, while their families may be in the rural areas or towns near their homes. But for women the choices are very difficult. For a married woman to take up a position which demands that she has to leave the children with her husband and travel home over the weekends or holidays is not "done" in Kenyan society.

Conflict Among Choices

Choices made at the point of transition have consequences later whether in career or community reactions. This can be seen in the following illustration of the kind of conflict that arises. The women must weigh the costs to their career, of not accepting a position, against cost in terms of family and community acceptance if they do. Of the ten women interviewed only one woman was bold enough to take up a position that necessitated her to be away from her husband and

children. She admits such a situation is not common, and it normally creates friction in families:

> This situation has not been very comfortable for us in the society. Since it is a different arrangement people assume that I have dominated my husband. They do not view this as an acceptable, possible solution. But since we understand the reason as a family and it works for us, we have learned to live with the comments people make so long as it works for us. (Ms B)

For woman as classroom teachers the issue of job mobility is not a problem. If the family moves positions are usually available. However when women begin to move into administrative levels conflicts with family interests arise.

Out of the ten participants in the study, six have had to consider not transferring for the sake of either the husbands' jobs or the children's schooling. Of the remaining four, two are single and the impact of transferring was not felt as much, and the other two said they were lucky that the transfers fitted in with the family plans.

Transitions can become periods of complication, especially if both husband and wife wish to move upward in their careers. In the past when the husband got a new or better position, the wife was without question expected to move. But positions for career-oriented women are more difficult to get, especially in education adminstration. Many women administrators find themselves in a "no win" predicament they feel trapped.

Career Point 3: Promotion

Promotion also raises issues worth noting. At the time that a person seeks promotion, they may feel justified in assuming that they have gained experience and are confident in their performance. Yet the participants still found that there were some assumptions that influenced the promotion exercise.

The table that follows describes the feelings of the interviewees with respect to their work performance and promotion.

Table 3.3
Issues Arising from the Promotion Exercise

Issues	Experiences and outcomes
Loss of identity coping with being treated in relation to somebody else	Assumptions of efficiency of women. Problems are anticipated.
Labelling of the performances	Doubting their proficiency to perform well. Assumptions about performance of duty.
Double standards coping with having to perform under extra vigilance	Extra scrutiny and on the lookout for failure, more is expected from women. They have to prove their capabilities.

Loss of Identity

One cannot conceal gender. For the women in administration or for those aspiring to get into administration, loss of identity was something to be faced daily in the assumptions of those with whom they work.

The women expressed frustration that assessment of their performance at work seemingly was influenced by an assessors beliefs about gender. When asked who was responsible for the promotion exercise, and what the assessors perceptions of the aspirants were, the women said that they experienced a loss of identity. They felt insulted that they were not given a chance to be themselves. They were seen as wives before being seen as the individuals or as competent professional administrators. The assessors also seemed to assume that marriage and motherhood would present problems at work. As a result the efficiency as of the women as individuals was suspect. The interviewees considered the loss of identity as humiliating. One said:

> I think that they think in terms of problems from women. They will need to go to the clinic or on maternity leave or are just problematic. They see you in terms of whether you are somebody's wife and if you are, then the first thought they will have is of your husband, who he is and whether he will cause problems for them. (Ms I)

The fact that women cannot escape being who they are influenced the reactions of those around them. Judgements seemed to be based on assumptions about the women as wives and as mothers.

Labelling

The women felt that assessments of their performance was subjective. They were offended by assessments based on

speculation. One participant pointed out the extra scrutiny
of women candidates by virtue of their gender:

> ...of course there are those or there would be
> those with attitudes towards a woman. They look at
> the woman and they feel that this job is too senior
> for a woman. "Do you think she will manage, do you
> think she presented herself properly?"..., "Oh
> look at her, did you see the way she was dressed,
> did you see the way she was smiling she is trying
> to influence us, did she present herself as
> capable?"...(Ms E).

There is a belief that a woman can not enforce "school
discipline" especially at the secondary level. A
correspondent in The Sunday Nation (Kenya) provided these
observations after interviewing the Secretary to the T.S.C.
A man can head any school including an all girls' school but
a woman can only be a headmistress in a girls or mixed school
because a woman could not be carry out discipline effectively
in a boys' school which may involve caning. The same did not
apply in a girls school because discipline of the girls does
not involve caning.[2]   According to The Secretary, boys in
high schools have also reached adolescence, the time when most
of them undergo initiation and with the rites of passage, pass
on from childhood to manhood. They develop societal feelings
that they are men and do not want to be challenged by women.

Some of the women interviewed recognized this as a
problem but argued that women are capable of handling such

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[2]The issue of caning as a measure of discipline is
controversial and occurs only after consultations and with the
recommendation of the discipline committees, board members and
with the knowledge of a representative from the commission.

situations. So long as they are aware of the current

situation and if there will be problems associated with the

such students, then they can handle them. One woman said:

> We have had complaints of women teachers who are
> heads or deputies and have to handle discipline
> cases with students, especially those who have
> recently undergone initiation.(rites of passage)
> They do not accept instructions from a woman. We
> still have those problems, but if you come from
> that community and know how to handle them, then it
> is not a problem. There is certain information
> that you need to be equipped with, whether women
> are accepted in that community or not. (Ms H)

The women feel that not hiring women into those administrative

positions does not resolve the issues of discipline or of

women authority. They feel that the society should help

change the attitudes of men or the problems of looking down on

women will continue being perpetuated.

The messages the boys learn in the schools are carried

out with them into the society. There is a need to change

their way of thinking in regards to women as figures of

authority. The fact is that the decision makers consider the

issue of discipline as a impediment for the women, instead of

as an issue that requires a change of attitude in the society

outrages the women. Dealing with these issues arising during

consideration of promotion were not very pleasant experiences

for the women.

Double Standards

Connected to loss of identity and labelling, women felt

subjected to "double standards". They are faced or expected

to perform more efficiently than their male counterparts as administrators. One woman interviewed said that from her experience:

> I think the criteria for the woman in their mind is
> a higher criteria than that of the men. As far as
> I see, even if we had the same qualifications as
> the men, a woman would still be expected to do
> better, or "double". (Ms I)

In addition to the extra scrutiny women face, their decisions are always subject to debate. The women at one time or another have experienced questioning of decisions they have made, and they felt belittled:

> In our society, many people feel that it is not
> fair for a woman to be in a position like mine.
> There have been cases where I have written official
> letters to men who are maturer than me, and they
> come to me, telling me "you are my daughter" as if
> I should not even consider reprimanding them since
> they are older, and more so, male. (Ms J)

Another one had this experience:

> Occasionally I have had men, especially from my own
> community, who will question "What can a woman do?"
> especially when you have opposed what they have
> said. They really feel that they should be
> considered as a man even here in the workplace. (Ms
> H)

It does not seem to matter whether women are married or single. Single women also described situations where they felt belittled by such attitudes on the job. One of them described it this way:

> Men, especially in our type of society, do not feel
> very nice about a single woman being above them.
> They do not like it very much, and do not
> appreciate you questioning them during the cases.
> They may even ignore you, and if you insist on
> probing them, some of them can be rude ... their

attitude being "Like who is this girl, and she is only a woman after all". (Ms C)

This is a dismissive attitude that men do not seem to experience. The women generally resent the application of a different yardstick to measure mens' actions.

Summary

In this section, I have discussed various issues that affect women at different points in their career, including hiring, transition and promotion. I presented the experiences, relating this to the literature, and giving typical examples from the women themselves, and also the concerns arising from those issues.

In the next section I will consider some of the issues that arise from working in the "man's world" of educational administration.

Working in a Man's World

Several issues arose during the interviews involving the structure and organization of the workplace, the policies in the workplace, and the work practices. Of the ten participants in the study, nine were administrators employed under the Teachers Service Commission (T.S.C) and started off as teachers in the system. The other started her career in the public service as a personnel officer. The T.S.C. is responsible for the hiring and welfare of all teachers in the country. As the administrators in the study said, they all

applied to the Commission first for employment after they graduated.

The recruitment of teachers follows an assessment of the presented employment forms and the certificates, with the understanding that the applicant is willing to work in any part of the Republic. Up until 1993[3] mass recruitment into teaching was typical; the candidates that graduated from their various colleges, including primary teachers, secondary teachers, technical teachers, and the university graduates, were posted to the various institutions depending on their speciality.

Promotions for vacant positions, follow a formal assessment procedure, which includes an advertisement in the daily papers of existing vacancies in particular establishments, with an invitation to apply for the post that one feels that they qualify for. There is a short listing of those who qualify, followed by an oral interview. Usually after three years of service one may qualify for promotion, depending on the availability of the vacancies.

Section 39 -40 of the Teachers Service Commission code of regulations for teachers, outlines the various levels a teacher may be promoted to and the conditions for promotion. These grades are:

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[3]Now there is no assurance of a job after completion of the course. The government no longer guarantees employment of teachers.

1. Administrative grades, such as Principal, Deputy Principal, Senior Headmaster/mistress I. Senior Headmaster/mistress II, Headmaster/mistress, Deputy Headmaster/mistress, Head of Department, Senior master/mistress (code stipulates master also refers to mistress).

2. Professional Teaching Grades such as Principal Lecturer, Senior Lecturer, Assistant Lecturer I, Assistant Lecturer II.

The code goes on to state that "a teacher may also be promoted to other professional grades such as P3, P2, P1, S1, approved teacher next above his present grade in accordance with the regulations for promotion of teachers "(p 97). A teacher may be considered for promotion if he or she has displayed exceptional ability as a teacher in the performance of his or her duties (T.S.C. Code of Regulations, 1986 pp.97-98).

The T.S.C. code of regulations is clear on the work policies and practises. Though there have been significant changes in the workplace policies over the years, the respondents still indicated work policies that they felt have been a hinderance to the advancement of women.

Some workplace polices, found in the T.S.C. code of regulations are specific to women and result in unequal treatment, invisibility, and exclusion of women in the workplace. There are subtle differences but the effects apply to the women. Table 3.4 outlines the issues related to policies and practices in the workplace.

Table 3.4
Policies and Practices in the Workplace

Issues	Experiences and outcomes
Unequal treatment in benefits received	Women cannot receive house allowance if husband occupies a government residence whether they are together or not.
Invisibility of women and their individual differences	Maternity leave, hospital allowances Have to rely on the husband's hospital insurance card if he is a teacher or in the civil service only one can be reimbursed and it is usually the husbands.
Exclusion of women administrators	There have been cases of men being imported to head schools even where there are women available to handle the schools.

Unequal Treatment

The House Allowance policy has affected female teachers for a long time. Up until 1993,[4] a woman had to forfeit

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[4]Even with the change to allow married women house allowance, they can only claim house allowance if their husband is not a civil servant and does not occupy a government house. They also have to provide documentary proof from their husband's employer.

house allowance once she got married. Even now, if both husband and wife work in the same town and if the husband receives house allowance, it becomes very difficult for a woman to get a house or housing allowance. She can be considered only if her husband is out of town, or is not a government employee.

In the course of the interviews, many of the women expressed anger with this unequal treatment. One woman recalled a specific illustration how it affects women. She was working as an administrator and having to commute across town, since her husband was housed there. Therefore she could not be considered for housing at her own institution. She expressed disappointment that she was expected to continue fulfilment of her duties even when they run late into the night. At times it was almost impossible to perform well because of travel across town late at night. Yet she could not be considered for a house until her husband moved out of that town. It took lots of determination and her husband's support to continue in that position. She said:

> So far the experience which proved most difficult to me was when I had my work as an administrator, and I lived off-campus. I had my teaching load as well so I used to leave home early in the morning, get home late at night. Many things would go wrong, and I was generally stressed out all the time. (Ms A)

Unequal treatment in regards to house allowance is an area that most of the married women felt affected their decisions to take up new positions. Especially since the problems

intensify if one has to commute daily to work. Men are not similarly affected. The clause in the code of regulations on house allowance states that a married woman can only be eligible for house allowance if she is the sole supporter of her household due to the death of her husband or legally separated or divorced from her husband.

The Commission may consider giving house allowance to a married woman teacher, under very special circumstances, such as if she becomes the sole supporter of her household due to her husband's incapability to earn a living resulting through a physical or mental disability as certified by a Government medical doctor. For the women to be granted house allowance, they must provide the commission with documentary evidence in support of their application.

The fact that the womens' benefits are restricted to their husband and they are not considered on their own merit is seen as unfair. The status does not change for the men, it does not matter whether they are married or not. If for any reason the husband choose not to live with the family the women have to shoulder the burden of housing the whole family.

The interviewees expressed annoyance with an elaborate procedure, of preparing all the documentary evidence, to prove the reason why they think they should receive house allowance. The process is tedious and there is no guarantee that the Commission will consider their case. The fact that male administrators do not have to undergo the same process is

disheartening. One of the respondents said the unfair treatment between men and women in education policies and practices may have had an influence on women, deciding whether to move to other areas outside administration. She said:

> ...Women may have considered moving into other areas in the past since the benefits looked better, the medical schemes, the housing schemes. Especially before they considered paying women house allowance, as they do for the men. Compared to what I am doing now, it is better, the terms and benefits. (Ms E)

Though this policy has been changed to grant housing benefits to a woman whose husband is not in the civil service. The situation for those whose husbands are under the civil service has not changed. Capable women may still be on the lookout for other positions where they are considered on their own merit.

Invisibility of Women

The administrators felt the maternity leave policy needed improvement. According to the code of regulations:

> Female teachers who are required to be absent from duty on account of confinement will be eligible for maternity leave with full pay up to a maximum of sixty working days which should start at least one month before confinement is due. A woman teacher who avails herself for such leave will forfeit her annual leave for that year (T.S.C. Code of Regulations p 144).

Included in this are the normal working days during the school holidays. Application for the leave is expected at least one month before the leave is due, accompanied by a medical doctors letter certifying the date of confinement. If women

fail to apply as required, they would qualify for one month's maternity leave only with full pay from the date of confinement.

Another clause prevents a newly appointed teacher for qualifying for leave with pay if she is due for confinement during the first three months of her appointment by the commission. This may present a problem to some women, as one woman said:

> If one is due to take a maternity leave, then the rule is to have worked for at least six months. If one has to go before then, they may have to forgo their salary, so if one has just been appointed to the job, they may be disadvantaged, because they have to choose between taking up their leave, or taking up their job. (Ms H)

The women felt that it was difficult for some women who aspire to enter administration, and whose family is still young, or growing. They felt that having no say in the application of the maternity leave, made them feel incapable of making responsible decisions for themselves, or of taking charge of their lives. One woman said:

> This is a personal choice. The only problem is the mandatory one month before one is due, and sometimes one may not need it, but may prefer to take their whole leave combined. I think women should be allowed to choose whether to combine or split their leave. (Ms D)

Another one said:

> ...It may prove to be a bit tough and I feel that if the person can be able to work, till they are ready to deliver why not be allowed to... Otherwise, if they split the leave and the baby is left when they are too young, then one is forced to constantly ask for permission to attend to the baby, which ends up reflecting badly on one's

performance, and they may be liable to ... ... of administrative responsibilities (West).

Women may apply as is mandatory, but their ... date may delay, in some cases by as much as a month. What happens is that a whole month of their leave is spent waiting at home, if they do not want to get into trouble or forfeit their pay. When the baby finally arrives they end up with only a month to spend at home with their newborn babies. Most of the respondents felt that it should be left to women to choose if they felt capable enough to continue working till their due date, then combine their leave, or to split it and go for one month before and one month after. Then women would be able to spend the time for maternal bonding with their newborn babies. Instead of a mandatory requirement, women should be allowed to apply for their leaves when they feel the time is right for them. The current practice encourages cheating in the system.

The women felt that one month after the baby is born is not sufficient time to nurse and wean the baby, especially for women who do not have their accommodations in the compound and must, therefore, make alternative arrangements for nursing a baby. This may involve rushing across town and relying on public transport often over the lunch hour or break time. One administrator said:

> I feel that they should not ever dictate to people when they say one has to apply one month before confinement, so that one may receive the sixty working days....one should be able to choose how much time they require after even more than before.

> One month is not adequate, one needs more time with
> the baby, and in my case, as a headmistress, that
> really affected me. I felt that I was not able to
> work as efficiently as I would have liked. (Ms J)

This can also be improved if some time in the day could be

allowed at least for the first six months, after the baby is

born till the baby is weaned from nursing. It may be an hour

for nursing, and it could be added onto the morning break or

lunch break. But at whatever point, it would reduce the guilt

feelings and stress that the women experienced.

The clause on medical treatment states that a married

woman teacher is entitled to the same medical benefits, but

should certify that her husband is not a public servant or a

teacher. If the husband happens to be one of the above, he

claims for the family. If he is not, then the onus is on the

woman to get documentary proof. This can be frustrating, as

one woman says:

> Balancing as a mother may be difficult especially
> when the children are young and need a lot of
> medical attention. Fortunately, my husband prefers
> to take care of that, since our medical benefits
> with the T.S.C. are poor; his medical scheme, and
> housing benefits are much better than mine. (Ms B)

The T.S.C. code of regulations has attempted to accommodate

both male and female teachers, but married females are

accorded equal treatment only if their husbands are not

eligible. It is not the expected or usual case. They have to

go through the process of presenting evidence, if they are to

receive their dues. This makes the women feel invisible. It

is if on their own they do not qualify. They have to provide

reason if they are separate from their husband. This practise demonstrates the subtle differences in the treatment of the male and female officers on duty.

Exclusion of Women Administrators

The exclusion from the workplace and the effect which this has on the work experience is explored in this section. The policy of appointing women to head girls only schools, or mixed schools, and men getting the opportunity to head boys only schools in addition to girls only schools and mixed schools creates an unequal situation in relation to opportunities. As mentioned in Chapter One, there are few girls only schools. And only some girls' school are headed by a female teacher. The reason that has been given is that:

> ...there are not enough women teachers available to head the schools, not because of lack of adequately trained and experienced women, but due to their marital status. (Secretary T.S.C. (In the Sunday Nation June 14 1992).

The Secretary to the Teachers Service Commission has been quoted as saying:

> The question of vacancies for women and men does not arise in the case of appointment for heads, it is determined by other things such as existing vacancies, qualifications and experience...Promotion is not done in mathematical proportion to the service one has rendered, one may have worked for twenty years and still have no leadership qualities. (Sunday Nation Life style p 5)

"What is Leadership"? Who are "appropriate" leaders? The experiences of the women in this area was that it was an unclear area. They were clearly dissatisfied with some of the

answers and they felt powerless and excluded from the whole decision-making process. One of the respondents was infuriated, that even though both men and women all worked together in administration, when it came to upward mobility there was a difference and they asked the old time question why?

> Why are the majority of us down here? Why do we
> have people who went to school, people who were not
> doing as well as we did, up there...eh three or
> four steps above us? Even some people who went to
> school after we did, they taught like we did before
> coming here, and they seem to have moved faster
> than us. (Ms E)

She disagreed totally with the reason The Secretary had given accounting for the discrepancy:

> Women sometimes discriminated against themselves by
> not applying when vacant positions are advertised
> in the papers.

She asked indignantly:

> How can they say that, if I have applied first
> time, second time, third time..., as a matter of
> fact I apply all the time, and I do not get short
> listed. I am not even called for the interview, or
> anything like that and I have been performing, I
> believe to the best of my ability. I have been
> producing, nobody has said that I have not produced
> (results) as I should.

So apparently even if teachers are not classified as men or women in the T.S.C. computers, and the gender does not bother the commission, there are still practices that occur that angered the women and left them dissatisfied with the treatment that they received.

With respect to appointments and deployment of teachers, the commission requires that a person furnish proof of

educational and professional qualifications and provide a record of service, giving names of schools in which service was given and dates of such service. A condition of employment is the teachers readiness to serve anywhere in Kenya, in any school in which the commission considers his/her services required.

Given that there are more boys' schools than there are girls' schools, and that more men than women have been encouraged to aspire and enter the decision making positions, there has been unequal exposure to administrative experience for women as contrasted to the men. This means that if there is a vacancy to fill, there will be fewer women with comparable experience to most of the men who may be applying for the same position.

When only experience is used as a criteria for getting into an administrative position, then there will be more men than women fulfilling that requirement. Yet the women felt that if they were given a chance, they can perform well in those positions. Out of the ten administrators interviewed, all agreed with the sentiments expressed by Ms E, who said:

> Many times we have sat five or six of us analyzing our accomplishments, and when we compare with those of the men above us, one realizes there is no difference, and in many cases we may even be better. But what can one do? It is a situation one has no control over. Otherwise I feel if women are given the opportunity to head whatever sections, they are quite capable of taking up the appointment.

The literature review pointed out that the investment of education for the majority of females in the country may be limited as compared with males. The males have had a leading advantage, due to social-cultural factors that favour males. These are factors that at first glance do not look significant but in the long run they influence who gets to advance further and faster in educational administration.

So the exclusion of women from certain administrative positions and importing men even when there are capable women around may be explained by the fact that women are not expected to head certain schools, or be appointed to certain positions. This leads to limited experience and a rationalization for denying them entrance to certain positions, finally resulting in the women not advancing in educational administration.

In this section, I have examined some of the issues in the structure of educational administration, which may be included in the policies, that affect the advancement of women in educational administration. I now turn to practices in the workplace and their impact on the women in educational administration.

Workplace Practices

In the workplace, women identified certain obstacles in the performance of their duties.

Table 3.5 illustrates the issues of workplace practices
on women.

Table 3.5
Issues as a Result of Workplace Policies

Issues	Experiences and outcomes
Coping with lack of recognition	Few are in the major decision-making areas. The person at the top is the only one gets to be recognized for any accomplishments.
Coping with not being taken seriously	Women may occupy positions temporarily since they discharge their duties well. They should be given a chance at the position.

Coping with Lack of Recognition

A study of the activities that the women in the study
were involved with in the workplace included as one woman
said:

> ...general educational administrative
> responsibilities, but there are very few who are in
> charge of say a department or section like I am.
> It is the men who are in charge.(Ms B)

Doing committee work that included important recommendations
to the principal, was also part of what they did. Most of the
work they did is seen as "support". As one of them put it:

> the work I did as a headmistress could be seen and
> appreciated. But now, they cannot see what I am
> doing. They will only see what the Principal is
> doing in whichever institution, not the individual
> tutors. One is recognized when they are at the
> apex of the administration line. When you are in
> the middle you are not seen, however much work you
> are doing. (Ms J)

The women felt that if a person has been discharging her duties adequately in a position, there is no reason why she should not be given the opportunity to advance.

The women felt that anyone who has shown interest in their work and who is capable at all, should be encouraged to apply. All applications should be treated seriously.

Obstacles To Career Development

Advances in a persons career may be influenced by the age of the individual, marital status and the education attainment. Table 3.6 displays the three issues that have an impact on the career paths of women. In the table, column one lists the issues affecting the women, and the other lists the experiences and outcome on the women.

Table 3.6
Issues as a Result of the Impact of Workplace Policies

Issue	Experiences and outcomes
Coping with the effect of age and the choices made	There was a difference between the experiences of the older and the younger women. Older women had put their careers on hold more often while younger women seemed to feel they would manage both
Coping with marital status	Single and married administrators made different choices depending on the responsibilities to be considered.
Coping with the need for advanced education	Higher qualifications helped in moving upward faster and better. Those who were able to acquire extra education were able to change the trend of their career.

Coping with the Effect of Age and Choices Made

Women often put their careers on hold while their children are young and consequently lose opportunities later to advance in a career. It is difficult later on to catch up since they may be considered old. The employer may prefer a younger person who may render longer service.

The older women in the study dealt differently with this issue from the younger women. Most of the older ones had at different points in their careers been forced to put their career advancement on hold for a while. The younger ones talked more in terms of taking up opportunities and of the

possibility of managing both career advancement and family responsibilities. One of the older women suggested:

> Women have to give up something...if they are to do a good job in administration maybe time off until the children grow up. One will have to give up their career for the family, or their family if they get into administration. (Ms J)

As she describes her experience, she recognises that it was tough as a young mother to be away from her husband and to take care of the children. Her husband discouraged her at one point when it looked like she was becoming exhausted by the demands of a young family and administration. So she opted to step aside from administration for a while. Now that her children are older and less demanding, she hopes to pursue a higher level of administration. But obviously she knows she can not continue from where she stopped. The younger women seemed to be more optimistic about managing both the family and career. One of the younger administrators says that the onus is on women to handle both career and family and that it can work:

> Women define their positions. It is a matter of working in the face of all that society does not expect from a woman, and accomplishing, even if it means working doubly hard to be effective. Every situation is a challenge to be overcome. (Ms I)

She is on the lookout for opportunities for advancement, and plans to take up both when and if they happen.

The different approaches the women took towards educational administration, and their responsibilities at home depended on their ages. The effect of the different

approaches, remains to be seen especially the one taken by the younger ones.

Coping with Marital Status and the Choices Made

Another issue was the difference that a career path may take if one is married or single. One of the single women had experienced chances that came with promotions into four different positions in the nine years of service as compared to the three or four administrative moves that some of the older married women had made in their twenty years of service. She had this to say:

> I do not think that I would have moved up as fast if I was married, because there are a lot of restrictions when one is married, so it may have not been easy. On the other hand, I felt like I moved very fast and then at some point, I stagnated, so it may also be that the higher one goes, the slimmer the chances get. (Ms C)

She does admit that she is now at a point where she is no longer moving upwards. She also says that her ability to move to different locations when required may have influenced her upward mobility. The fact that she was perceived not to have other responsibilities may have made it easier to accept the different positions, allowing her to advance faster than most of her peers.

Coping with the Need for Advanced Education

Another issue that influenced the advancement of women educational attainment. As several of them commented,

competition for administrative positions has grown stiffer. One of the respondents emphasized that educational qualifications play a bigger role in the path that a career takes than it used to, when she started off as an administrator:

> Then one would progress easily up the ranks of administration, relying on their experience but now it requires a Masters or even a PhD degree in some situations to progress, or get into a position. (Ms J)

This has made her get involved in improving her situation, by doing some extra research work, not only to improve her job performance but also to make her case better in the interviews for higher positions. Those administrators who are older in the field have taken time off for further studies: two have a Masters, and one got her BEd after starting off with a diploma in Education. All of the women mentioned the importance of education, and most were in the process of working on improving their educational credentials.

The impact of marital status, number of years in the field and the education of a person were expressed differently by the respondents. Whether married or single, they were all affected by the society's expectations of the role of a woman. But this does not stop them from seeking positions in administration. What differed was the approach to this problem. Some delay getting into certain positions till they can organize their family, others continue into positions and try to balance both. Whichever way they choose to deal with

the problem, they are aware that there are certain costs to pay and, as indicated earlier some of these have yet to emerge.

Coping with Lack of Time and People

Table 3.7 is a summary of the issues arising from the experiences of women in relation to coping on the job. It is made up of issues and experiences and outcomes of these issues on the job.

Table 3.7
Issues Arising in Relation to Coping on the Job

Issues	Experiences and outcomes
Coping with the lack of people to be mentors and to network.	Lack of people to be involved with and role models.
Coping with the lack of time to be in associations	Lack of time to invest depending on the various responsibilities at home.
Coping with lack of the time or people leading to forming other alternatives	Solutions to lack of time and people, usually of like people meeting at their own time to give each other moral support.

Lack of People

Some of the older women were concerned about a lack of role models. "Apart from the senior headmistresses we want to look beyond that to say at the head office... we are now getting some, but they are few". They felt that even though there are more women gradually entering the higher ranks of administration, this is a slow process and the numbers are

still very low as compared to those of the men. One of them said:

> When it comes to sitting on the panels, you see more men than women, in the ministry and at the head office, there are still more men than women, women are now gradually getting in but the percentage is still low. (Ms D)

This affected their activities of mentoring or networking. In the course of carrying out their duties, there are various methods that the women employed to cope. This was influenced by how the women devised and used support mechanisms. The older women mentioned that the role models available to them for a long time had been the headmistresses who took over the major girls' schools, but in other areas of administration, they all agreed that same-sex representatives were lacking:

> We lack the role models. Maybe the one you would talk about is the headmistress, you know the senior headmistress, people at that level, but besides being head of institutions, you want to be say at the head office as deputy director of education, you want to head an institution like this one of ours...okay we are now getting some, but they are few, and we have not had them. (Ms E)

A lack of the role models affect women. Some may question their ability to perform well or it may reinforce the notion that men are better administrators. The younger women mentioned that role models had influenced their decisions to get into administration. They also were aware of the value of networking and the value of mentoring:

> There was a woman when I was in staffing who was the deputy P.E.O. and she had also been my teacher, I used to go to her when I had problems. She was supportive, informative, encouraging...and even now we still keep in touch. (Ms C)

Where the women found support varied depending on responsibilities, time, and age differences. Some women also emphasised the value of the different associations and the support that these rendered to their professional life. As one explained:

> It's main aim is to encourage women to aspire or to improve themselves and think of upward mobility. The women in this association are encouraged to think that they can always do better. It has improved the women's ideas and they actually change and even apply for other jobs, and think beyond the house. (Ms A)

Lack of Time

Some of the younger women were involved in associations, networking and mentoring activities. The older women pointed to lack of time as a reason for non-involvement:

> I am not as free as a woman with responsibilities. I have confined myself to the family and discarded other things that take me away from them. (Ms B)

The single women especially, made use of their time and were involved in associations and networking. This may have been as a result of experiencing mentoring from others, and perhaps the fact that they had more time to do so:

> When I was in staffing, there was a lady who was the deputy P.E.O. and she happened to have been my teacher in form one to four,... she used to encourage, and show me how to handle situations. (Ms C)

This woman also happened to be involved with some associations outside the workplace. The issue of time to be involved in other activities arose in many other instances, and I will

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come back to that in Chapter Four, when I discuss more fully the administrator's family life, and time for self, family and work.

Solutions

Some of the older, married women who had not registered themselves in professional associations found that they benefitted greatly from informal support groups with other people of like mind,

> Many times, we get together five, six of us and discuss... analyze ourselves... and encourage each other to keep on struggling. (Ms E)

Meeting informally in their free time whether in the workplace or at seminars or conferences provided ways of coping with problems at work.

In finding ways of coping, the younger women seemed to be more involved with other people, groups, or associations outside, both as a result of time and also as a result of realising the value of doing that. But whatever happened, they tried to find solutions to their problems on the job. Usually discussing them with others proved to be effective.

Summary

This chapter began with a discussion of the issues that arise at certain points in the careers of women in educational administration. The points at which they have to make decisions are also the points at which decisions are made

about them. These occur at hiring, selection, interviewing and getting into a position. Transition issues included dealing with transfers and movement from one position to another, or choosing not to move, and instead putting their career on hold for a while. This section also dealt with promotion, the exercise of selection, and the issues surrounding the selection and availability of positions. The outcome and effect of all these on the women was discussed.

The reality of working in a man's world including the structure and organization of the workplace and the workplace policies and practices, the obstacles to career development, and the points of advancement was also discussed.

CHAPTER FOUR

SELF, MOTHER, WIFE AND ADMINISTRATOR

Introduction

This chapter explores non-workplace influences on the experiences of women as administrators. The experiences shared by the women administrators confirm findings in the literature, namely that family responsibilities significantly impose themselves on workplace experience.

The chapter is divided into two main sections. The first examines the balancing of responsibilities at home and at work. The second explores the development of the participants as professional people. The time for self development as an administrator is seen to be affected by a woman's responsibilities as a mother and as a wife.

The experiences of the women indicate conflicts arise from the contradictions in the lives of the women, created by the assumptions about family life, as well as from choices actually made in relation to family life.

Addressing the issues that women administrators face at home which impact on their work is not to say that men too do not face difficult decisions about careers and family. However, the fact is the pressure for women to manage both work and home is greater in our culture than it is for men. Though men have been stepping in and taking part of the burden for child rearing, women continue to manage the bulk of home responsibilities.

Balancing Home and Work

Managing the household, coordinating household activities, and providing care for the family are discussed in this section. Women carry a double role if they have to dedicate themselves to domestic commitments and devote time to their career. This has been seen in the literature as a major barrier to women's career development. As one woman shared with me:

> I remember when I was appointed headmistress. After four years, I got married, and I would see the difference. It was tough with a small baby, as a headmistress. You are on duty twenty-four hours. Sometimes when it came to selection of new students, I had to leave the baby sometimes for two days, and she was not even weaned. Sometimes go to the city,... one time I took her with me, and you know in those days the road was not tarmacked; it is a distance of seventy miles on a dusty, rough road with stones all over... (Ms J)

Others admitted that attending to double demands can result in a long day, for some beginning as early as 5.30 am to organize for the duties to be done in the home and finishing as late as 2.00 am from work. The activities that the women have to attend to range from caretaking, managing and coordinating family responsibilities as illustrated in the following table. In addition to these activities, women are responsible for the activities of the children in the schools. This includes organizing for school activities if they need to be attended, supervising homework, P.T.A. meetings and visits to the doctor. Husbands may provide the fees and money for books and

uniforms, but the actual purchasing is largely a wife's responsibility.

Table 4.1 is a summary of the issues that emerged at home, and the women's experiences, and outcome on their lives.

Table 4.1
Issues at Home

Issues	Typical experiences and outcome
Coping with managing the home	Delegates duties but still needs to personally attend to some of them.
Coping with coordination of household activities	Responsible for the details and organization of the expected outcome.
Coping with providing care for the family	Has to plan and prepare everything in advance plan for the weekly shopping, bulk monthly and perishables almost daily.

Coping with Managing of the Household

To manage household and workplace responsibilities requires juggling. Women are ultimately responsible for the caretaking activities in the family. The women interviewed did delegate some duties, but the responsibility of making sure that everything ran smoothly was theirs.

> I spend most of the weekends organizing myself for the week. I make sure that I have enough food to last me the whole week since I would not want to be short in the course of the week. I also organize other responsibilities that are major in the home. So I do as much as I can over the weekend. (Ms I)

The women had to balance both work and caretaking responsibilities. If they accomplished the juggling to their

satisfaction, only then were they able to concentrate at work. When things are under control, they could think of taking up other responsibilities in the workplace that might facilitate career advancement.

> If things are not running well at home one can get stressed out, easily irritable, and not able to manage both administrative and home activities...now, I find it easier to manage even if for some unforseen reason I do not have a household helper. Sometimes everything can be a strain since everyone at home wants your attention, at the end of the day. (Ms A)

For most of the administrators, organizing activities to be done, delegating duties to be performed, coordinating activities that had to be attended to well in advance was something that they had to do if they were to succeed. Though some received support from their husbands, both in seeking out the new positions, and in sharing some of the responsibilities in the home, some things needed personal attention. One said:

> At home they know that I am in and out. Normally I have never taken advantage of this situation. When I am in I take my role seriously, make arrangements for vegetables for the whole week, give instructions on how things will be done during the week, and then go and check that things have been done. (Ms B)

Coping with Coordination of Household Activities

The women organized their time to utilize as much of the weekends and the evenings as they could in order to attend to the needs of the family. One of them said:

> When I prepare supper, I prepare enough to take me
> through to lunch for the next day. Laundry, some
> done in the evenings and the weekends, housework
> over the weekends. My husband comes with some of
> the daily shopping in the evening. So between the
> house help and myself, I can manage to fit in
> activities.(Ms A)

As a result little "spare" time was left for the women
themselves. The implications of this are discussed in the
next section dealing with time for personal development.
Labour-saving devises are not common in most households in
Kenya. Laundry involves washing overnight and hanging out
clothes to dry the next day. Many other activities have to be
done manually. Another woman said;

> I admit that I have been lucky compared to most
> women because of having the same person as a live-
> in help for the last nine years. So she has taken
> most of the responsibilities off my hands, but I
> have to do certain things like attending to sick
> children. If my husband is at home or the sickness
> occurs over the weekend, he can help out. (Ms H)

Another woman, who lived away from the family home, had to
settle for the fact that she cannot take care of her family
during the week. Even then (as quoted earlier) she did not
take "advantage of the situation".

In Kenya husbands do not typically perceive caretaking
tasks as their duties If they happen to step in it is
understood to be only temporarily and that they are "helping
out."

All the women mentioned that if anything unexpected
happened (such as no baby sitter with whom to leave the

children, or perhaps an emergency at home), then it was expected that they would seek permission to leave work.

The organization, coordination and management of the family at home, was a full time job in itself. The outcome of this was that women have less time to spare for outside activities. It is also understood that the woman is responsible for any unforseen circumstance.

The next section, examines the personal development of the women. Time for this does not often occur during normal working time. Unfortunately the time that the women usually found for professionally enhancing activities is dictated by the time they can spare from their primary role in the home. Time is limited since it has to be divided between self development, caretaking, personal and professional development as an administrator.

Developing as a Person

This section examines "personal time"- the time women are able to devote to themselves, and how they utilize it. All of the women value professional development and tried to make time for this amidst their family life and work schedules. The experiences of the women illustrate that there is little time left over for themselves, let alone accommodating "extra programmes" in busy schedules. One described the situation:

> My family life can sometimes be strained, since it is my job first. So in many cases our social life as a family is affected; we have less time to be together as a family. In cases like when we have

exams, there is a great deal of work which has to be attended to and done before the next morning for the exam, ...recently there was a strike, and people were wondering which woman would work for that long, and for us we knew we had no choice I got home at midnight. Many people felt that it was unethical; as a mother my children did not see me for four days. I left in the morning before they woke up and would get back very late at night when they were already in bed. (Ms I)

Much as they recognize the need for their own professional development, to make time for courses, seminars, or symposiums, the women often found it impossible to find time. If one has a young family for example time to attend such short courses, or meetings especially if they happen to be far from where the women reside may not exist at all. One of the respondents said that although there maybe no difference in the opportunities allowed for professional development for both men and women, affording the time to attend is substantially different:

Though the opportunities given are equal, the men may be in a position to take up the offers since they do not have as a many responsibilities at home, or rather they are not as tied down. The people who go for further training opportunities, in addition to improving their performance, also get a chance to be promoted faster than the ones who do not make time to go. I think women are really disadvantaged because they may not be as exposed as the men, since men pursue all the openings as they come and will take it up even before it is advertised. Women may hesitate for a while as they work out arrangements for their family responsibilities. In the end she loses out on opportunities since she did not take up those that were offered when she was first approached. (Ms D)

The younger women felt that perhaps women with older children were better off when it came to finding time to be more

involved in professional development opportunities. Though the older women agreed that they would spare longer time away from their families, they expressed a concern that they might be passed over for consideration for a position because of age. They felt that the employer, if given a choice, would prefer a younger man with the same qualifications and experience since he would offer the promise of longer service than women nearing retirement age.

Time is a scarce commodity in a women's career. For a woman who decides to pass a chance for training in order to look after a young family the result may be disastrous. By the time they are comfortably able to take up a chance, the opportunity may not be available or if it is available, its late in their careers. As a result advancement will also be delayed.

The women were interested in training in areas such as: finance administration, general orientation and job induction public administration, gender sensitization, so that both men and women learn to appreciate each others contribution. These were areas that would improve job performance.

Table 4.2 shows the issues that arise as a result of the needs expressed by the women, in terms of both personal and professional development.

Table 4.2
Issues Resulting from Needs

Issues	Typical experiences and outcomes
Coping with the lack of availability of courses	Would appreciate workshops, short courses or seminars. Most universities, or business schools do not cater for people on the job so any courses available would run in the regular term time.
Coping with the lack of accessibility	Most of the training is not easily available at the workplace. The educational institutions may be in the city or another town, or may even be out of the country.

Coping with Lack of Availability of Time

Most of the women were in various stages of personal professional development, since they felt a need for improving their performance. Some were carrying out research to publish or present at conferences; others were applying for either short courses or evening classes. Some were even preparing their proposals for PhD studies. But all said that when they entered the field of administration, they saw a need for courses to improve their immediate performance.

The organization of courses to accommodate the time and needs of a woman administrator was raised by these women. It may be an area worth looking at further. Professional courses may be offered on a part-time basis, over the holidays, evening courses or even long-distance classes, so that women could take advantage of these even when still on the job.

This would improve many of the women's chances for professional development.

Coping with the Lack of Accessibility

The women were concerned about the choices they felt forced to make. The opportunities available were not easily accessible, especially for women with young families. Two of the women spoke of times when they were eligible to go for some professional development course but were unable to participate because of children:

> When there is a chance, it is open for all. But if you have a small baby, it does affect you directly because one is not in a position to accept, especially if one has to travel far for it. I was offered one such chance, but I chose not to take it up then, since I had a small child. (Ms B)

This administrator continued to say:

> Women have to face the fact that for upgrading, some of the scholarships offered have a certain age limit, and if one passes up on an opportunity, because they are unable to utilize it immediately, then when it comes to the minimum qualifications, they will fall short. (Ms B)

Attitudes of people, in the workplace and at home regarding further training for women administrators was discouraging at times. People ask questions like:

> How can you leave your husband and little children; who will take care of them? Other colleagues will discourage one by saying that the course is tough, while others may feel that their job may not be there when they come back or they will find that others have moved ahead of them in the workplace. (Ms E)

The women were interested in courses to help them become better administrators and better organizers, and to reduce anxiety, and to manage stress. Availability and easy accessibility to the courses often proved difficult. The women felt that if the courses were easily accessible, more women would take advantage of them.

Goals and Aspirations

Personal and professional development and the issues surrounding the goals and aspirations of the women, are summarized in Table 4.3.

Table 4.3.
Issues Surrounding Goals and Aspirations

Issues	Typical experiences
Coping with unequal expectations	Superior determination and superior qualities are expected of the women to stay on in education. To continue in education, one needs to work hard to be the best they can.
Coping with unfair considerations in the selection	Positions may be more difficult to enter in education administration. Openings in other areas of administration may be more feasible.

Coping with Unequal Expectations

The career plans of women are influenced by their perceptions of expectations of others. They believe that women need much stronger credentials and be more determined in

order to succeed. Four out of the ten women interviewed
planned to continue in educational administration. One said:

> I have not said no to learning. If it will take a
> PhD, I am preparing a proposal to apply into a PhD
> programme... one has to prove they can be capable
> to doing the job well. (Ms B)

Another one captured their feelings of determination, when she
explained:

> We need to be more aggressive. Since our mothers
> and those in the villages have become leaders, then
> even we have to begin exploiting our
> potentials...reach for opportunities. (Ms I)

Whether the opportunities are equal or not, the women
felt that it was not a level ground, they had not only to be
as good but often superior to the competition if they expected
to succeed.

Coping with Unfair Considerations in Selection

The unfairness in selection process discouraged the
women. Some were considering the possibility of trying other
fields. Because of the unfairness they perceived in the
selection process, three of the women interviewed felt like
continuing in other fields. They expressed feeling frustrated
by the obstacles they faced in trying to advance in the field
of education. One woman said:

> There is the major constraint of the competition
> between men and women. The men have an advantage
> of more exposure, and their C.V. is therefore more
> detailed than mine, so the competition limits me.
> They have started off at an advantage by virtue of
> their gender and therefore stand a better chance in
> getting a position if both of us are aiming for the
> same position. (Ms E)

While not typical of all the women in the study, one approach to the barriers was to seek advancement in another field.

> Right now for the last one year I have been
> seriously looking for another job, it does not
> matter even if it is not in education, so long as
> it is better. What I want wherever I go to do
> public administration or personnel, which is
> dealing with people more or less what I am doing
> now. (Ms C)

Two of the remaining respondents felt that in spite of all the unfairness and discouragement they were interested in getting into positions of headship in education.

Conflict and Contradictions

There is an apparent contradiction here: on the one hand the women mentioned the assumptions about family as a barrier, and then find, on the other hand, that in their own family they have to reckon with those same assumptions. Glenn (1987) mentions that such thoughts should not be seen as false consciousness but rather as reflections of the actual contradictions that women confront (pp 358).

This is a contradiction that comes up in many other aspects of life. Although there is the need to fulfil individuality and equality; there is also a need to nurture and support family. There is nothing unusual with both lines of thought: many of the women had to deal with the contradiction in the choices they made.

One needs to be mindful that the extent of the family obligations varies for different women, and for particular women from one time to another in their lives.

For an administrator, awareness and planning to deal with the situation when the time arises may be one way of dealing with it. Networking and observing how other women are dealing with these issues or have dealt with such a contradiction is another way of dealing with it. But whatever the situation, being aware of contradiction very helpful.

Summary

This section, addressed the issues involved in balancing home and work. The way the administrators managed their household, the coordination of household activities, and the provision of care for the family was examined. Issues involved in their personal development including, coping with the lack of availability and accessibility of professional development courses were explored. Goals and aspirations, and the issues involved in planning for advancement in their career was discussed. Finally the tension arising from the conflicts and the contradictions of their lives, and ways of resolving them was mentioned.

Conclusion

The women try to organize and balance their family responsibilities with their career. The concerns raised did

not differ very much from one administrator to another, but they felt that to advance at work, one has to keep abreast of all that is happening. Otherwise they will be left behind in their career. The younger women felt they can manage both demands from the job and the family, while the older ones were cautious of the age limit especially as it affects women raising a family and aspiring for a career in administration.

The concerns raised relate to organizing family responsibilities, in order to find time for personal development, attend to emergencies, or to access training opportunities. Training was needed to improve performance, and to facilitate long term professional development.

In this chapter, the organization of activities at home and the outcome of this on the personal development, and time of the women, and the experiences of the women away from the workplace were discussed.

CHAPTER FIVE

CONCLUSIONS

Summary of Study

This study set out to examine how women respond to the barriers or impediments they face as educational administrators. The chief argument is that gender with all the assumptions and attitudes it carries of sex-role stereotyping, discrimination, and family responsibilities is responsible for the educational opportunities that the women attain and the work experiences they are allowed to gain.

Gender influences decisions made at many career transition points such as hiring, training and promotion. The study also highlighted typical experiences and expectations that women had to cope with in the workplace, and at home.

Main Findings

Currently women dominate the primary level administration and the secondary level administration in girls schools. Beyond these levels the participation of women in adminstration decline sharply.

As the literature shows the low participation of women in adminstration is influenced partly by historical and socio-cultural factors that affect the investment in education received by women as a group and by assumptions other people make about the lives of the women and their life situations. The experiences of the participants in this study suggest that

experience is interwoven with gender and social expectations and assumptions. It is these that generate and shape social assumptions and influence the life choices and career opportunities.

The women acknowledge that society requires them to satisfy their primary role and responsibility for home and family. Responsibilities at work must accommodate this. Expectations cause conflicts and create contradictions with their personal aspirations.

How do the women respond to the issues that affect their participation in education administration? To answer the question, ten women who are currently in education administration are presented. The sample includes married and single women in administrative positions, in various educational settings. The interviews were carried out over a four month period (May 1993 - August 1993). They focused on educational experiences as well as home life and workplace experiences. These interviews provide the primary data for this study.

Chapters Three and Four presented an analysis of the experiences of the women. The description illustrates clearly that the situation of women whether at work or outside the workplace is heavily influenced by the cultural context and the gender. These are closely linked: It is difficult to examine the experiences in isolation from the cultural context. The issues need to be located within the big picture

of gender relations that define the various role of women and men in society. This conceptual framework offers an analysis of the issues that arise at work and away from the workplace. At work or at home administrators live within a particular cultural context.

Their lives reveal how assumptions and expectations of society towards women serves to limit potential for career advancement in administration and how it hinders participation in other professional and self development programmes. Anything that affects effective performance of their "main role" of mothering and care giving in the home is not easily accommodated by the culture and the educational administration organization in Kenya. This leads to conflicts not only when decisions have to be made between personal aspirations and family obligations but also when decisions are made in relation to their entry and advancement in educational adminstration by their superiors.

Implications

This study points out how women respond to the issues that influence their participation in education administration in Kenya. Though the experiences of these women particular and determined by personal circumstances, they are also general and typical of women in educational administration. They can be used to indicate the issues that the majority of women in their positions will confront.

Since there is need to account for the voices of everyone in research, this study aimed at getting the voices of the women as they describe the issues that affect them and to demonstrate typical experiences at work or away from work.

The messages for women embedded within the narrative tell us that women should be prepared to work hard, to be aggressive in seeking positions, and to know what one is capable of achieving and not to be afraid to show it. It is also important to plan and to prepare carefully for advancement. It is not possible to advance in post secondary administration without advanced academic credentials.

Support groups and networking with other women in similar positions are beneficial to the women administrators. Women are advised to seek mentors for advice and support. Networking will alert women about new positions and improve their chances of meeting necessary criteria. Career planning was found to be important. Academic credentials were found to be significant contributors to success.

Though this study did not set out to make specific policy proposals, the experiences of the participants demonstrate some recurring patterns typical of women administrators. The analysis of these experiences highlights issues that will interest policy makers.

In a paper presented at the 8th General Conference & 25th Anniversary Celebration of the Association of African Universities, Nammudu expresses a need to assemble data from

which policies to remove discriminatory behaviour can be reliably based. She argues that much of the discriminatory behaviour in peoples' lives has been taken for granted as a result of culture. Its basis of discrimination and inclusion into the formal practices and policy needs to be questioned (Nammudu 1993 p 7). This research has highlighted some areas in which discrimination exits. There a need for those involved in making decisions to be alert to them. Their decisions have implications on those who seek to train for administration.

Gender sensitivity and awareness is rising. Educational organizations in Kenya are beginning to pay attention. Last year (1994) a commission was set up to look at gender issues in education. Some suggestions can be to look in the specific areas of the effects of the practices of education on women.

There are implications for the principals and administrators and people involved in hiring. They also need to be more sensitive to the issue of uneven distribution of gender, and to be aware of their assumptions if they are to avoid basing reactions and expectations of women on gendered biases.

Another important part of this study, is the implication for overall gender socialization which affects the women's own choices, the workplace culture and the division of labour in the family. Socialization is defined as "the complex learning process through which individuals develop selfhood and acquire

the knowledge, skill and motivations required for participation in the social life" (Mackie 1991 p75).

Since this is a process of developing selfhood, women also need to acquire skills to succeed in the area of educational administration and the motivation to succeed in this competitive area. In this way they may begin to develop themselves and venture in places they would not have previously considered going.

There are specific ways that employment policies and procedures can accommodate women and address the structural barriers in the workplace. A specific example is the acknowledgement that women who are nursing need extra time provided for that task, and so to allocate a time (by adding to the midmorning break or lunch break for example,) for at least the first four to six months till the baby is weaned. Housing allowances and medical allowances should be considered on individual basis. There is a need to organize professional courses either on a part-time basis, or over the holidays, evening courses or even long-distance classes, so that people who do not have the professional requirements get a chance to develop while on the job. This would increase opportunity and improve the choices for many of the women for professional development.

Cultural attitudes regarding the division of labour in the family and assumptions of gender go hand in hand with this need. A woman should cease to be judged and affected

primarily by the expectations of society about role of women. As more men begin taking more and active responsibilities in the family decisions concerning the roles women are expected to fulfil in the home may change.   It is also important that women become more aware of the contradictions that arise in their personal lives as a result of fulfilment of their official duties and the fulfilment of family obligations. Being aware of these leads to planning ahead on how to deal with the conflicts if and when they arise. Getting involved in associations and discussing or observing how other women deal with such issues or have dealt with such a contradiction may help to prepare themselves. But the most helpful thing is to be aware that such contradictions exist, then planning to face them openly.

Issues for Further Research

Further research arising from the issues experienced by the women is important if we are to find ways to deal with the gendered assumptions and life situations. Studies of specific women who being successful administrators may often give an idea of how to confront the assumptions about work and family and can inspire a change in attitude, and encourage more women to venture into administrative positions. These studies will also be useful in promoting a change in cultural attitudes and expectations.

Similar study of the culture as it affects women would be useful in finding out ways that are effective in bringing about change. Finding effective methods to help find ways of solving issues stemming from contradiction in the womens' life can help the women prepare themselves to handle change.

The information shared by the women which forms part of this study can be helpful to various women groups and women associations as they find out ways of facilitating change in adminstration. Sharing this information gained through this kind of study at conferences or meetings that look at policies and practices that impact on women may be a way to influence change.

This information will also be useful in research bureaus and offices of decision makers whose actions and decisions affect women in education adminstration.

APPENDICES

Statement of the Ethical Considerations in the Study

Below is a summary of how the ethical issues of informed consent and confidentiality will be dealt with.

1. Information about the study and the respondent's rights in deciding to give or withhold consent will be clearly spelt out and their decision in this matter will be respected. attached is a copy of that will be given to every respondent before the interviews are scheduled.

2. The interviews will be carried out at a location, convenient for each for each respondent. The latter's participation and actual information disclosed (subject to her desire otherwise) will be treated in strict confidence.

3. The taping of the interviews will proceed upon the consent of each respondent.

4. The tapes from the interviews will remain in the possession of the researcher. They will not be open to examination or discussion by a third party.

5. Tapes will be transcribed and in the process, all names and personal references will be changed to retain the anonymity of respondents. These transcriptions may be examined by members of the thesis committee.

6. Transcripts of the previous interviews will be presented to respondents at subsequent interview sessions to permit them to ensure that their views have been accurately

conveyed.   Where this is not possible, the researcher will provide a written summary.

7.   Publications resulting from the study may quote aspects of the interviews but will not in any way reveal identification of any the respondents.   Specific circumstances may also be changed where they might lead to a too ready identification of the respondents concerned.

The information will be used solely for research purposes and will not in any way damage the collective status of the women as a social group, in Kenya and abroad.

APPENDIX B

Consent Form and Information for Participants

Study of Women in Educational Administration in Post Secondary
Institutions in Kenya

I am an M.A. student at Dalhousie University in Halifax,
Nova Scotia (Canada). My interest is in women and education
administration. I am using as my respondents women
administrators in post-secondary education. I would like to
interview you about your experiences as a woman administrator,
and in order to accurately use the information you give me, I
will have to tape the interviews.

The information you give me will be used solely for the
purposes of my research and will be treated in strict
confidence. The tapes from the interviews will be transcribed
and in the process your identity will be obliterated. Your
name will not be given to any person or agency in connection
with the interview material. If I quote any information
obtained from you in my thesis or any of my papers or
publications resulting from my study, I will do so in such a
way that you cannot be identified. Your participation in this
study however, is voluntary and you may withdraw at any point
if you no longer wish to continue.

Will you participate in this study?

Charity Mwangi-Chemnjor,

School of Education, Dalhousie University.

Halifax, Nova Scotia (Canada).

I, _____ am

willing to participate in Charity Mwangi-Chemnjor's study as

described to me. I understand that I can cease participation

at any time, if I wish.

I understand that the interviews will remain anonymous in

the transcribed copy. I understand that Ms Mwangi-Chemnjor

may wish to quote parts of what I say to her in any written

material resulting from this study, but that she will not do

so in a way that identifies me.

Signed   _____

Date   _____

APPENDIX C

Questionnaire (Interview Guide)

Demographic Details

Name:

Age:

Marital status:

Number of children:

Age distribution:

Work History

Describe how/why you initially become interested in educational administration:

What factors assisted you in attaining your present position:

Describe the path your career has taken from your first position as a teacher, to the administrative position you are in at present:

For each position, where appropriate:

>   How did you hear about the position?

>   How did you apply?

>   How did you get to be hired?

>   What are the conditions of service?

>   Describe briefly what the job entailed?

>   Position on first appointment, and position now.

>   What is the title of the job you are in now?

What job responsibilities does it entail?

What are the attitudes towards you as an administrator in that position?

What are the total number of years that you have been in the teaching profession?

What made you take the job? Any other considerations?

What were the reasons for leaving that position?

What are your feelings concerning where you are now with your experience and academic qualifications. Where you are now and your years of work or service to the community.

Educational Experience

1. Programme Degree/diploma/certificate; when and where obtained.

2. Area of study majored in.

3. Programmes attended.

4. What additional qualification? valuable work experience?

5. What would you say are the factors that brought you to your present position in your job? Tell me first about the factors that gave you strength.

6. What were the things that discouraged you in your present position?

7. What are the highlights and aspects of your job
    that have proved rewarding.

SECOND PART OF THE INTERVIEW

Current Job Situation

Respondent's relationship with work mates, junior/senior
colleagues, bosses

What do you perceive as their attitudes towards you

as a woman administrator; as an individual?

How does it hinder/advance the carrying out of your

duties?

Hiring

1. How is hiring organized in your job?

Who is responsible, and respondent's perceptions of

them?

Given your knowledge of what happens in the hiring,

what would you say are the official criteria for

hiring people with your qualifications/experience?

What about the un-official criteria:

Looking at the various positions open to those in

your level, which jobs are; married/single women

likely to get?

What about getting hired into other categories of

the job?

2. Looking at what happens in hiring, do you see that as the general hiring practices? from what you know, how is that related to similar working places, what are the similarities/differences?

   Why do you think things work out in that way?

   What changes would you like to see?

3. How do jobs get advertised, and what does it involve?

4. In your view is it done well so as to involve everyone who may be interested?

   how can that situation be improved?

5. Who do you think are the decision makers in education? and what implications does this have on both females and males seeking administrative positions.

Leave

1. What are the various kinds of leave available to people in your level?

2. Tell me about the ones you know of. Study-leave: relate to me exactly the step-by-step procedures followed by people and what they do until they obtain the leave.

3. What is the official criteria for eligibility?

   What of the un-official criteria?

4. How do you feel about what is happening?

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5.   How would you like it to be organized?

Maternity leave

I realize that polices may differ in various places making it easier/difficult for women to obtain maternity leave.

1.   What do you know to be the policy in your job?

2.   What generally happens in your work place?

3.   What changes would you like to see happen?

4.   Does the practise in effect, have any covert/overt effect on chances of women who decide to start a family from pursuing either a family or administrative career?

Training

1.   What do you know about training/upgrading in education administration?

2.   Who gets to go?

3.   What usually happens after the training from your personal experience?

4.   How do you think being able to go for training affects peoples chances of getting promoted or of moving up generally?

5.   What of the actual work done; how did training affect your actual performance on the job?

6. What do the training courses involve, in terms of accommodation? family responsibilities? fitting into general family and administration patterns?

7. What do you perceive as the social attitudes to you as a woman/mother/wife taking up such an offer?

8. How would it affect your family/social/career life?

9. Has it affected your choice or not?

10. You are single/married; would you consider your experience similar(or different)to other women in your position?

11. What other kinds of on-the-job training are available in your job?

12. What changes would you recommend?

Promotion

1. What are the promotion policies for people with your qualifications?

2. How do you think this process works? official criteria? and unofficial criteria?

3. What is needed in terms of degrees and qualifications for a woman to be an administrator?

4. What would she need in the professional area for promotion to a higher administrative position?

5. How long does someone need to serve in a position before promotion? is it similar/different for both male and female?

6. What non-degree classes/courses/programmes have you attended, and of what help have they been to you in your job?

7. What type of responsibilities are teachers given and how do these help in the promotion exercise?

8. How do they differ per gender?

   How do female teachers view promotion and assignment of responsibility?

9. How does this affect; professional life; personal life?

10. What comparisons can you draw between male and female teachers and what implications does this have on their career?

Transfer

1. What has your experience been with transfers?

2. The number of transfers and reasons for the transfers?

3. How would you say it has affected what you actually did in your job your performance?

4. How do you think it has affected your progress on the job?

Professional Associations

1. What professional associations do you belong to? for each of them:

2. In what capacity, how is it organized?

3. What role do they play in your job?

4. What do they actually do for workers?

5. How have you benefitted?

6. What of other women in general?

7. What changes would you recommend?

Summing Up

1. What would you say are the things that you did that put you where you are today?

2. Tell me about four people that were employed at about the same time as you, and where they are now in their careers?

3. How would you have done things if you were to start all over again?

4. What are your plans about working in the next five years? specific goals? possible constraints? strategies for tackling them.

THIRD PART OF THE INTERVIEW: JOB AND FAMILY LIFE.

1. How do you organize for taking care of the children?

2. What happened in previous times?

3. What was/is the effect on your work life?

4. What strategies do you employ at home/work for coping?

Care of the Home

1. What are the strategies you employ at home/work for coping with your professional and family commitments?

2. How do you organize for taking care of the house? The responsibilities of the home, and any unexpected situations?

3. What is the effect on your work life?

Summary

1. What can you say has been the pattern of women in education administration in your opinion?

2. What responsibilities have they been involved in doing?

3. What is the historical notion about women in education administration?

APPENDIX D

Copy of the Research Permit

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY - BOX 30510, NAIROBI

REF: ..OP.13/001/23C.141/2.............   ...21st..May......... 19 93......

The Secretary,
National council for Science and Technology
P. O. BOx 30623
NAIROBI

RESEARCH AUTHORISATION

APPLICANT(S) ....CHARITY WANJIRU MWANGI - chemnjor............................

The above named has been authorised to conduct research on

.......WOMEN IN EDUCATIONAL ADMINISTRATION IN POST-SECONDARY.............
.......INSTITUTIONS IN KENYA...
....

As indicated on the application form, this research will be conducted in

....
MURANGA MOMBASA MACHAKOS UASIN GISHU..............................

For a period ending ...AUGUST 1993.................................

Under the Standing Research Clearance awarded to XXXXXXXXXXXXXX/Public
Institutions.

I herewith enclose copies of his/her application for record purpose. He/She has also
been notified that we will need a minimum of two copies of his/her research findings
at the expiry of the project.

(for PERMANENT SECRETARY
OFFICE, K. THRUXESIDE
FOR: PERMANENT SECRETARY/ADMINISTRATION

cc.
DISTRICT COMMISSIONER
....
UASIN GISHU MURANGA MACHAKOS
....
MOMBASA
....
Provincial commissioner
....
Nairobi Area
....
....
....

CHARITY W. MWANGI - CHEMNJOR ....
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P.O.BOX 3324......................
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ELDORET...........................
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