

# **BARRIERS TO WOMEN PARTICIPATION IN EDUCATIONAL LEADERSHIP**

**A case of Rachuonyo District**

**By**

**CHRISTINE AKINYI ODHIAMBO**

**L41/60003/2008**

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

**A research project submitted in partial fulfillment of the  
requirement for Award of Post Graduate Diploma in  
Human Resource Management**

**University of Nairobi**

University of NAIROBI Library



0479532 4

**2009**

## DECLARATION

This research study is my original work and has not been presented by any student in any institution of learning at any particular time.

Signature..........Date. 10/8/2009.....

CHRISTINE A. ODHIAMBO

L41/60003/2008

### Declaration by the supervisor

This research has been presented for examination with my approval as the University of Nairobi supervisor

Signature..........Date. 10/8/2009.....

Mrs. Jennifer Awiti

Lecturer, Department of Extra mural studies,

University of Nairobi.

## ACKNOWLEDGEMENTS

I wish to convey my sincere appreciation to the following people without whom this research project would have failed. First, I owe it God who granted good health and spirit of endurance.

My lecturer and supervisor, Mrs. Awiti, for giving the initial skills and also tirelessly guiding me into areas that needed investigation.

My friend, Violet who availed her computer and other reference materials.

I cannot forget to convey my sincere gratitude to my principal, Mr. Owaka for granting me permission and support towards success of this work.

Lastly, I remain indebted to University of Nairobi –Kisumu-branch for the services rendered.

## DEDICATION

I would like to dedicate my work to my beloved husband and children; Eugene, Malone, Monique and Melanie for being patient with me as endeavored to achieve my goals.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

## ABSTRACT

The under representation of women in positions of leadership remains a thorn in the flesh in the educational sector. The purpose of this study was to find out the barriers to women in educational leadership specifically in public secondary schools in Rachuonyo District.

A descriptive survey design was used to out this study. From a population of 700, a sample 80 principals, 100teachers and 10 education officers were sampled through stratified and simple random sampling. Questionnaires were used to collect both qualitative and quantitative data. Qualitative data was analyzed in report form while quantitative data by use of frequencies and percentages. Tables and graphs were used to present data for easy presentation. The findings revealed that patriarchal culture, gender stereotype, socialization process of women and multiple family roles are barriers to women in educational leadership in Rachuonyo District. The researcher commends that the affirmative Gender Policy should be pursued to the letter to achieve gender parity in Rachuonyo District.

## TABLE OF CONTENTS

CONTENT	PAGE
Declaration.....	i
Acknowledgements.....	ii
Dedication.....	iii
Abstract.....	iv
Table of Content.....	v-vi
List of Tables.....	vii
List of Figures.....	viii
Operational Definitions of Terms.....	ix

### CHAPTER ONE:

1.0 Introduction.....	1
1.0Background to the study.....	1
1.1 Statement of the Problem.....	2
1.2Purpose of the Study.....	2
1.3 Objectives of the Study.....	3
1.4 Research Hypothesis.....	3
1.5Limitations of the Study.....	3
1.6Significance of the Study.....	4
1.7 Assumptions of the Study.....	4
1.8Scope of the Study.....	4
1.9Conceptual Framework.....	5

### CHAPTER TWO

2.0 Literature Review.....	6
2.1 Introduction.....	6
2.2Influence of Patriarchal Culture on Women in Educational Leadership..	6
2.3Influence of Gender Stereotype on Women in Educational Leadership..	9
2.4 Socialization process on Women in Educational Leadership.....	10
2.5 Multiple Family Roles on Women in Educational Leadership.....	11

## **CHAPTER THREE**

3.0 Research Methodology.....	14
3.1 Introduction.....	14
3.2 Area of Study.....	14
3.3 The Research Design.....	14
3.4 The Target Population.....	14
3.5 Sampling and Sampling Procedures.....	15
3.6 Data Collection Instruments.....	16
3.7 Validity and Reliability of the Instruments.....	17
3.8 Data Collection Procedures.....	17
3.9 Data Analysis.....	17

## **CHAPTER FOUR**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

4.0 Data Analysis, Presentation and Interpretation.....	18
4.0 Introduction.....	18
4.1 Patriarchal Culture on women in Educational Leadership.....	18
4.2 Gender Stereotype on Women in Educational Leadership.....	19
4.3 Socialization process and women in Educational Leadership.....	21
4.4 Multiple family Roles on women in Educational Leadership.....	22

## **CHAPTER FIVE**

5.0 Summary of Findings, Conclusions and Recommendations.....	24
5.1 Introduction.....	24
5.2 Summary of the Findings.....	24
5.3 Conclusion.....	25
5.4 Recommendations.....	25
5.5 Suggestions for Further Study.....	26

<b>REFERENCES.....</b>	<b>27</b>
------------------------	-----------

<b>APPENDICES.....</b>	<b>29</b>
------------------------	-----------

## LIST OF TABLES

<b>Table 3.1</b>	Target population for study.....	15
<b>Table 3.2</b>	Principal Sample size.....	16
<b>Table 3.3</b>	Teacher Sample.....	16
<b>Table 4.1</b>	Responses on Culture as a barrier.....	18
<b>Table 4.2</b>	Responses on Gender Stereotype and women in educational Leadership.....	20
<b>Table 4.3</b>	Responses on socialization process as a barrier.....	21
<b>Table 4.4</b>	Responses on Multiple Family Roles as a barrier.....	23



## LIST OF FIGURES

<b>Fig.1.9.</b>	Conceptual Framework.....	5
<b>Fig 4.1.</b>	Responses on Patriarchal Culture as a barrier.....	19
<b>Fig 4.2.</b>	Responses on Gender Stereotype as a barrier.....	20
<b>Fig 4.3</b>	Responses on Socialization process and women participation in Educational Leadership.....	22
<b>Fig 4.4</b>	Responses on influence of Multiple family Roles on women participation in Educational Leadership.....	23

## OPERATIONAL DEFINITION OF TERMS

**Barriers** -Factors that hinder women participation in educational leadership.

**Educational Leadership**-Being at the helm decision making in Educational matters i.e. principals of schools, deputy principals, education officers.

**Participation**-A general term used to refer to as active involvement, inclusion and contribution to cause from an informed position.

**Patriarchy**- The rule of the father and refers to male dominated social relations, ownership and control of power at many levels in society.

**Patriarchal culture** -The rule and dominance of male in all spheres of the society.

**Culture** – This is a way of life.

**Gender Stereotype**- The assigning of roles, tasks and responsibilities to men and women, boys and girls on the basis of preconceived prejudices

**Stereotype**-Perceived images and individuality to persons which are normally false

**Gender**-Socially determined power relations, roles, responsibilities and entitlements for the father and women, boys and girls.

# CHAPTER ONE

## 1.0 Introduction

### 1.0 Background to the study

Women face significant barriers in accessing decision making and senior positions. The position of women in Australian society and other westernized countries, has not improved greatly though there have been some obvious gains such as the Affirmative Action/Equal Employment opportunity act (1986). For example within the sphere of educational administration women continue to be under represented. In Queensland Australia two thirds of teaching staff in schools are women, yet women fill only one third of the positions of either principal or executive staff member (**Enrich, 1998**).

Traditionally women in Africa were regarded as second –class citizen in relation to men, they were expected to play their role in the kitchen; Women were socialized into believing they had a limited part to play in the management of organization. (Ekechi, 2003)

Women are grossly under- represented in governance of public affairs in Kenya. For example, in 2006 there were only two women cabinet ministers, and only 5 assistant ministers. Out of 210 elected members of parliaments, only 4% were women and only 50% of the 12 nominated parliamentarians were women. Appointments into public service leadership positions also reveal glaring gender disparities. Among the eight provincial commissions for example, none is a woman, at the district level only 2-8 % of the District Commissioners are women. (**Daily Nation, Monday, January 9, 2006**)

Governance and management of education is equally male dominated, with only one women assistant minister, men occupy four of the five top decision making position (minister, assistant ministers, permanent secretary and education secretary). Between the 1980s and 1990s, women representation in governance and management of education in Kenya was limited to two women- an assistant

minister of Education and a permanent secretary. Within the current structure of the (Ministry Of Education), out of the five directors of education, only one is a woman. Out of the eight provincial directors of Education, only two or 25 percent are women. At the district level, less than 20% of the District Education Officers are women. (**Gender policy in education, July 2007**)

Rachuonyo district as one of the districts in Kenya that has inherited the above mentioned structures with women under-representation in educational leadership glaring. This is what the researcher seeks to verify why?

### **1.1 Statement of the problem**

Despite all the efforts of the Kenya government and Non-governmental organizations' to put gender concerns on policy documents, the female gender feels they have been let down as far as participation in educational leadership is concerned

The fact that women make about 51% of the population a fair representation in the top decision making arena is demanded. It is noted with concern that there are only 18 women out of 220 members of parliament.

Currently there are 80 public secondary schools in Rachuonyo District with only 20 female principals. Identifying barriers to educational leadership in Rachuonyo District will enable aspiring leaders and other stakeholders identify the existing gaps and come up with better ways of narrowing these gaps to enhance overall development in the district. This study is motivated by the conviction that little has been done regarding barriers to women participation in educational leadership in Rachuonyo District

### **1.2 Purpose of the study.**

The purpose of the study is to critically examine barriers to women participation in educational leadership in Rachuonyo District. The study identified patriarchal culture, gender stereotype, socialization process of women and multiple family roles act as barriers to women participation in educational leadership in Rachuonyo district.

### **1.3 Objectives of the study**

1. To find out the role of culture as a barrier to women participation in educational leadership in Rachuonyo District.
2. To examine how gender stereotype impede on women participation in educational leadership
3. To investigate the effect of socialization process on women participation in educational leadership in Rachuonyo District.
4. To establish the extent to which multiple family roles impede on women participation in educational leadership in Rachuonyo District.

### **1.4 Research Hypothesis**

1. There is significant role played by culture as a barrier to women participation in educational leadership in Rachuonyo District.
2. There is a significant impact of Gender Stereotype on women participation in educational leadership in Rachuonyo District.
3. There is a significant impact on the socialization process on women participation' in educational leadership in Rachuonyo District.
4. There is a relationship between multiple family roles and women participation' in educational leadership in Rachuonyo District

### **1.5 Limitations of the study**

There were a number of aspects which influenced the research negatively. The length of the study was too condensed that the researcher was unable to do a lot of literature review and the sample size had to be reduced because some of the principals and teachers whom the researcher had sampled to interview were absent from their work stations. A data collections procedure was also biased due to the researcher's own gender stereotyping.

### **1.6 Significance of the study**

The focus of this study is to investigate barriers to participation in educational leadership by women in Rachuonyo District. Therefore, the findings and recommendations of the study are important as they are expected to contribute to the theory and gender parity policy development in decision making in Kenya. The results of the study will fill the existing information gap and thereby contribute to the knowledge in the area of women in leadership and management.

### **1.7 Assumption of the study**

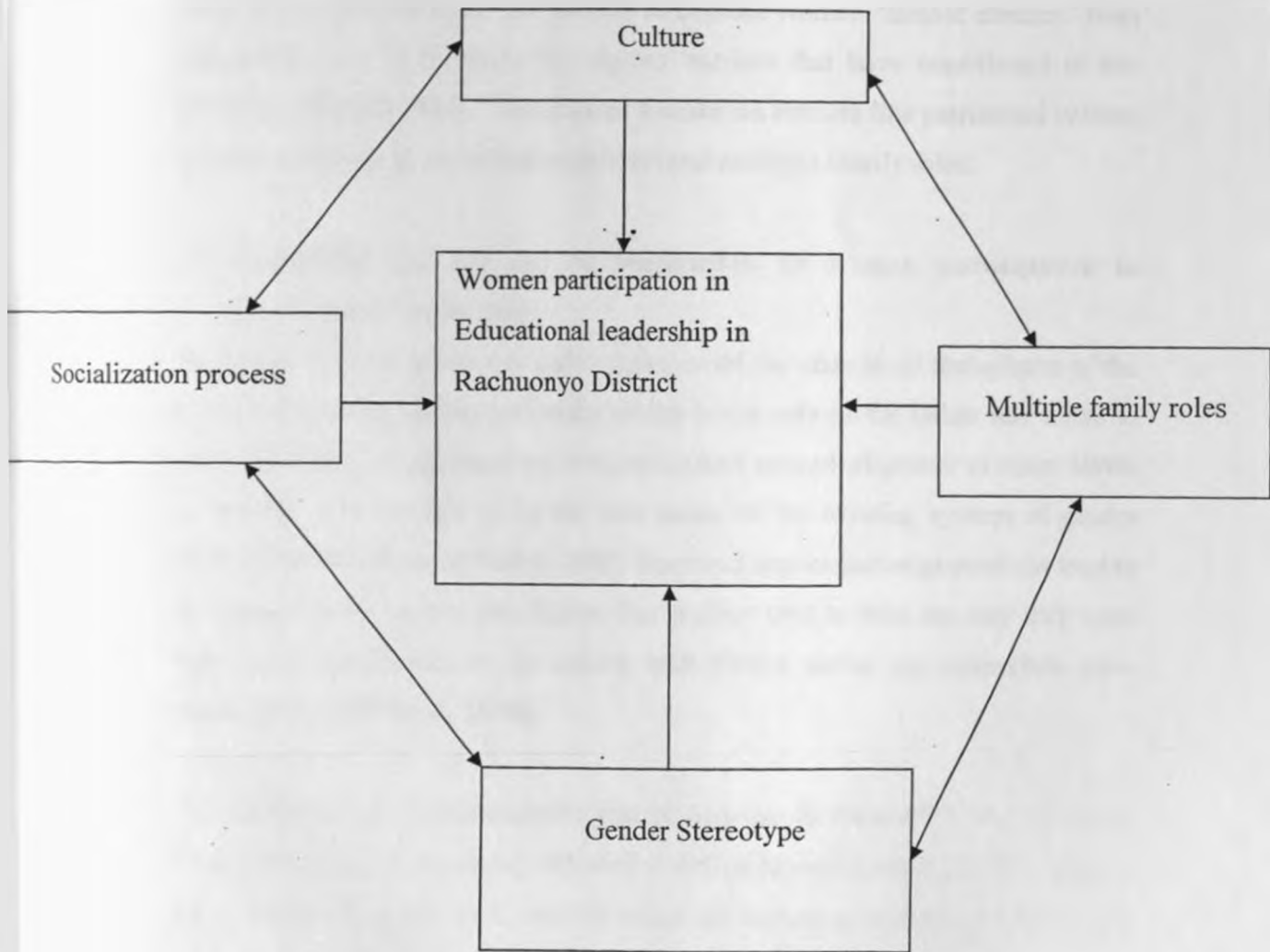
Gender inequality in top decision making organs of the government of Kenya is as a result of patriarchal culture, gender stereotype, socialization process of women and multiple family roles which places women at a disadvantaged position in educational leadership.

### **1.8 Scope of the study**

The scope of the study is to find out the barriers to women participation in educational leadership in Rachuonyo District

## 1.9 Conceptual Framework

**Fig1.0: A diagram illustrating barriers to women participation in educational leadership in Rachuonyo District.**



**Source: Researcher's Concept**

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter explores the related literature on the barriers on Educational Leadership in Rachuonyo District. Over the past two decades, a variety of Feminist framework have put forward to explain women 'almost absence' from leadership and to highlight the various barriers that have contributed to this situation. (Ehrich 1998). This chapter focuses on barriers like patriarchal culture, gender stereotyping, socialization process and multiple family roles.

#### 2.1 Patriarchal Culture and its implication on women participation in Educational Leadership.

Patriarchal Culture is the rule and dominance of the male in all the spheres of the society. It emanates from patriarchy which is the rule of the father and refers to male dominated social relations, ownership and control of power at many levels in society. It is thought to be the root cause of the existing system of gender discrimination. (Gender Policy, 2007) Nostrand argues that organizations tend to be patriarchal by nature, she Argues that leaders tend to lead the way they were led, and so men continue To collude with fellow males and exacerbate male entitlement. (Nostrand, 1993).

Our Culture is so male dominated that in Simone de Beauvoir's work Entitled "The second sex", she writes, "if I wish to define myself, I must first Of all say: I am a woman" on this truth must be based all further discussion. A man never begins by presenting himself as an individual of a certain sex; It goes without saying that he is a man. (Beauvoir, 2006).It can be argued that de Beauvoir words still echo in our lives today. We in Africa are living in patriarchal societies. In Kenya for instance male leadership is validated at all levels as the only legitimate leadership. Male leadership can be traced to colonial systems of governance and is underwritten by the Judeo\_ Christian and Islamic religious practices that largely



shape the lives of Kenyans. Traditionally women in Africa were regarded as second class citizens' in relation to men; they were expected to play their role in the kitchen: women were brought up to believe that they part to play in the management of organization. (Ekechi, 2003). This is validated by women educational leaders who do play an active role in facilitating patriarchal interests from wanjiru kariuki's study one woman principal says that she doesn't know what she will do about the male teachers as they are very supportive and cooperative as opposed to her female teachers who are likely to stand on her way .Her male supported leadership is consistent with a patriarchal context within which women rule through men. (Masingila, 2002)

One of the significant moments of our times is that African women are beginning to upset some of these deeply entrenched patriarchal practices. Indeed, various women on the Africa continent are ascending to leadership positions previously dominated by men. For the first time in history African women can boast of a female president (Ellen Johnson-Sirleaf) in Liberia. While female leadership speaks defiance in the face of male dominated leadership, one might argue that patriarchal haunts women long after they have become leaders. Surely there is a hint of male control when the husband of Uganda's former Vice President, Specioza Kazibwa, said that he slapped her twice during their marriage for allegedly coming home late and associating with women political of whom she did not approve. (BBC 2002)

This is seen closer home (Phelister Ochako Metobo 45, chairlady Gucha County council asserts that negative perception towards female leaders is a bottle neck she affirms that her community is highly patriarchal and when she contested the Sengera ward seat in 2002 people demanded if she were married and asked if she respected her husband, people perceive assertive women as immoral.(pg18) Truphosa Asano ,Migori town Mayor affirms this saying breaking cultural barrier is tough, there is always the belief that women cannot make good manager, a

woman will be judged by the standards she set. This means she must work extra hard to beat all odds and success. (Sunday Standard, May, 2009)

At the level of educational leadership research, male dominance is clearly evident. Educational leadership Literature has been critiqued for often ignoring women's experiences. According to shake shaft it was nearly impossible for many years to find research on women in educational administration in the mainstream administration journal. (Shakeshaft, 1999)

In a similar vein, Black more suggests that during the 1980s, "women suffered a form of pseudo inclusion, in education administration text, in the token paragraph, chapter or special editor of a journal [---] men continued to be the norm for leadership (Blackmore, 1999) It is therefore not surprising that researchers can still be seen to discuss educational leadership from a masculinity perspective. For example, in their work (Calitz, 1992) This could imply that women in schools do not occupy such positions or are simply incorporated within a male agenda.

M.C Bangetuny, 1999 implicates the Kenyan Teachers' Service commission (TSC) as reinforcing the subordinate status of women principals as it does not post female principals to rural communities that are known to prefer male leadership. This implies that the gender pretence of a principal is sufficient to bar women from heading schools in certain Kenyan rural communities. Men are therefore treated as dominant subjects and this reflected in the leadership system.

Information on the role of patriarchal culture on gender inequity is glaring though literatures review on its role on women participation in Educational leadership is scanty, leaving a gap that the study seeks to address. Gender stereotyping is one of the key barriers to women advancement in cooperate leadership and leaves women with limited, conflicting and often unfavorable option no matter how they choose.

## **2.2 Influence of Gender Stereotype on women in Educational Leadership**

Gender stereotype in the work place is highlighted in the study of Smith and Hale who interviewed sixteen female principals from five different schools in the United States; they reported that women school principal's encountered male intimidation (Smith and Hale, 2002). Clemons also tells us that women are placed in awkward and uncomfortable positions through gender stereotyping (Clemons, 2003). Other researchers enable us to see how the use of language can be sexist towards women leaders in the work place. According to Gupton and Slick, the language used to describe women and men with regards to leadership styles is often not equitable. In this context, they argue that a man is described as firm when dealing with a difficult situation, but under the same conditions a woman is referred to as stubborn (Gupton, 1996).

The dominant culture of educational institutions is 'masculine' thus valued practices support competition, monarchy, and individualism (Blackmore, 1989) while more feminine models of caring, concern and consensus, are devalued or ignored, At its extreme, a masculinity view of leadership is authoritarian and hierarchical as well as competitive and unemotional (Aburdane Naisbitt, 1992 ; Rodgers, 1988). Thus leaders have been depicted as male with efficient and technical competencies to solve problems and maintain compliance.

The problem of Gender stereotype facing women is also depicted in Hanekom's study. In her study of organizational barriers facing women school principals in the wyberg region, South Africa, she found that school organization still preferred male candidates for senior positions. In addition, women had to be unusually qualified and to work twice as hard as male aspirant to have the same promotional opportunities (Hanekom, 2001). Experts in gender equity explain that a woman applicant doesn't have a chance at a fair evaluation unless at least 25 percent of the candidates are females. With fewer women in the running the position consciously or not – is seen as a man's job and a woman has to appear equality competent (Hales, 1999).

According to catalyst, an organization that studies, among other things, the progress of women in the work place, in its 2006 census of women corporate officers' top earners and directors of the fortune 500 found out more women are left out in the board of directors and CEOs of most organizations and companies. This they said its due to the fact that though, many women are highly educated they are suffering from inferiority complex and low self –esteem as asserted by Igeria, the Grow House Foundation Founder (**Daily Nation, May 13,2009**)

In Wanjiru Kariuki's study she believed that women are like any other human being and can be a good leader if she's given chance. The only problem is they have this interference, these stereotypes with men saying, 'huyu ni mwanamke sio'[meaning] she is a woman after all! What can she do? Indeed, one has only to look at statements made by public male authority figures such as the former president of Kenya (Moi) to understand the subjugated position of women, while addressing an East African Women Parliament conference in March 2001, Moi repeatedly said, 'you can achieve more can get more, but because of your little minds, you cannot get what you expect to get'.(**Daily Nation, May 13,2009**).This study seeks to find out if these gender stereotype exist in the secondary schools in Rachuonyo District. Why is it that in Rachuonyo District with 80 public secondary schools only 20 are female heads while only 10 are deputies?

### **2.3 Influence of the Socialization process and on women participation in Educational leadership.**

From one view or picture there is a body of literature which argues that women styles of leadership are different from men's (Shakeshaff, 1987, Ioden, 1987, Rosener, 1990 Neville, 1988) due to their different life experiences and socialization process.

According to Conway et al (1997), not all barriers to women's full participation in leadership are attitudinal. Instead they can be grouped into socialization and structural factors. Women for instance, are constrained by their ability to participate in leadership due to their upbringing in most societies. Due to

socialization and cultural conditioning women lack interest and self –confidence in them to the extent that they shy away from seeking leadership position.

Why do men want to control women?” Is the question Mill poses in his discussion of the subject of women? He argues that men want women to obey them willingly and not forcefully, noting that women are brought up from their earliest years in the belief that they are submissive and in the control of dominant male authority (Mill, 2006) .It is therefore not surprising De Beauvoir suggests that when their interests are threatened, men tend to disagree with gender equality (.De Beauvoir, 2006)

Today there are still senior disparities between men and women in the social political and economic spheres, yet there are areas that are so critical to the well being of an individual. Our world with Jane Codin Women have accepted their positions, they think it is normal not to get a promotion because they are women (Saturday March 8, 2008).

It is assumed that individual succeed on their own merit and assumption of the study. Women haven't been socialized in the world of business and therefore do not know the game. They lack requisite training and skills in the work place to assume position of leadership. The researcher intends to find out if the socialization plays a role in women ascend to Educational Leadership in Rachuonyo District.

#### **2.4 Multiple family roles' influence on women participation in Educational Leadership**

Women's upward mobility is hampered by their family roles, this is due to negative or obstructive attitudes and of legal and social systems which use maternity laws and benefits to penalize women economically for child birth and child care (World Economic Forum, 2005) The women who managed to extricate herself from the family roles and domestic bondage was seen to be competing with men and as having no time with her family (Kombe 1994)

The African woman in the modern setting has two main societal responsibilities: to take care of her husband and children, and oversee and manage all domestic matters of her family and second, to perform well at work. Her domestic responsibilities are no mean feat : managing the family meals, hygiene(preparing baths for her husband , herself and managing laundry);remembering all clinical appointments' for the children and making arrangements –which often requires her physical presence and shopping for all household requirements among others. At the workplace, she is expected to compete with the male counterparts who have a woman handling most if not all the domestic chores thus giving them time to focus on productivity. A man's work is from sun to sun, but a mother's work is never done. (**Saturday Standard, June 27, 2009**).

**Lonstreth and Stafford (2001)** found out that although men and women managers are faced with time constants, women are more affected as a consequence of time spent in household work may have substantially loss time available for their office work than do their male counterparts. Women continue to care for the family as they perform their office work this becomes a hindrance to their personal and career growth in the sense that some men stop their spouses from attending training because there is nobody to leave the children with, such training would build the confidence and self esteem of women for leadership. In the struggle to save marriages women have turned down opportunities that might have greatly improved their families. This is very different from men who have all the time at their disposal (**Isolio, 2002**). Dr..Margaret Kobia, the CEO, Kenya Institute of Administration, a Government training Institution that specializes in research and consultancy says women should always advance their education to effectively compete for top positions in Government and private sector.(**Daily Nation May 13,2009**)

It is noted that women principals in Kenya face Prejudices. In her book titled “women’s education and career opportunities in Kenya” Bange’tuny points out that there are negative gendered socio- cultural attitudes facing women principals’ and illustrates how they are viewed as ‘unsuitable’ leaders due to the demands of domestic chores. Such a belief implies that the ideal school principal is male. It is therefore not surprising as Bange’tuny tells us, that male teachers have higher chances of getting promotions in comparison to their female counterparts (M.C Bangetuny, 1999)

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction.**

This chapter present different aspects of methodology that were used in conducting the study which includes the area of study, the research design, the target population, sample and sampling procedures, data collection instruments, the validity and reliability of the instruments and data analysis procedures.

#### **3.2 Area of the study.**

The study was carried out in public secondary schools in Rachuonyo District in Nyanza Province. The area was selected because despite its large number of secondary schools it had a glaring absence of women at the top helm of leadership.

#### **3.3 Research design**

A research design is a plan that is used to generate answers to research problem. (Orodho, 2003).Descriptive survey design was used as it would enable the research to explore more than one variable and answer questions concerning the current status of the objects of study. It also allows for description and explanation of issues such as opinion, attitude, giving qualitative and numeric data about events and people (Mugenda & Mugenda, 1999).

#### **3.4. The Target population.**

The study targeted all public secondary schools in Rachuonyo District. This translated to 80 schools, 80 principals and 600 teachers, and 20 Education officers.



**Table 3.1 Data on target population for study.**

Study population	Total population
Principals	80
Teachers	600
Education Officers (DEO,DQUASO etc)	20
Total	700

**Source: Researcher's 2009.**

### **3.5 Sample and Sampling procedures**

A sample is a set of respondents (people) selected from a larger population for the purpose of a survey (Webster, 1985).

The sample comprised representative number of schools, principals', teachers and Education officers. Owing to the large numbers the researcher selected 40 schools, 40 principals, 100 teachers and 10 Education officers. The schools were sampled through stratified random sampling where they were first grouped into different strata in terms of category to ensure gender presentation and then a representative number was selected by systematic randomization guided by a ratio 1:2.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

Whereas the principal's of sampled schools automatically formed the sample, teachers of those schools were randomly picked using simple random method with appropriate ratio of 1:2. Simple random sampling involves selecting small finite population from the accessible population without bias. It provides equal opportunity of selection for each element of the population. (Donald Kisulu, 2004)

100 teachers were randomly sampled using numbered folded papers based on their number per school. The folded papers were numbered 1 up to 10 while others written No. Those who picked numbered papers were given questionnaires (Mugenda, 2003).

The sampling procedures were preferred because it ensures equal opportunity for being chosen and equal representation of sub-groups. The technique also takes care of different sub-groups characteristics (Kombo and Tromp, 2004).

**Table 3.2: Principal Sample size**

Schools category	Population	Sample size
Boys	5	2
Girls	6	3
Mixed	69	35
Total	80	40

### 3.3. Teacher sample

No. per school	Ratio	Frequency	Sample	Percentage
1-10	2	20	40	50
1-20	2	16	32	40
1-30	6	02	12	05
1-40	8	02	16	05
Total		40	100	100

**Source: Survey Data, 2009.**

The education officers were also randomly sampled. Since they were 20 the researcher sampled 10 whereby folded papers were numbered 1-10 while others written No. Those who picked the numbered papers were given questionnaires.

### 3.6 Data collection instruments.

The researcher used questionnaires as a data collection instrument. The use of questionnaire became handy given the limited time and large sample size. It enabled the researcher to reach the respondents simultaneously.

The literacy level of the sample also facilitated the use of questionnaires.

### **3.7 Validity and Reliability of the instruments**

Validity is the degree to which a test measures what it is intended. To ensure that the research tools measured what they were intended to measure, resourceful persons, particularly the project supervisor assessed the content of the questionnaires and necessary improvements were made.

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant. It is a measurement of the degree to which a research instrument yields consistent results after several trials (Mitchell, 1960). The questionnaires were pilot tested in one of the schools in the District. This made it possible to remove ambiguity and error that would lead to misinterpretation or misunderstanding of the questions.

### **3.8 Data collection procedure.**

The researcher obtained introductory letter from the university to enable her collect the data. The researcher posted questionnaires to far off schools while others were delivered in person to their respondents in their respective schools. She collected them after 1 week. The findings were recorded in note books for analysis.

### **3.9. Data analysis.**

Data was analyzed based on the responses of principals', teachers and education officers to questions. All responses were first organized into important areas of study as outlined in the research objectives and questions.

Qualitative data were analyzed and given in form of report while quantitative data were analyzed and descriptive statistical methods were used, aided by statistical package for social scientists (SPSS) and data presented using tables and graphs for interpretation.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

#### 4.0 Introduction.

This chapter presents the findings of the study. This was discussed in time with the objectives of the study. The socio-demographic characteristics of the respondents were also part of this chapter. The objectives include: patriarchal culture and its implication on women participation on Educational leadership, influence of gender stereo type on women participation in Educational leadership, influence of the socialization process and its effect on women participation in Educational Leadership and multiple family roles' influence on women participation.

#### 4.1 Patriarchal culture and its implication on women participation in Educational Leadership

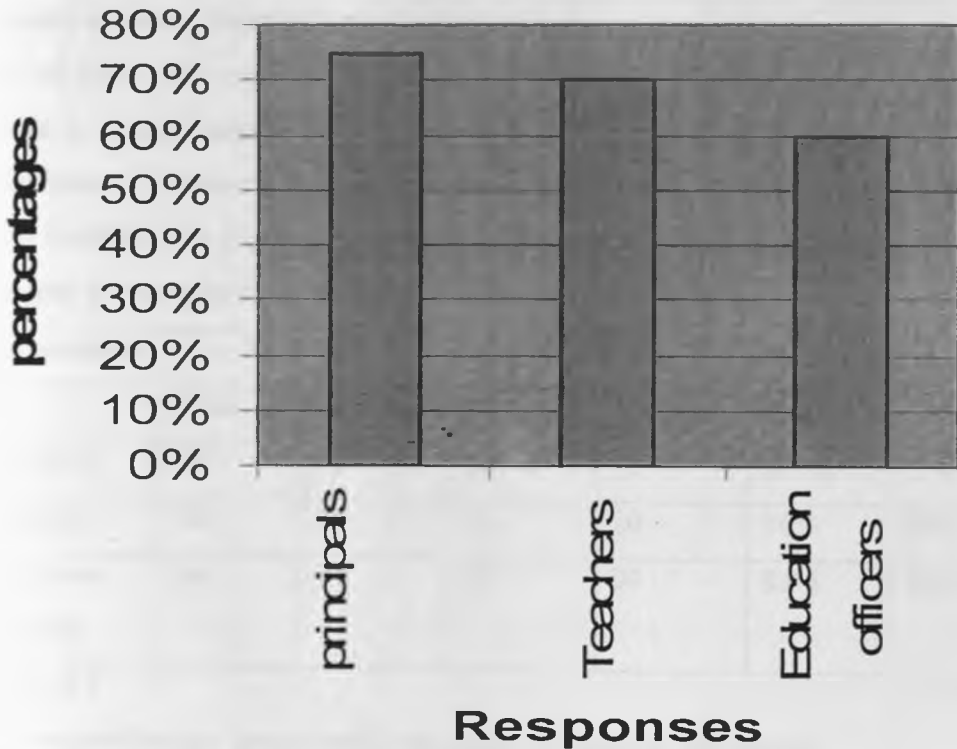
Out of the 40 questionnaires sent to the principals 30(75%) agreed that culture was a barrier to women in Educational Leadership, considering it a legitimate right ordained by Christianity and our traditional set up. This was inclusive of the female principals who ruled through men by asserting that it's easier to work with male teachers than female teachers. These findings were also backed by 70(70%) of the teachers who agreed that working with male principals was easier because culturally they are the head of the house therefore used to leading as opposed to women who are rearing their heads now 6(60%) of the education officers who filled the questionnaires also concurred with the above sentiments adding that most female teachers did not apply for positions of leadership as they were shy of trying greener pastures this implied that they are culturally endowed to be submissive. The findings were tabled in table 4.1 below:

#### Responses on Culture as a barrier

Respondents	Sampled	Frequency	Percentage
Principals	40	30	75%
Teachers	100	70	70%
Education Officers	10	06	60%

**Table 4.1**

**Fig 4.1: A bar graph showing responses on culture as a barrier**



Source: Survey data 2009.

#### **4.2 Influence of Gender Stereotype on women participation on Educational Leadership**

Out of the 40 principals who filled the questionnaires 24 were male while 16 were females. 24(100%) male said that they did not suffer any kind of intimidation based on their gender while 12 (75%) females said that they had to work extra hard to get their current positions and also to retain their jobs as most people (the community, the teachers ,the subordinate staff both male and female ) have the feeling of 'huyu ni mwanamke tu syndrome' meaning this is just a woman and wanted to see how she will govern.

Out of the 100 teachers who filled the questionnaires 70 were male while 30 were female. 60(86%) of the males reported that they preferred working with male

principals rather than the female as they considered the females as nagging and petty and the female teachers 20(67%) shared the same feeling. This implied that there was a lot of gender stereotyping in the work place whereby the males were favored while the females were down played.

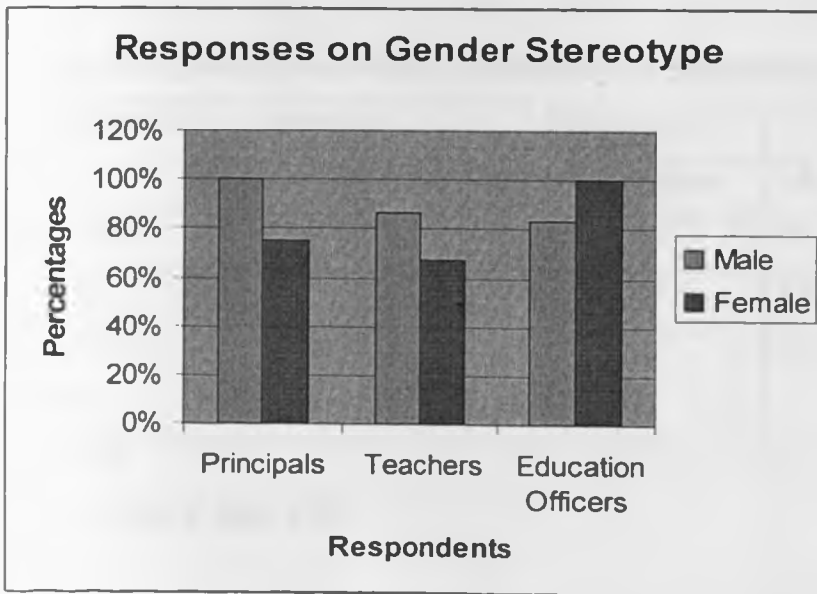
Out of the 10 Education Officers who answered the questionnaires 6 were male while 4 were female 5(83%) male reported that most schools preferred male principals to females citing gender stereotyping while 4(100%) females agreed with the same. The findings were tabled below.

**Gender Stereotype and women in Educational Leadership**

Respondents	Sampled		Frequency		Percentage	
	Male	Female	Male	Female	Male	Female
Principals	24	16	24	12	100%	75%
Teachers	70	30	60	20	86%	67%
Education Officers	06	04	05	04	83%	100%

**Table 4.2**

**A comparative bar graph with responses on Gender Stereotype**



**Fig 4.2**

Source: Survey data 2009

Figure 4.2 explains the kind of biases that exist based on the opinions and affiliations of males and females.

**4.3 Influence of the Socialization process and its effect on women participation in Educational Leadership**

Out of the 40 principals who filled the questionnaire 21(87.5%) male agreed that the socialization process is a barrier to women in Educational Leadership while 14(87.5%) female concurred citing need for assertion which seems to be lacking in women. Out of the 70 teachers quizzed 60(85.7%) male, 25(83%) female also agreed with some female teachers saying they feared being branded immoral.

Out of the 10 Education Officers who filled the questionnaires 4(66.7%) male ,3(75%) female agreed that the socialization process is a barrier saying that female teachers were less aggressive in pursuing positions of leadership as they rarely apply and attend interviews. This shows that women were not socialized to fend. The findings were tabulated in table 4.3

**Socialization process and women participation in Educational Leadership**

Respondents	Sampled		Frequency		Percentage	
	Male	Female	Male	Female	Male	Female
Principals	24	16	21	14	87.5%	87.5%
Teachers	70	30	60	25	85.7%	83%
Education Officers	06	04	02	04	66.7%	75%

**Table 4.3**

**Source: Survey data, 2009**

## A comparative bar graph with responses on Socialization Process

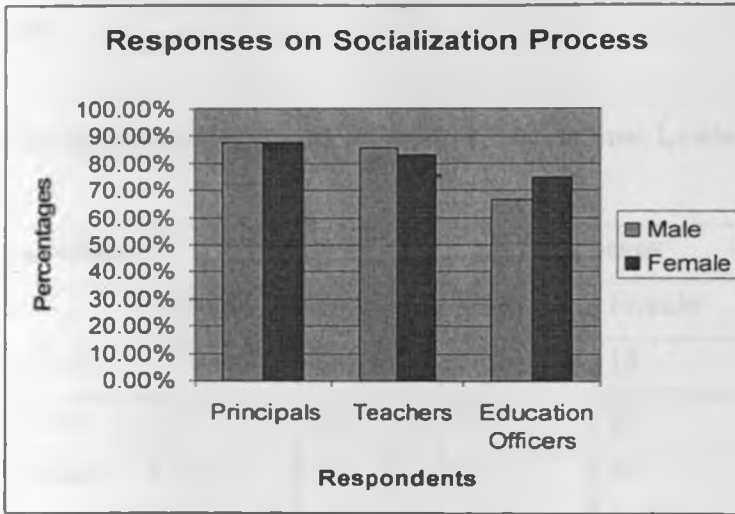


Fig: 4.3

Source: Survey data, 2009

### 4.4 Influence of Multiple Family Roles on women participation in Educational Leadership

Out of the 40 principals who filled the questionnaires 23(96%) males and 14(87.5%) females cited that multiple family roles is a barrier to women in educational leadership as it took most of their time compared to their male counterparts who had all the time as their domestic chores were being done by other women. The principals also preferred working with male teachers as opposed to female ones because of domestic chores and also maternity leave citing that it interferes with students' performance.

Out of the 100 teachers who answered the questionnaires 65(92.8%) males and 25(83%) females agreed that multiple family roles is a barrier as it leaves women with no time to pursue their career further.

Out of the 10 Education Officers 5(83%)males and 4(100%) females agreed that multiple family roles is a barrier as most female teachers did not like taking up leadership position away from their family if after they have qualified as opposed to their male counterparts who would jump into such opportunities without



battling an eyelid about the family. The findings were summarized in table 4.4 below:

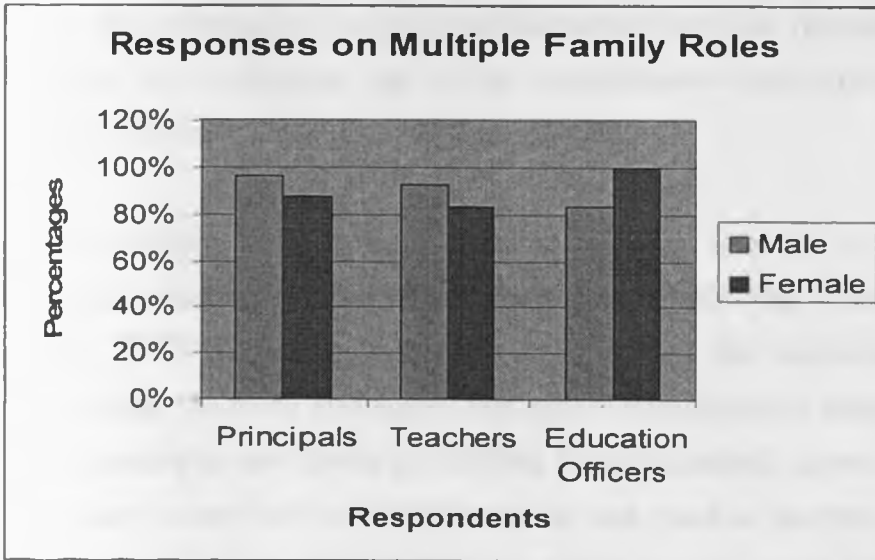
**Multiple Family Roles and Women in Educational Leadership**

Respondents	Sampled		Frequency		Percentage	
	Male	Female	Male	Female	Male	Female
Principals	24	26	23	14	96%	87.5%
Teachers	70	30	65	25	92.8%	83%
Education Officers	06	04	05	04	83%	100%

**Table 4.4**

Source: Survey data 2009.

A comparative bar graph showing responses on Multiple Family Roles



**Fig 4.4**

Source: Survey data 2009.

## CHAPTER FIVE

### 5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter is a wrap up to this study. It summarizes the main findings of the study and presents salient conclusions: several conclusions have also been drawn. This chapter also presents suggestions for further study.

#### 5.2 Summary of the findings

The purpose of the study was to establish the influence of patriarchal culture, gender stereotype, socialization process and multiple family roles on women participation in educational leadership. The study was conducted in 40 schools in Rachuonyo District, Nyanza province. The research objectives were used as a guide in the collection of the required information from the respondents. The method of data collection was survey questionnaires administered to 40 principals, 100 teachers and 19 educational officers.

The study findings revealed that patriarchal culture is a barrier to women in educational leadership. This was proven to the fact that 30(75%) of the principals concurred, 70(70%) of the teachers and 6(60%) of the education officers supported this. The study also agreed that gender stereotyping is rampant in our public secondary in the district as 12(75%) female principals agreed to having gone through some form of discrimination at one point or another. This was further asserted by the teachers 60(86%) males and 20( 67%) females who preferred working under male principals. The study also found that socialization process for girls made them less aggressive than their male counterparts in pursuing positions of leadership in the education sector, 21 (87.5%) male principals, 14(87.5%) female principals supported this.

Lastly multiple family roles that women undertake is also a barrier as female principals 14(87.5%) asserted that domestic chores took a lot of their time and that also preferred male teachers to female teachers-who were tied to family roles and were also bound to go on maternity leave.

### 5.3 Conclusion

Following the findings of the study it can be concluded that:

- Patriarchal culture remains a thorn in the flesh in the advocacy to achieve gender parity in the secondary education sector.
- Gender Stereotype is also a barrier as it emanates from the patriarchal culture that views women, 'huyu si mwanamke tu syndrome' to mean she is just a woman.
- Socialization process is an impediment as women teachers are less aggressive in pursuing leadership position compared to their male counterparts, survival for the fittest.'
- Multiple female roles is an impediment as most of the time women teachers are tied up to domestic chores and have to double up their career with these roles.

### 5.4 Recommendations

Based on the research findings the researcher makes the following recommendations.

- The government should fully embrace Affirmative Action Policy of 30% of women presentation in public secondary schools so as to pull the female gender because generally the male teachers outnumber them.
- More campaigns against gender stereotype in public secondary schools should be encouraged to enhance equal opportunity for women participation in educational leadership.
- Females who take up leadership positions should be given special allowance for the multiple family roles they are undertaking so as to encourage them and others to come up.

### 5.5 Suggestion for further study

- ✓ Having carried out this study in public secondary schools in Rachuonyo District, the study could be replicated elsewhere to see if the same findings here apply.
- ✓ Research revealed that both male and female principals preferred working with male teachers rather than female teachers. Further research should be undertaken to find out why this is so.
- ✓ Research revealed that like all other sectors men have continued to dominate in areas of leadership and women considered less aggressive, a study should be carried to find out if men's aggressive is a contributing factor.

## REFERENCES

1. A. Smith and R.P Hale. The view from the female principals' desk. Advancing women on line journal 2002. Retrieved on 8/10/05 at website.<http://www.advancingwomen.com/awl/spring 2002/smith - L1HTM>
2. BBC. "Uganda tackles wife - beating taboo", 2002 Accessed on 5/5/2006 at Website: <http://news.bbc.co.uk/1/hi/world/africa/1881472.stm>
3. Beauvoir, (2006), "the second sex", Roxbury publishing house.
4. Blackmore, J (1989) changing from within: Feminist educators and administration leadership. Pea body journal of Education world economic Forum (2005) women's empowerment measuring the Global Gender Gap.
5. Blackmore, J(1999). Breaking out of a masculinist politics of Education. In B Limerick & B. Ligard (Eds), Gender and changing educational management Rydalmere, NSW: Holder Education.
6. Burton, C (6 April, 1998). Gender equity in Australia University staffing. URN:
7. Burton, C. (1987). Merit and gender: Organizations and the mobilization of masculine bias.
8. Burton, C. (1988, July). The promise and the price: EEO programs for women in Australia. Paper presented to the International Symposium on Australia Public Sector management and organization. Brisbane, Australia.
9. C.H Nostrand. (1993) Gender responsible leadership News bury Park: Sage Publications 1993
10. Daily Nation, Wednesday 13<sup>th</sup> May, 2009.
11. Daily nation, Monday , January 9,2006
12. Donald Kisuli and Kombo (2004) proposal and Thesis writing , An introduction , Paulines publication Africa.\

13. Ehrich, L, \$ Mc [Http://www.pcug.org.au/other/wel/burton/](http://www.pcug.org.au/other/wel/burton/).
14. Ekechi , (2003), Wicked women and the reconfiguration of gender .
15. Korac- kakabadse, N, \$Kouzmin, A. (1997). Maintaining the rage: From “glass and concrete ceil” and metaphorical sex changes to psychological audits and renegotiation scripts – part 1. *Women in management review*, 12(5), 182195.
16. L Calitz, J. viljoen, T. Moller and V. Banker. *School management*. Pretoria: VIA Africa 1992.
17. Loden, M. (1987). Recognizing women’s potential: No longer business as usual. *Management review*, 76(12), 44 -46.
18. Musingalia , (2002), *Fundamental concepts of educational leadership*
19. Ministry of Education, (July 2007), *Gender policy in Education*, July 2007.
20. Muganda, O.M, (2003), *research methods – Quantitative and qualitative approaches*, Nairobi.
21. Orodha and Kombo, (2002), *sampling techniques in social research study*, university of California.
22. Webster, (1985) , *sampling Technique in social research university of California*.
23. World Economic forum, 2005.

# APPENDICES

## APPENDIX I

### Questionnaire for principals

The questionnaire is intended to collect information on barriers to women in Educational Leadership in Rachuonyo District. You may fill or tick appropriately.

#### Part A: Personal Details

##### 1. School Category

- Boys
- Gjrls
- Mixed

##### 2. Gender of the Respondents

- Male
- Female

##### 3. Marital Status

- Single
- Married
- Divorced
- Widowed

##### 4. Age of the Respondent

- 25-35
- 36-45
- 46-55
- Above 55

#### Part B: Administration

1. Why do you think there are more male principals in Secondary Schools in Rachuonyo District?

- i).....
- ii).....
- iii).....
- iv).....

2 a). Was rising to your current position hampered in any way by your gender?

Yes

No

b) If yes how?

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

3a) In your execution of your duties how do the teachers and workers view your type of leadership?

a) Firm

b) stubborn

4 a) Do your family roles interfere with your work as a leader?

Yes

No

b) If yes in what way?

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

c) Do you feel it would have been different if you were an opposite sex?

Yes

No

d) If yes why?

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

5a) Have you suffered any discrimination from your subordinates or the community based on your gender?

Yes

No

b) If yes which ones?

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



## APPENDIX II

### Questionnaire for teachers

This questionnaire is intended to collect information on the barriers to women in Educational Leadership in Rachuonyo District. You may fill or tick your response as appropriate.

#### Part A: Personal Details

##### 1. Gender of the Respondent

Male

Female

##### 2. Age of the Respondent

20-30

31-40

41-50

51-60

##### 3. Marital Status

Single

Married

Divorced

Widowed

##### 4. Responsibility

Deputy Principal

Head of Department

Teacher

#### Part B Administration

1 Why do you think there are more male principals in Secondary Schools Rachuonyo District?

i).....

ii).....

iii).....

2a) Do you think that culture is a barrier to women participation in Educational Leadership in Rachuonyo District?

Yes

No

b) If yes why would you say so?

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

3a) what kind of principal would you like to work with?

Male

Female

b) Why?

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

4a) Do you think that upbringing of women, contribute to their under-representation in Educational Leadership in Rachuonyo District?

Yes

No

b) If yes why?

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

5a) Do you think that the domestic chores and other family roles that women engage in, do interfere with their ability to ascend to leadership?

Yes

No

b) If Yes, how?

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

6) Why do you think the Government has been unable to achieve 1/3 presentation of women in Educational leadership in Rachuonyo District?

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

## APPENDIX III

### Questionnaire for Education Officers

This questionnaire is intended to collect information on the barriers to women in Educational Leadership in Rachuonyo District. You may fill or tick your response as appropriate.

#### Part A: Personal Details

##### 1) Designation

- DEO
- AEO
- DQASO
- SQASO
- Others

##### 2.) Gender of the Respondent

Male  Female

##### 3) Marital Status

Single  Married  Divorced  Widowed

##### 4) Age of Respondent

25-35  36-45  46-55  Above 55

**Part B: Administration**

1 Why do you think there are more male principals in Secondary Schools Rachuonyo District?

- i).....
- ii).....
- iii).....
- iv).....

2a) Do you think that culture is a barrier to women participation in Educational Leadership in Rachuonyo District?

Yes

No

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

b) If yes why would you say so?

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

3a) Do women's engagement in Domestic chores impede their ascend to Educational Leadership?

Yes

No

b) If Yes, how?

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

4a) Do Girls' upbringings affect their quest for positions of Leadership in Educational Leadership in Rachounyo District?

Yes

No

b) If yes why?

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

5a) As the officers on the ground who recommend teachers' for promotion, does gender stereotype exist during promotion?

Yes

No

b) If Yes, which ones?

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

6) As the eyes of the Government why have you been unable to achieve 1/3 presentation of women in Educational Leadership in Rachounyo District as recommended by the government?

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

## APPENDIX IV

### BUDGET

		<b>COST(KSHS)</b>
<b>1</b>	<b>STATIONERY</b>	
a)	5 pens @10	50.00.00
b)	6 rims of printing paper@500	3,000.00
<b>2</b>	<b>CONTRACTUAL SERVICES</b>	
a)	Photocopying	4,000.00
b)	Typing and printing proposal	4,000.00
c)	Binding 3 copies@50	150.00
	<b>TOTAL</b>	<b>11,200.00</b>