DETERMINANTS OF GENDER IMBALANCE IN EDUCATION ADMINISTRATION AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN THE LARGER THIKA DISTRICT IN KENYA

BY

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OCTOBER, 2011
DECLARATION

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

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DEDICATION

This project is dedicated to the Almighty God, who gave me the physical and mental strength to undertake and accomplish this project in the prescribed period of time, to my beloved mother Cecilia Mwangi who worked tirelessly to see me through my education, my son Antony Mwangi whose time was sacrificed for my studies and dear sister Alice Mwangi who constantly encouraged and prayed for me.
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First and foremost, gratitude goes to my supervisors who devoted a lot of time and patience for this study. Am grateful for extraordinary advice and guidance accorded by my supervisors Dr. S.N Waweru and Dr. Florence M. Itigi of department of education management policy and curriculum studies Kenyatta University. Secondly I wish to convey my sincere gratitude to the principals and teachers in the larger Thika district who spared time to participate in my study.
ABSTRACT

The purpose of the study was to investigate the determinants of gender imbalance in education administration among teachers in public secondary schools in the larger Thika district. The study was guided by the following specific objectives: to establish the effect of gender roles on gender imbalance in education administration among teachers, to find out the relationship between teachers' self-perception and gender imbalance in education administration, to explore socialization and gender stereotypes and their impact on gender imbalance in education administration among teachers, to determine the role of models and mentors in relation to gender imbalance in education administration among teachers, and to analyze the effect of educational qualification and training in relation to gender imbalance in education administration among teachers. Descriptive survey design was used for the study. Purposive sampling, stratified random sampling, and convenience sampling were used for the study. Purposive sampling was used to sample schools and principals, stratified random sampling for male and female teachers, and convenience sampling for selecting three male and three female teachers respondents from each school. The study used questionnaires to gather data from principals, male and female teachers. The data was analyzed using statistical package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to analyze data. The analyzed data was presented in form of frequency tables, bar graphs, and pie charts. The study found that gender roles cause gender imbalance in education administration among teachers. This was evidenced by the findings that majority of the respondents indicated that female teachers were few in the school management positions. The study also found that teachers' self-perception causes gender imbalance in education administration. Socialization and gender stereotypes had a moderate effect on gender imbalance in education administration among teachers as indicated by the respondents. The study further found that the availability of role models causes gender imbalance in education administration among teachers as indicated by the respondents. The study finally found that educational qualification does not cause gender imbalance in education administration because majority of the teachers were graduates. Professional training was noted to be a cause of gender imbalance in education administration since majority of women rarely attended professional workshops and seminars. The study concluded that gender roles, teachers' self-perception, socialization, and gender stereotypes, availability of role models and mentors, and training caused gender imbalance in education administration among teachers. The study recommended that female teachers should share gender roles with their spouses to allow them to rise in to the leadership positions in schools. The researcher recommends further research to be done to carry out a detailed survey on how successful female administrators overcome the barriers and attain their career goals.
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LIST OF ABBREVIATIONS

AMREF - African Medical Research and Educational Foundation

D.E.O - District Educational officer

UNESCO - United Nations Educational, Scientific and Cultural Organization

U.S. - United States.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The study investigated the determinants of gender imbalance among teachers in education administration. The chapter examined the background information which indicated a gap in gender representation in decision making positions in public secondary schools in the larger Thika District. Though women dominate teaching forces from which leaders are recruited, they are poorly represented in educational management (MOEST, 2000). There is gender imbalance in education administration though women prepare for leadership positions. Women have remained in low rank and grades of classroom teachers (MOEST, 2000). They are clustered in low and middle job categories (United Nations, 1995).

The challenge of gender inequality is not peculiar to Kenya but it is a worldwide problem. In U.S. according to a survey conducted in 1999-2000, data from schools show women under representation as secondary school superintendents (Klein et al, 1985).

There were only 10.5% of women superintendents in United States in 1996 (Connel, 1996). By the year 2000, the proportion increased to 13.2% (Brunner, 2000). Though the work of these researchers is now somehow outdated, recent studies show that the trend is still in place (Skarla, 2000). There is gender imbalance where the number of women in education administration is still inadequate since it has only changed to 14% by the year 2004. Women teachers fail to choose entry into administrative positions in Montana in U.S due to family responsibilities that act as a barrier (Brown, 2004). This is in line with the situation in Kenya.
because the family role and responsibilities demand extra commitment in terms of time allocation to child bearing and rearing.

Women in countries like Korea hold only 14% of school administration (Kim and Kim, 2005). In China, the trend is similar; they hold 13% (Su et al, 2000). In South Africa, female teachers are concentrated in lower ranks in teaching profession. Men hold 36% of all teachers and women hold 64%. Out of this, men hold 59% of principal ship and 69% of deputy principal ship with women holding 41% and 31% respectively. (Bell,1995). Socialization and gender roles in these countries seem to be a strong factor in relation to gender imbalance in education administration among teachers. There is the societal perception that women are emotional and work at emotional levels (Brown and Irby, 1995). This perception affects the women decision making and aspirations to decision making positions.

In Kenya, the situation is similar to that of other countries although there are no discriminatory laws (Kanake, 1997). A review of gender imbalance in education administration by the year 2000 indicated gender disparities (MOEST, 2000). Female teachers serve as administrators in girls’ secondary schools. In the larger Thika district with a total population of 65 schools, only 8 schools (13.5%) are purely girls and headed by female principals. There are 8 boys’ schools (12%) which are headed by male principals. There are 49 mixed secondary schools and 29 of them (60%) are headed by males and 20 (40%) are headed by female principals. This is out of a population of 1651 teachers in the larger Thika district (MOEST, Thika 2010). The other positions of administration are that of a deputy principal, guidance and counseling, head of department and a senior teacher. Female teachers occupy the lower ranks of administration above mentioned as their male counterparts dominate principal ship positions in boys and mixed
schools. The realization of presence of few women administrators is of great concern to the researcher. Women do not play an active role in decision making process in public secondary schools in the larger Thika district. The impediment factors underlying this will form the basis of the study where the researcher will critically seek to investigate the determinants of gender imbalance in education administration among teachers in the larger Thika district.

The vacancies in secondary schools administration need to be shared equally between male and female teachers. The women in administration have a role to be active mentors and role models to those aspiring to move up the career ladder (Darwin, 2000). The determinants of gender imbalance among teachers in education administration is the concern of the researcher. Female teachers are confronted with challenges like gender roles, self perception, socialization and gender stereotypes, lack of mentors and education qualification (Wanjama, 2002). The few schools that are managed by female principals tend to have high levels of discipline and academic performance (Matasyoh, 2006). In spite of this the number of female teachers who rise up the career ladder to administrative positions remains limited. As women remain in marked boundaries, their talents and intelligence is underutilized. The researcher will seek to establish the determinants of gender imbalance among teachers in education administration with an intention to suggest remedies to the challenge of women underrepresentation in administrative positions to the policy markers in the Ministry of Education.

1.2 Statement of the Problem

Although there is government concern about women opportunities in formal education at all levels, representation in administration in education is still inadequate as compared to men (Kanake, 1997). Though they dominate teaching profession, there is gender imbalance in
education administration. According to Pala (1978, cited in Matasyoh 2006) it was observed that female principals were only 1000 (25%) and 3000(75%) were male principals out of the 4000 public secondary schools. The gender imbalance in decision making positions has made women stagnate (MOEST, 2000). Due to this, women teachers do not play a significant role in decision making processes in Kenyan public secondary schools. Such a state of affairs implies that women chances of influencing important decisions in public secondary schools are limited. There is also an implication that women’s needs and interests may not be considered during decision making. The girl child who is meant to be the future women leader lacks a mentor who is important for purpose of increasing self confidence by serving as a role model (Ragins, 1989). In view of this, a study was necessary to address the determinants of gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

1.3 Purpose of the Study

The purpose of the study was to investigate the determinants of gender imbalance in education administration among teachers in the larger Thika district in Central Province in Kenya. The study sought to establish the effect of gender roles, gender stereotype, and role of mentors, self perception and educational qualifications in relation to gender imbalance in education administration among teachers. This is critical because women constitute a significant population in the teaching fraternity (MOEST, 2000).

1.4 Objectives of the Study

The major objective of the study was to establish the determinants of gender imbalance in
education administration among teachers in public secondary schools in the larger Thika district.

The specific objectives of the study were:

1. To establish the effect of gender roles on gender imbalance in education administration among teachers career mobility in the larger Thika district.

2. To find out the relationship between teachers self self-perception and gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

3. To explore socialization and gender stereotypes and its impact on gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

4. To determine the role of models and mentors in relation to gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

5. To analyze the impact of educational qualification and training on gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

1.5 Research Questions

1. What impact do gender roles have on gender imbalance in education administration among teachers in public secondary schools in the larger Thika district?

2. How has teachers’ self-perception affected gender imbalance in education administration among teachers in public secondary schools in the larger Thika district?
3. Does socialization and gender stereotypes have an impact on gender imbalance in education administration among teachers in public schools in the larger Thika district?

4. What is the role of models and mentors on gender imbalance in education administration among teachers in public secondary schools in the larger Thika district?

5. How has educational qualifications and training affected gender imbalance in education administration among teachers in public secondary schools in the larger Thika district?

1.6 Assumption of the Study

The following was guided by the following assumptions:

The respondents were willing to provide reliable information required for the study. The researcher assumed that the female teachers are ambitious and aspire for high administrative positions in education and that there was an official criterion for promotion of teachers without gender bias.

1.7 Delimitation of the study

The research excluded professionally trained teachers and administrators working in private institutions. This was because the determinants of their gender imbalance could be different from that of teachers in public secondary schools.

The researcher only interviewed the teachers who were in session at the time of the study. Those who were in maternity, sick leave and study leave were excluded from the study though their contribution could have been of some significance. The use of descriptive research design where
the researcher was to be present during the data collection could have influenced the behavior of the people being studied. The use of questionnaire as a tool of research could have had the limitation of inaccurate reporting which could have been intentional or non-intentional.

1.8 Limitations of the study

The following were some of the constraints anticipated in the study: The study was carried out in a sample of schools in the larger Thika district. This was due to constraints of time and resources. The study was confined to a sample of 18 schools (28%) selected purposively out of a total population of 65 schools.

1.9 Significance of the Study

The study was undertaken to fill the gap in knowledge to the researcher on determinants of gender imbalance in education administration among teachers which has led to low women representation in top positions of education administration in public secondary schools. The study findings will therefore be important in informing policy formulation processes. It can propose changes that will support gender balance in education administration among teachers in public secondary schools.

The findings will help teachers aspiring for administrative positions. This is because they can reflect upon and act on some of the constraints that are a barrier to gender balance from the perspective of women occupying these positions.

The study findings will help ground the issue of gender imbalance in education administration
to positions of leadership from empirical data. There was need to establish what facilitates men’s mobility to the top and what hinders women to the same. This may lead to making informed recommendations for necessary policy changes. This could also lead to an increase in the number of female administrators being appointed in education administration in public schools.

The study findings will help the community reflect upon and change on gender socialization and stereotypes issues which have placed women at a disadvantage when it comes to leadership. This is because the study addressed and made recommendations on some of the stereotypes like gender roles and sex stereotypes which have acted as an impediment to gender balance in education administration among teachers.

1.10 Theoretical Framework

The theoretical framework used for the study was based on Ruth Pearson’s Framework on gender relations. According to Pearson’s theory, society views all activities that are carried out to be based on social roles and interactions of men and women. This is an assumption of gender roles as dictated by the society. In this context, the framework views the notion of gender roles and activities as having a strong ideological content. Policies often reflect a prescribed version of male and female roles rather than activities practiced by men and women. Based on such ideologies, the society seems to have ultimate authority on nature of what women and men actually do and their contribution which turns out to be biased against women (Pearson’s, 1992, cited in Orodho, 2008). Because of these biases, the performance of women and men is affected on nearly all spheres of life such as education, leadership and general development.

The Pearson’s gender relations framework is consistent with (AMREF, 1996:4 cited in
Orodho, 2008) perspective which identifies the social differences between men and women that are learned are changeable over time and have wide variations between various cultures. Pearson’s gender relations framework was found to be appropriate for this study because career mobility to positions of administration involves female teachers who happen to be actively involved in education administration aspiring to be administrators and play their practical gender roles as well. It involves service offering that can be influenced by Pearson’s theory.

In the study of determinants of gender imbalance in education administration among teachers and the factors that affect them seem to have a close relationship with Ruth Pearson’s ideology. This is because; gender imbalance in education administration is directly affected by socialization, gender stereotype and negative perception which are learned and changeable over time. Women have been socialized over time to be submissive and therefore when one becomes a leader and portrays traits of assertiveness, decisiveness and directness, it becomes socially unacceptable and one is viewed as stubborn (Brunner, 2000). Socialization is also noted where media portrays gender bias on women leader’s image. Negative examples of women leaders in books, movies and television influences society’s expectations of female leaders (Ragins, 1989).

The researcher noted some weakness in the Pearson’s Theory in that societies have deep rooted perceptions and socialization that are hard to eliminate. Among societies there are roles that are female oriented naturally and unchangeable. The role of child bearing for example calls for a greater commitment on the female by virtue of double natural role of reproduction and production. Gender imbalance may not change the women gender practical roles which have some societal perceptions.
1.11 Conceptual Framework Explanation

The framework which was used to guide this study was arranged in three levels. The first level assumed gender roles, socialization; gender stereotypes learned by over time and passed from one generation to the next and cause gender imbalance in education administration among teachers. They dictate whether women would aspire for and take senior administrative positions when promoted. The women self perception which results to lack of self confidence and low self esteem is due to socialization process which has portrayed leadership as a province of men (Kang’ethe,(cited by Njogu,2007).

In the study the independent variable is the one which the researcher manipulates and makes changes on in order to determine its effect on dependent variable (Mbwesa, 2006). It can have a positive or a negative effect. It is the presumed cause of dependent variable.

In the study, the independent variable is of measurement type. Measurement type of variables have already occurred hence the researcher has no manipulative control. They have fixed manipulative and uninfluencable properties (Mugenda and Mugenda,1999). In the study the independent variable include the determinants of female teachers’ career mobility. These are gender roles, female self perception, socialization and sex-role stereotype, role of mentors and education qualification and training.

Gender roles cause gender imbalance in education administration among teachers. The demands of the family on women aspiring for leadership restrict them. This is because they are expected to be more responsible to their families, remain close to the children, husbands and extended
family. Self perception or poor self image cause gender imbalance in education administration. Women aspiring for administrative positions are likely to report lack of self confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply.

Socialization and sex role stereotypes act as an obstacle to gender balance in education administration. Women are oversaturated with a message of female inferiority complex and this makes them shy away from positions.

Mentors and role models are crucial for women aspiring for positions in educational administration. Mentors provide career development functions like coaching, sponsoring and advancement. It enables a novice to learn political realities, secrets of moving a project through chain of command and survival techniques not written in any handbook.

Educational qualification and training prepare women as future leaders. The education policy makers must realize the unique needs of women in leadership preparation programmes. Women with higher education and training stand a better chance to have career mobility than those without.

The second level assumes gender imbalance in education administration which is influenced by a number of factors. Men dominate in administrative high ranking positions as women take low ranking positions. This is supported by and maintained by socialization through myths, stories and gender stereotypes. Gender based division of labour determine allocation of roles. It also influences attitudes and perceptions of women contribution to the society. This is found in the education system with regard to gender imbalance in education administration among teachers.
The dependent variable is the phenomenon which is the object of study under investigation (Orodho, 2002). It is the object to be assessed. It varies as a function of independent variable. In the study the dependent variable gender imbalance in education administration among teachers in public secondary schools in the larger Thika district.

The third level assumes that affirmative action, gender sensitization and women professional networking will benefit the underrepresented women.

The moderator variable acts as a catalyst of relationship between independent and dependent variable. It modifies the initial effect expected in a relationship between independent and dependent variable (Mbwesa, 2006).

In the study the moderator variable is the affirmative action, gender sensitization and women professional networking. All these policies will take into consideration gender in order to benefit the underrepresented group as a means to counter the effects of history exclusion.
1.12 Conceptual Framework

Figure 1: Conceptual Framework

**Gender Role**
- Family responsibility
- Size of family
- Role of wife
- Spouse support

**Education Qualification**
- Level of education
- Years of experience
- Professional training on job

**Socialization**
- Gender stereotypes at work
- Stereotype at home
- Myths
- Stories

**Female self-perception**
- Level of confidence
- Level of self esteem
- Women’s Choices

**Mentor role**
- Coaching
- Sponsoring
- Socialization
- Women aspirations

Gender imbalance in education administration among teachers
- Affirmative action
- Gender sensitization
- Women professional networking

- Enhanced women career mobility
- Enhanced women access
- Women preferential treatment

Source: (Researcher 2011)

1.13 Operational definitions of terms
Gender roles:-are duties and responsibilities which are considered by the society to be appropriate for men and women.

Gender imbalance:-Disparity in attainment of senior administrative positions in educational management.

Gender:-is socially accepted attributes of an individual related to his or her sex. It is differentiation in any context and treated as such. In this study it refers to social relationship between men and women, allocation of roles, responsibilities, rights and women obligations in the education system.

Linear career:-refers to administrative jobs that compete for promotion in management positions.

Management:-is the process of creating conditions which people perform work and achieve set objectives.

Practitioner career:-these are middle level jobs where one can work comfortable and combine paid and unpaid family work and avoid promotions.

Public secondary schools:-these are government established secondary schools that are open to all citizens who meet certain requirements.

Self perception:-this is ones view of self in terms of strengths and weaknesses.

Sex role stereotypes:-is behavior classification along sexual lines where they are considered acceptable to men and women.
Gender mainstreaming: Involves ensuring that gender perspectives and attention to the goals of gender equality are central to all activities.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the proposed study. This was important for purpose of identification of gaps in knowledge and creation of an entry point for the proposed study (Orodho, 2008). The literature was reviewed from both published and unpublished sources like journals, newspapers, text books, internet and unpublished thesis and dissertations done by researchers from other countries and in Kenya. The literature was reviewed under various subheadings related to determinants of gender imbalance in education administration among teachers as follows: the concept of gender in educational management and gender imbalance in education administration in relation to gender roles, female self perception, socialization, the effect of role model and mentor in relation to and educational qualification and training.

The issue of gender imbalance in education administration to positions of administration in education is perceived to be studies that compare women with men. Women are underrepresented as targets of study in educational administration globally. For example in U.S studies of gender and administration constitute only 9% between1985 and 2000 (Brown and Irby, 2005) .In Kenya, there is situation gender imbalance in education administration to positions of administration (MOEST2000).This made it critical for the researcher to review global and regional literature related to the area of study.

2.2 The concept of gender
Gender refers to the social roles, responsibilities and behavior created in our societies and cultures. The concept includes the expectations held about the characteristics, aptitudes and behavior of men and women (femininity and masculinity). For example “men as income earners and ‘women as caregivers’” (UNESCO, 2003). The roles are learnt and passed on from one generation to the next. It is not biologically determined or fixed forever. They can be changed to achieve equity and equality for both men and women.

Since gender is created by the society its meaning will vary from society to society and will change over time. This is because it carries the ideologies of socio-cultural context in which it is constructed (UNESCO, 2003).

In all societies the common denominator of gender is female subordination and universal belief of women separation of public and private spheres into gendered spheres. This gives men an advantage in participating in public spheres (Mohanty, 1991).

The concept of gender is vital because it reveals how women’s subordination and men’s dominion is socially constructed. Gender mainstreaming is critical to overcome this. It will enable men and women have access to opportunities at same level playing ground with men (Beijing, 1995). An important instrument to gender mainstreaming will be competence development that is, the development of awareness, knowledge, commitment and capacity necessary to incorporate gender perspectives into substantive work among professional staff (UNESCO, 2003).

In education sector, women constitute a high representation but their contribution in education administration is insignificant. The underrepresentation is a global issue contributed by personal
centered factors like education level, ambition and family commitments. Implementation of
gender mainstreaming and situational centered factors like the role models and mentors are
important to bringgender balance in education administration among teachers (Darwin, 2000).It
is critical to involve women in educational management because they make a significant
population in the world. Human rights and affirmative action policies demand their inclusion so
that the girl child can model from them (Standard newspaper, 5th August/2004).

2.3 Gender roles

Family and home responsibilities, place bound circumstances and effect of spouse are
contributing factors to women’s career success. This is because the demands of the family on
women aspiring for leadership either restrict them or those who hired them believed they will be
hindered by family commitments. According to Shakeshaft, (1985) family responsibilities is a
factor that directly causes gender imbalance in education administration among teachers.
Women fail to choose entry into administration due to family responsibilities according to a
study done in Kansas on women teachers (Hewit, 1989). A similar study of native American
Women in Montana also identified family responsibilities as a determinant factor to entry into
administration hence career mobility (Brown, 2004). In 2003, Lacey explored 1,344 female
teachers in making decisions of not making application to secondary school principal ships.
Among the findings, he noted females were more likely to be influenced in their decisions by
family responsibilities though they aspired to be administrators. Waynn, (2003) noted that family
responsibilities were considered by women in their decisions to apply for administrative
positions. Women have tension between time demands of the job and their family
responsibilities. Women delay entry into administration compared to men.

The family responsibilities that women hold in developing countries act as a hindrance to gender balance in education administration (Celikten, 2005). In traditional societies women are expected to be more responsible to their families, remain close to the children, husband and the extended family. In this case, Turkish women do not desire for administrative positions which mean long working hours, difficult conditions and their husbands’ resistance hindered gender balance in education administration.

Likewise, Kenyan women opt not to take managerial positions due to the travel time involved. Heavy domestic responsibilities and husbands’ resistance are identified by female teachers in Kenya as obstacles to gender balance in education administration (Wanjama, 2002).

Feminine beliefs and ideologies of a perfect family influence ideas of women about work and their working lives. It influences ways in which women choose an occupation and decide to balance paid and unpaid work. It also influences women identities and their sense of satisfaction with themselves as partners, wives, mothers and professional career workers (Adkison, 1981). When female teachers want to avoid administrative positions due to the family commitments they remain in practitioner career which enables them to combine paid professional work and unpaid family work as they avoid promotion which seem a highly rational choice. To pursue a linear career and compete for promotion women might have to consciously oppose the ideology of perfect family and motherhood. This is because such powerful ideological forces have had a controlling effect on women’s career aspirations and mobility. Family responsibility creates unique challenges for women who want to advance to management positions in their careers. Women continue to be responsible for majority of family responsibilities like care for dependent
children). In line with this, time spent fulfilling family responsibilities is time that cannot be spent at work. In addition women belief that family responsibilities act as a barrier to advancement in their careers .This is because it partly affects their colleagues and superiors perception of them. This perception leads to discrimination behavior and create an obstacle to advancement for women especially mothers (Walker, 2003). Having children for a woman will influence woman’s use of human capital resources like training, development opportunities and work hours in work place. This in particular relates to attendance of professional development and training which calls for extra time and travelling, an extra commitment in work place. Women with children are perceived to spend some of their time at work on family related matters.

Women choose family ahead of career mobility. Male counterparts should be encouraged to give support to their spouses so that they are able to multitask on gender practical roles and demands of career without waiting for their children to be grown before entry to administration.

2.4 Effects of Self Perception on Gender Imbalance in Education Administration

Poor self image or lack of confidence by women has resulted to gender imbalance in education administration. Women who aspires to be administrators are likely to report lack of confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply, needing more affirmation before proceeding into administration than men. Women aspiring to be administrators were reported to have a marked level of lack of self confidence. Women administrators rarely see themselves as experts and expressed lack of confidence about seeing themselves at the top (Brown and Irby 1996).
Low self esteem and lack of self confidence may be related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within that circle. Lack of leadership identity can lead to feeling of isolation and an outsider (Grogan, 1996). Women lack a sense of themselves as leaders and perceive that they have to further develop their leadership identity than men do. Lack of this leadership identity, low self esteem and lack of confidence makes women seek for more information, education and experience in the classroom before seeking for administrative positions (Grogan and Brunner, 2005). There is a perception that for a woman to be considered equal, she must be better prepared than the man she is competing with for the same job. Low self confidence and self esteem with respect to management capabilities is likely to cause gender imbalance in education (Grogan, 1996). For example in Uganda, women are socialized to adopt family roles and indicated to have low self esteem and confidence in their abilities outside domestic roles.

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

For women to increase belief and confidence in their abilities they need moral support and a sense of trust from their families. They also require mass education programs coupled with conscious effort to change tradition values which reduces their confidence levels. Self confidence of women has been judged in terms of male defined standards i.e. confidence women
show in public sphere activities. Thus since women have kept separate from public sphere activities, they lack the experience and this inexperience have been mistaken to be lack of self confidence (Yeaky, 1986). The impediment of self perception can be overcome through getting more information, education and experience before seeking for administrative positions. Women in administrative positions should mentor others to enable them build self confidence.

2.5 Socialization and sex-role stereotype in relation to Gender Imbalance in Administration

Explanations have been given for gender imbalance in education administration in education administration based on the socialization and sex-role stereotypes. Organizational socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of a school. Because traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization (Johnson, 2003).

Socialization and sex-role stereotypes act as obstacles to gender balance attainment of management positions in schools. Women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex (Brathwaite, 1986). This results to women being judged on how “womanly” they are when they behave inferior and shy away from top positions.

Negative stereotypes of women by superintendents and school board members have negatively affected gender balance in education administration. There is perceived women inability to discipline students, supervise other adults, criticize constructively, and manage finances. The school board members lack confidence in female superintendents ability to oversee the
School administrators and board members believe that women are easy to direct simply because they are female. If they turn out not to be malleable the reaction is negative because they seem to be violating the expected norms when they act like men (Skarla, 2000). These expectations of feminine behavior result in negative perception of assertive actions of women. Men have set standards on what is valued in principal ship and women who obtain it have pressure to de-feminize and isolate themselves from other women so that to prove themselves. Women’s intelligence and assertiveness is interpreted negatively (Smith, 1996).

A female style of leadership like assertiveness and being direct is unacceptable. Colleagues will view “the man as firm but a female as stubborn”. The school boards evaluate negatively a woman superintendents who portrays decisiveness, assertiveness and directness (Bell, 1995).

The media portray gender bias on women leaders’ image. They are portrayed as seducing their way to the top, devious, immoral and running over everyone in their way. Negative examples of women leaders in books, movies and television influence society’s expectations of female leaders (Shakeshaft, 1999). Another form of sex stereotype is related to societal perceptions that women are emotional and work at emotional level. Due to this perception, it is assumed that women cannot be natural and logical decision makers. Shakeshaft, (1999) supported these findings and pointed out that women are too emotional and cannot see things rationally and this affects their decision making. The society has created an environment of un expectation from women who hold administrative positions. Due to this “un expectation,” a more difficult socialization process in the profession occurs with women as opposed to men. The reason for
difficult socialization process is male dominance in the profession.

Women are less likely to migrate to new districts away from home than men (45% women and 66% men). Women comfort themselves in established relationships as an important reason to remain in current positions. Gender socialization assumes moving for the man’s job but not for the woman’s job (Spencer and Kochan, 2000). This factor causes gender imbalance in education administration among teachers. Women are negatively affected by career planning and career paths. Few women plan to enter administrative positions upon college completion. As one woman put it, “I thought I will teach forever.” This is in consistent with the findings of Young, (2001) which observed that not a single woman had planned to enter administration when they joined teaching as a career. There are differences in career planning for men and women. Men plan about their careers from the outset of their educational careers, (41%) and only (19%) of women plan early (Bell,1995). Women have their career aspirations limited due to gender socialization.

The belief that the image of leadership is associated with masculine traits has caused gender imbalance in education administration. The popular traits are masculine by nature and are male and female accepted . Gender is constructed within institutions and cultural contexts that produce multiple forms of masculinity (Connell, 1996). Schools play a major role in formation and maintenance of masculine traits i.e. program division, sports and discipline systems. The popular masculine traits accepted by all are decisiveness, appearing tough, less talking and putting a social distance between themselves and staff. Women leaders without these traits are viewed negatively. One female principal lamented “ i have been asked why women want to deal with all these high school issues that are meant for real principals (men)”. The shift of masculine model
has not changed (Skarla, 2000).

Men and women are judged for managerial positions using physical attractiveness. Physical attractiveness gives men an advantage and a disadvantage for women. Physical strength and athletic appearance facilitate men recruitment to administrative positions. Beauty in women is stereotypically viewed as a negative element. It is an obstacle to hiring women to positions of leadership (Shakeshaft, 1989).

Socialized roles have become so familiar and become unquestioned norms. Since socialization tends to be invisible, it is easy to fall into the trap of believing that women choose these roles. Despite this women have made it to the top. Having a vision and well planned career path with a goal to move up is crucial.

2.6 Role of models and mentors in relation to Gender Imbalance in Administration

The terms are used interchangeably to refer to agents of professional socialization and growth enhancement. Literature of the last decade has pointed out that, lack of support of role models and mentors is a hindrance to women entry to higher positions in education administration through career mobility (Darwin, 2000).

Role models provide standards to copy or modify. Same sex-role models are the most effective. Elementary school principals more than any other identified with their administrative role models. Mentors provide career development functions that involve coaching, sponsoring and advancement. Mentors serve psychosocial support like motivation, self esteem and increase
mentor support self-confidence by serving as a counselor a (Patton, 2009). Women aspiring for educational leadership positions have female principals as their best mentors (Gardiner, 2000). Without a mentor only 17% of women are able to advance in U.S school administration. While family support is important for women to be able to gain time and the approval by those affected by the decision to work longer hours, professional mentoring is important to gain knowledge and political information necessary for a woman to position herself as an administrator. Research has shown that women in general lack mentoring since it has been associated with male model of grooming the next generation of leaders (Walker, 2003). There are fewer women in executive positions in education decision making positions from the highest level of a permanent secretary (P.S) to the level of a principal according to studies by (Wanjama, 2002).

Mentors are critical to socialization of women to the profession of administration in education than to being a classroom teacher. Mentoring enables a novice to learn political realities, secrets of moving a project through chain of command, ways of creativity, budget contacts and survival techniques not written in any employee handbook (Grogan and Brunner, 2005).

Mentoring for academic advancement as documented creates a greater opportunity for the mentee to have career advancement, job satisfaction and increased pay exclusion in male dominated arenas. Women who receive mentoring are able to get promotions (69%) compared to (49%) of women who lacked mentors.

Lack of role a model in high positions of administration contributes to women low aspirations to positions of leadership in education. Education administration has been a province of men and therefore low chances of women to see other women in administrative positions and observe how they handle their responsibilities (Kange’the, 2007 cited in Njogu, 2007). This is a hindrance to
women aspirations to high ranks of education administration (Grambs, 1978, cited in Wanjama, 2002). Women as it comes to role modeling are affected by the behavior of men as they find it inappropriate for them to copy. Friends, colleagues and society at large perceive women modeling in men as sex inappropriate behavior. Moreover, men and women have different career tracking, and adapting male behavior is foreign to women. Therefore male role model does not promote aspirations of women to positions of leadership.

Traditionally in Kenya women have fewer mentors, formal and non-formal networks than men. This makes it hard for women to get insider information on cultural norms in an organization authority positions which undercut their promotion chances. They lack key information, keep silence in meetings and hence isolation. Women in leadership keep their fellow women in the periphery of administration. There is no sisterhood but they undercut and backstab each other. This can partially explain why women are fewer in education administration as compared to men.

2.7 Education qualification and training in relation to Gender Imbalance in Administration

School administration is a job that requires skill and organization. More women than men participated in certification, doctoral or internship programs in U.S in preparation for administration jobs but this is not reflected in top administration (Logan, 1998). This is because the traditional deterrents of hiring women are still in operation. The historical andocentric paradigm is still present. This is the presence of cultural perception of administration being perceived as a province of men. Educational departments should reassess and adjust gender equity strategies that bring about equitable hiring context for all.
The educational programs that prepare women as future educational administrators must realize the unique needs of women and challenges which need to be addressed in leadership preparation programs. This include learning how to alter negative female perceptions, enhancing decision making skills and working effectively among cultural and political systems (Brown and Irby, 1996).

Educational system in Kenya has done little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the same educational curriculum due to inequalities seen when it comes to educational and career expectations. The curriculum of education challenge boys and subdue girls when it comes to career aspirations. They became women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age, Obonyo, (1994, cited by Wanjama, 2002). Career choices departments in school should direct students to career choices with minimal gender bias.

The role of an education administrator It calls for efficient utilization of personnel, funds and equipment for efficient delivery of quality education. The principal should be appointed on the basis of merit, proven competence and possession of education qualification (Olembo, Wang'a and Karagu, 1992).

The deputy principal should at least attend one session Kenya Education Staff Institute (KESI) before appointment to principal. They should be given intensive financial management course, public relations and human management. Education qualification and training therefore increases the chances of gender balance in management positions. Education plays a major role besides other factors to raise the career ladder of women to senior positions.
The economic value of education in Kenya has affected the access of the girl to education. The patriarchal nature of the society has accorded women a low economic status in education. Boys’ education is seen to be more economically viable. Parents prefer the boy to remain in school in case of fees problems and the girl to drop out (Kanake, 1997). Limited access to education to the girl child causes gender imbalance in positions of management in education. The gender gaps still exist despite introduction of free primary education (2003) by Narc government and subsidized secondary education (2008).

This trend is reflected in tertiary and high institutions of learning and it translates to work place especially in education administration positions. The statistics from the education headquarters show poor representation of women (Juma and Ngome, 1998). The situation in other institutions of learning is no better. For example out of 26 teacher training institutions in the country only 4 are headed by female principals, out of 122 teacher educators from provincial education officers to the level of municipal education officer, only one is a woman (UNESCO, 1995). In secondary school principal ship the trend is similar with only 1000 female principals out of a total of 4000 schools (financial times 1999:10). Wanjama, (2002) quoting study by Lodiaga and Mbevi, (1997:5) reveals a pattern in education administration which is not very promising. There is persistence pattern of segregation in which some jobs are readily identifiable as “women’s” and others as “men’s”. Women’s jobs often have lower status and pay than men’s job requiring the same education and training. This is noted in every country regardless of how much progress has been made in women’s professional arena. Educational qualification and training is a factor that determines gender imbalance in education administration to an extent. In Kenya today disparities exist in tertiary and higher learning institutions where teachers and future administrators are recruited. Affirmative action and gender sensitization can be solutions by the
government in order to narrow the gap between men and women in educational administration positions.

2.8 Summary of literature review.

It is important to point out that the literature review is global, drawn from developed countries, developing countries in Kenya. The review was drawn from published and unpublished sources like journals, newspapers, books, unpublished thesis and dissertations done by researchers globally and the internet. From this review, it was clear that there is global gender imbalance in education administration among teachers at all levels. The impeding factors range from prescription of gender roles, socialization and sex stereotypes, education qualification to lack of mentors and role models. The researcher critically investigated the determinants of gender imbalance in education administration in Public Secondary Schools in the larger Thika district. This was aimed at making some positive contribution to knowledge and practice in education.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described research methodology followed during data collection and analysis. It included research design, study locale, population of study, sample and sampling procedures, research instruments, piloting of research instruments, validity, reliability, data collection procedures and data analysis.

3.2 Research design

Descriptive survey design was used for the study. The study was conducted within communities to establish the extent of range of problems and issues that have not been explored in depth (Mugenda, 2008). The design involved collection of data by administration of questionnaires to a sample of individuals (Orodho, 2003). It sought to collect data from respondents on attitudes and opinions in relation to the topic of study. The use of descriptive design was chosen on the basis of the researcher’s intention to conduct the study in a limited geographic scope which was the larger Thika district. The study identified disparities within the larger Thika district community. It identified the type of interventions that could be designed and implemented in order to reduce such disparities (Mugenda, 2008). Descriptive design enabled the researcher to learn about and describe the characteristics of female teachers in terms of their education level, job status and career aspirations (Mbwesa, 2006). Descriptive design was to help in making certain simple decisions like how many female teachers are in administrative positions and the factors that influences gender imbalance in education administration.
The researcher recognized the limitation of descriptive design where the actual respondents of the questionnaires may not be known. Despite the limitation, descriptive design was considered to be the most suitable approach for addressing the study at hand.

3.3 Study Locale

The locale of the study was the larger Thika district. The respondents were 18 principals and 108 teachers. This made a sample population 126 respondents. Although statistics on gender imbalance in education administration were not available from the statistics in the Ministry of Education in larger Thika district, there was a chance of finding more at the school level through use of questionnaires for the principal and male and female teachers. This was because it was at that level where the administrators were distributed by gender and there were those who aspired to be promoted. At this level female aspirants who qualify for promotions were expected to give information on factors contributing to the status quo.

The larger Thika district was selected through purposive sampling technique (judgment sampling). This sampling conform to a certain criteria set by researcher where the sample is processed on the basis of judgment (Mbwesa, 2006). The judgment was made on the basis of familiarity with the locale which offers an advantage of entry into the field. The researcher used school principals to establish contacts. The contacts were to establish some familiarity which was critical for access to the respondents. The quality of the research depended on data provided by the respondents.
3.4 Target population

The population consisted of adult male and female principals and teachers from 65 public secondary schools in the larger Thika district. The total number of respondents were to be 126 male and female teachers from the 18 sampled public secondary schools out of a total population of 1651 teachers from the 65 schools from different districts within the larger Thika district, this include Thika west, Thika East, Ruiru and Gatanga districts. This was important for purpose of wider representation where different categories of schools are distributed throughout the larger Thika district.

3.5 Sample and Sampling Techniques

The respondents of the study were sampled from eight boys’ schools, eight girls’ schools and 49 mixed schools from the 65 public secondary schools in the larger Thika District. Purposive sampling was used to classify the schools. This was done to ensure that a representative sample of respondents were from the respective categories of schools. Out of the 65 secondary schools in the larger Thika District, 18(25%) schools were selected. Purposive sampling was found suitable because it identifies important sources of variation in the population and then selects a sample that represents this variation (Orodho 2009).

The respondents were from the eight boys (12%) schools, eight girls schools (12%) and 49 (76%) mixed schools. These were 18 principals who were selected purposively on the basis of occupying administrative positions in schools.

The other respondents were three male teachers and three female teachers from each school. They were selected using convience sampling. The total number of male teachers was 54(43%)
and total number of female teachers was 54 (43%). This was chosen on the basis of cases being conveniently available (Orodho, 2009). Therefore the number of respondents from the eighteen public secondary schools was 126.

3.6 Research Instruments

A questionnaire was used for data collection in the study. The research instruments gathers data over a large sample (Orodho, 2003). The instruments contained questionnaires for principals, male teachers and female teachers. This was important because each category of respondents had a different opinion on the issue of gender imbalance in education administration among teachers. The questionnaire allows anonymity, efficient use of time and confidentiality since it is done on a piece of paper with no respondents’ identity hence no chance of bias (Orodho, 2002). The questionnaire was designed to relate to giving data to meet the study objectives. They were piloted before issuing to different respondents.

3.7 Piloting

Piloting was done in two schools (3%) within the larger Thika District. The schools were selected through simple random sampling where every school in the population has an equal chance of being selected (Orodho, 2003). The two schools were not included as part of the actual study in the sample population.

Piloting was crucial for identification of vague questions through getting variety of answers. It gave room for respondents to comment and give suggestions concerning instruments for
improvement (Mugenda and Mugenda, 1999). Deficiencies like clustered questions and unclear instructions were revealed and adjusted accordingly.

3.7.1 Validity

To establish validity of the instruments, the instruments were given to two professionals guiding the researcher on the topic of study. They assessed whether the instruments measured the concept it purported to measure in order to meet the study objectives. The tools were then revised according to professionals’ suggestions before testing on reliability.

3.7.2 Reliability

The test-retest method was used to establish the extent to which the content of the questionnaire was consistent in getting same responses every time the instrument was administered. The spearman rank order correlation was used to establish reliability. Correlation coefficient of 0.75 was found, which was considered adequate to judge on the reliability of the instruments.

3.8 Data collection procedure

The researcher sought an introductory letter from the department. The letter was used to get an official research clearance permit from National Council of Science and Technology. The permit was presented to the DEO larger Thika District. The DEO wrote a letter to all principals requesting them to assist the researcher by availing the necessary information. The researcher then booked appointments with the principals of the sampled schools. The visit to schools was done on dates appointed to explain the purpose of visit. The researcher presented a research
clearance permit and letter from the D.E.O. The researcher requested the principals to fill in the questionnaire and got permission to administer the instrument to other respondents. The instruments were collected later; this was to give ample time for the respondents to fill in the required information.

3.9 Data analysis

The primary data collected from the field was first edited to remove errors from responses written which were not required. Coding was done to summarize the data, where code numbers were assigned to each of the research questions. The coded items were analyzed with the aid of computer software the SPSS. Data was analyzed by objectives using descriptive statistics: frequency, percentage, mean and standard deviation. The analyzed data was then presented in form of tables, pie-charts and bar-graphs as applicable and recommendations were made.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to investigate the determinants of gender imbalance in education administration in the larger Thika district in Central Province in Kenya. The chapter presents the analysis and the findings of the study. It identifies the gender roles, female teachers self perception, socialization and gender stereotypes, role of models and mentors and education and training as factors determining gender imbalance in education administration to decision making positions in public secondary schools in the larger Thika District. A sample size of 126 respondents was targeted by the study. This comprised 18 principals, 54 male teachers and 54 female teachers. Gender was put into consideration during data collection. The researcher got 100% response from the targeted respondents. The data obtained was analyzed using the Statistical Package for Social Science (SPSS). The findings of the study were presented as per the objectives in the following sections.
Table 4.1 Distribution of the Respondents by Gender

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Frequency Male</th>
<th>Percentage Male</th>
<th>Frequency Female</th>
<th>Percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>54</td>
<td>43</td>
<td>54</td>
<td>43</td>
</tr>
<tr>
<td>Principals</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>52</td>
<td>61</td>
<td>48</td>
</tr>
</tbody>
</table>

The findings on Table 4.1 shows that 65 (52%) of the respondents interviewed were male while 61 (48%) of the respondents interviewed were female. The male and female teachers stood at 54 (43%) each and male principals at 11(9%) and female principals stood at 7(5%). This may be explained by the fact that male teachers are ready to take administrative positions when granted.

4.2 Effect of gender roles on Gender Imbalance in Education administration

Figure 4.1 Female Teachers Response on the Number of Women in School Administrative
According to figure 4.1 the female respondents who were asked to indicate their opinion on the number of women in school management positions stood at 78% as few and 22% as many. This indicates imbalance in leadership positions in terms of gender which is the interest of the researcher. The gender imbalance could be attributed to family roles played by women.
Table 4.2 Difference between and a Male and Female School Administrators according to Male Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 65% of the male teachers’ respondents indicated that there was a difference while 35% indicated that there was no difference. Those who indicated that there is a difference could be explained by traditional beliefs that women are expected to be more responsible to the families. This is in consistent with the view held by Celikten, who observed that women are expected to remain close to their children husbands and extended family (Celikten, 2005).

The male teachers respondents were further asked to give the reasons for their responses. They mentioned that men are more experienced in improving infrastructural structures than women, that women are emotional and subjective while men are authoritative. Another reason mentioned was that women are easy to work with because of their non-authoritative nature compared to male who are authoritative in their command for instructions and delegation of duties.
Figure 4.2 Female Teachers Response on why Women Schools Administrators are few

Figure 4.2 shows that 59% of the respondents indicated that women care for their families first. Only 3% indicated that women were not qualified enough to allow them secure the positions. This can be explained by the fact that women are directly involved in caring for their families. This is in consistent with the findings of Adikson, who held that feminine beliefs and ideologies of a perfect family influences ideas of women about work and working life, choice of occupation, and sense of satisfaction with themselves as wives, mothers and professional career workers.
Table 4.3 Male Teachers Response of the Reason for Gender Imbalance between Male and Female School Managers

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women are committed than men</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Men are committed than women</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Women share time with work and family responsiblities</td>
<td>32</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 59% of the male teachers respondents indicated that one of the reasons for imbalance was because women share time with work and family responsibilities while 17% indicated that women were committed than men. The explanation is that career women have families and they multi-task the family duties with career responsibilities. According to Adikson, (1981) family responsibilities create unique challenges for women who want to advance to management positions in their careers. Women continue to be responsible for majority of family responsibilities like care for dependent children. Time spent fulfilling family responsibilities is time that cannot be spent at work.
Figure 4.3 reveals that men stood chances of promotion by 91% and women by 9% according to male teachers' response. From the findings of the study, it can be said that male teachers stood higher chances of promotion than female teachers. This can be attributed to the fact that once male teachers are promoted, they are not tied by family responsibilities like women. Women may have to delay for some time before they apply for promotions as they wait for their children to grow older and be independent. This view is consistent with the findings of Waynn, who held that family responsibilities were considered by women in their decisions to apply for administrative positions (Waynn, 2003).
Figure 4.4 Male Teachers Opinion on giving administrative Positions to Women with Young Children

Figure 4.4 shows that 54% of the male respondents indicated that women should be given administrative positions while 46% indicated that they should not be given administrative positions. This could be explained by the fact that affirmative action reserves some positions for women hence men have no choice but to support the idea. This is in conformity with the findings of Wanjama, who argued that affirmative policy should be put in place by the ministry of education to provide a framework for administrative structures for implementation of formal affirmative action activities. It will be the only prove that the ministry is committed to gender equity in its development planning (Wanjama, 2002)
Table 4.4 Male Teachers Response on Reason for non-delegation of Administrative Roles to Women with young Children

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration work is involving</td>
<td>21</td>
<td>73</td>
</tr>
<tr>
<td>It is a mans work</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>It is not suitable for women</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found that 73% of male respondents indicated that the administrative work is involving. It was also found that 10% indicated that the work is not suitable for women. This could be attributed to the fact that, the society the male teachers live in has defined roles and responsibilities for men and women and therefore women should not take positions of leadership. This is similar with the view of UNESCO findings, who observed that society has definition for men and women roles where women are homemakers and men are income earners (UNESCO, 2003).

Figure 4.5 Female teachers Response on Promotion involving a transfer
The study found that 57% of the respondents would not accept the transfer while 43% would accept. This can be attributed to the fact that female’s decision to transfer in determined by factors such as their family responsibilities and spouses acceptance. This seems to be in agreement with the findings of Spencer and Kochan who observed that women are less likely to migrate to new districts away from home than men. Women comfort themselves in established relationships as important reason to remain in current positions. Gender socialization assumes moving for a man’s job and not the woman’s job (Spencer and Kochan, 2000).

Table 4.5 Female Teachers Reasons for non acceptance of a promotion involving a Transfer

<table>
<thead>
<tr>
<th>Reasons for non acceptance of promotion with Transfer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibilities</td>
<td>22</td>
<td>71%</td>
</tr>
<tr>
<td>Inconvenience of migrating</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Spouse can not agree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table it can be observed that 71% of the female teachers cannot accept a promotion that requires transfer from their current stations near their families due to family responsibilities. This can be explained by the fact that child rearing as a gender role requires one to have a stable job and refrain from migrations. This is in line with the findings of Hewit, who observed that women fail to choose entry into administration due to family responsibilities (Hewit, 1989). The 10% who indicated that their spouses cannot agree is due to social/cultural beliefs, that women follow men to their work place. This is in line with the findings of Kochan, who observed that women move for the man’s job and not the woman’s. (Kochan, 2000).

Table 4.6 Acceptance of Positions requiring long Working Hours by Female Teachers

<table>
<thead>
<tr>
<th>Acceptance of positions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found that 56% of the respondents indicated that they would not accept such positions while 44% indicated that they would accept such positions. Those who indicated that they would not accept such positions were further asked to indicate the reasons behind their refusal to take such position. They said involvement in family responsibility hinders them. This is similar to the
findings of Shakeshaft, who noted that family responsibilities affect women’s career success. The demands of the family for women aspiring for leadership either restrict them or those who hire them believe they will be hindered by family commitments (Shakeshaft, 1985).

Table 4.7 Reasons for Non Acceptance of Positions requiring long Working Hours by Female Teachers

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibilities</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>Complexities of administration</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Lack of spouse support</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

According to table 4.7, 84% of the female respondents would not accept positions that require long working hours. They gave family responsibilities as the reason for decline. This can be explained by the high demand in terms of time and attention that family responsibilities make on women. The 2% female respondents who indicated their decline is due to lack of spouse support. This can be attributed to socialization factors by men who belief that women are care givers and should not take involving responsibilities like administrative positions. This is in agreement with the findings of UNESCO, where women were noted to be caregivers at home and the men as income earners (UNESCO, 2003).
4.3 Relationship between female teachers’ self-perception and Gender Imbalance in Administration

Table 4.8 Female Teachers Opinion on Commitment of School Managers to Administrative work

<table>
<thead>
<tr>
<th>Level of Commitment</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Committed</td>
<td>42</td>
<td>78</td>
</tr>
<tr>
<td>Very committed</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Not committed</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found that 78% of the respondents indicated that male managers were committed compared to 56% of female managers were indicated as committed. The study also found that 7% of the respondents indicated that male respondents were not committed compared to 9% who indicated that female teachers were not committed to administrative work. According to Brunner and Grogan,(2005) women lack a sense of themselves as leaders and perceive they have to further develop their leadership identity than men. They lack leadership identity due to low self esteem and lack of self confidence which affect their commitment levels and their career mobility.
To test on the perception of women towards their promotion to leadership positions, a four point Likert Scale was used. The respondents were asked to indicate the level of their agreement with different statements on women promotion into leadership positions. On the Likert Scale, 1 represented “Strongly Agree”, 2 represented “Agree”, 3 represented “Disagree” and 4 represented “Strongly Disagree”.

The score “Strongly Agree” was taken to be equivalent to a mean score ranging from 0.0 to 1.0, “Agree” represented mean score ranging from 1.1 to 2.0, “Disagree” represented mean score ranging from 2.1 to 3.0 and “Strongly Disagree” represented mean score of 3.1 to 4.0. A standard deviation of greater than 1 represents a significant difference in the responses given by the respondents.
Table 4.9 Perception of Female Teachers with Regard to Promotions to Administrative positions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women aspire for promotion to administrative positions</td>
<td>54</td>
<td>2.00</td>
<td>1.099</td>
</tr>
<tr>
<td>Women have conflicts between career and household responsibilities</td>
<td>54</td>
<td>1.98</td>
<td>.879</td>
</tr>
<tr>
<td>Women prefer to teach in class and not administration duties</td>
<td>54</td>
<td>2.30</td>
<td>.768</td>
</tr>
<tr>
<td>Women hate to migrate when they get a promotion</td>
<td>54</td>
<td>2.50</td>
<td>1.095</td>
</tr>
</tbody>
</table>

Table 4.9 shows that the respondents agreed with the statement that women have conflicts between career and household responsibilities hindering their career advancement (mean score of 1.98). The study also found that the respondents agreed with the statement that women aspire for promotion to administrative positions (mean score 2.00). It was further found that the respondents disagreed with the statements that women prefer to teach in class and not administration duties and that women hate to migrate when they get a promotion (means score of 2.30 and 2.50) respectively. There was a significant difference in the response given on the statements that women aspire for promotion to administrative positions and that women hate to
migrate when they get a promotion. From the findings, women aspire for promotions but due to the high demands in time they have a conflict between career and family duties. This is in conformity with the findings of Wanjama, who observed that heavy domestic responsibilities and husband’s resistance were considered by female teachers in Kenya as obstacles to gender balance in education administration (Wanjama, 2002).

Table 4.10  Male and Female Teachers view on Need for more Female School managers

<table>
<thead>
<tr>
<th>Response</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

The study also found that 65% of male respondents indicated that there was need for more female teachers in the school leadership positions while 35% indicated that there was no need for women to be in management positions in schools. The study also found that 56% of the female respondents indicated that more women were needed in the school management position while 44% indicated that they were not needed. From the findings of the study, it can be said that majority (65%) of male teachers supported female teachers be increased in school management positions and 35% were still of the opinion that there was no need for more women in the school
management positions. This is an indication of the effect of gender stereotypes on gender imbalance in education administration among teachers. This is in consistent with the findings of Hart, who observed that, traditional stereotypes label women as socially incongruent as leaders (Hart, 1995).

**Figure 4.6 Male Teachers view on level of Women Confidence in Rising to School Administrative Positions**

<table>
<thead>
<tr>
<th>Level of Confidence Among Women</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little confidence</td>
<td>28</td>
</tr>
<tr>
<td>Moderate confidence</td>
<td>44</td>
</tr>
<tr>
<td>A lot of confidence</td>
<td>26</td>
</tr>
<tr>
<td>No confidence</td>
<td>2</td>
</tr>
</tbody>
</table>

The study found that 44% of the respondents indicated that women had moderate confidence and 2% indicated that women had no confidence in rising to the school management positions. From the findings of the study, it can be said that women self perception and the oppressive environment they grew up in affects their confidence levels. This is in conformity with the findings of Grogan and Brunner, who observed that women lack a sense of themselves as leaders due to low self esteem and lack of confidence which is related to leadership identity (Grogan and Brunner, 2005).
4.4 Socialization and Gender Stereotypes and Gender Imbalance in Education Impact

Figure 4.7 Female teachers view on Support by Local Community to rise to Positions of Administration

The study found that 56% of women interviewed indicated that the community supports them to get into management positions while 44% indicated that the community does not support them. This could be explained by the fact that female teachers could be working in urban areas where the communities are enlightened and free from the social/cultural beliefs that oppress women. Though the community supports women to rise to management positions which stood at 56%, women have failed to advance to top level positions in schools because they are oversaturated with a cultural message of inferiority complex (Braithwaite, 1986).
The study found that 61% of the respondents indicated that they were used to male school managers and 8% indicated that male school managers are preferred by the community. This can be attributed to gender stereotypes where the society defines home-care duties for women and men as income earners. This could be attributed to the rural cultural set up where some women worked. This influenced communities view on women leadership .This is in line with the findings of Johnson, who observed that school board members lack confidence in female superintendents ability to oversee the construction of a new building ,when she completes the task the board is surprised (Johnson,2003).
The study found that 56% of the school administrators respondents indicated that they looked at qualifications and 16% indicated that they looked at gender. This could be attributed by the fact that majority of the principals could be male hence they may not consider gender as a factor for duty allocation. This is in agreement with the findings of Johnson, who observed that school board members lack confidence in female superintendents ability (Johnson, 2003).

Table 4.11  School Principal View on Qualities of a Good Female School Administrator

<table>
<thead>
<tr>
<th>Qualities of a good female managers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Decisive</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>Consultative</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
The study found that 61% of the principals indicated decisiveness as a major factor and 11% indicated that they considered the aggressiveness of female teachers. This can be attributed to the popular belief in common stereotypes that men are able to make fast decisions and women are not. This is in consistent with the findings of Bell, who noted that female style of leadership like assertiveness or being direct is unacceptable. Colleagues will view “the man as firm but the female as stubborn”. The school board members evaluate negatively women superintendents who portrays decisiveness (Bell, 1995). This is a disadvantage to women who are assertive and may fail to rise up to leadership positions due to lack of support from their principals.

**Figure 4.10 Teachers Opinion on Male Support for Wives to Take Promotions**

The study found that 89% of male teachers interviewed indicated that they would give support while 11% indicated that they would not support their wife’s promotion. This could be the male teachers who happen to be working in the same locality with their wives. This is in agreement
with the findings of Spencer and Kochan, who noted that gender socialization assumes moving for a man’s job and not for woman’s job (Spencer and Kochan, 2000).

Table 4.12 Failure by Male Teachers to Support their Spouse Positions Take Administrative Positions

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to cater for the family first</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Man should get a promotion first</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found that 67% of male teachers indicated that men should get promotion first. The study also found that 33% indicated that they would not support their spouses to get promotions because they need to cater for their families first. From the findings of the study, it can be said that those who were not ready to support their spouses to be promoted as school administrators demonstrated the impact of stereotypes on gender imbalance in education administration. The cultural belief of the family and home being a place for women and the men being leaders could have contributed to this. This is in agreement with the findings of Kang’ethe who observed that women lack self confidence and low self esteem due to socialization process which has portrayed leadership as a province of men (Kang’ethe, cited by Njogu, 2007).
4.5 The Role of Models and Mentors in Relation to Gender Imbalance in Administration

Table 4.13 Male Teachers Response on Having a Mentor

<table>
<thead>
<tr>
<th>Having a mentor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 shows that 56% of the female teachers’ respondents had a mentor while 44% did not have. The respondents who had mentor were further asked to mention the reasons why they need mentors. The following were their responses: for socialization, to build their confidence and to act as model for others. Those without mentors could be due to the bad examples set by those already in administrative positions; therefore leaders should lead by example. This is in consistent with the findings of Kang’ethe,(cited by Njogu),who noted that lack of a model in top positions of administration contribute to women low aspirations to positions of leadership in education administration(Njogu,2007).
Table 4.14 Female Teachers Preference for a Mentor in Terms of Gender

<table>
<thead>
<tr>
<th>Preference</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found that 69% of the female teachers’ respondents indicated that they would prefer to be mentored by female principals while 31% indicated they would prefer to be mentored by male principals. This can be explained by the fact that women perceive their fellow women to be better placed to mentor them. This is in agreement with the findings of Gardiner, who noted that women aspiring for administrative positions in education have female principals as their mentors, (Gardiner,2000). This is an indication that lack of a mentor causes gender imbalance in education administration.
The study found that 43% of the female teachers respondents indicated that the female mentors were very few and 6% indicated that there were no female mentors at all. The non-existence of female mentors could be explained by inadequate number of female leaders in top management positions, therefore there are inadequate mentors for the aspirants, and this could cause gender imbalance in education administration. This is in conformity with the findings of Walker, who observed that women in general lack mentoring, since it is associated with male model of grooming the next generation of leaders (Walker, 2003).

According to Kang’ethe (cited by Njogu, 2007), education administration has been a province of men and therefore low chances of women to see other women as leaders and observe how they handle their responsibilities.
4.6 Impact of Educational Qualification and Training on Female Teachers’ Career Mobility

Table 4.15 Current Level of education of Male and Female Principals and Teachers and appointment

N=126

<table>
<thead>
<tr>
<th>Level of Education of the Respondents</th>
<th>At Appointment</th>
<th>Currently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category of Respondents</td>
<td>Male Teacher</td>
<td>Female Teacher</td>
</tr>
<tr>
<td>Diploma</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>Degree</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Masters</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Others</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The study found that 65% of the male teachers respondents were degree holders and 9% had other forms of qualification like post graduate diploma and untrained teachers as their current levels of education. The female teachers’ respondents’ current qualification stood at 56% for graduate and 2% for other forms of qualification. For the principals it stands at 94% as degree
holders and 6% for other forms of qualification.

The absence of diploma holders as principals is attributed by the fact that diploma teachers were deployed to primary schools by the ministry of education. Further there are more male graduate teachers than female, this can be attributed to the fact that women play multiple roles like gender roles hence at times advancing in education is a challenge. This is in contrast with findings of Logan, who observed that there are more women than men who participated in educational programs in preparation for administration jobs but this is not reflected in top administration (Logan, 1998). This is because of the traditional deterrents of hiring women are still in operation. There is still presence of cultural perception of administration being a province of men (Kang’ethe, cited by Njugu, 2007).

Table 4.16 Attendance of Professional Workshops and Seminars by Male and Female Teachers

<table>
<thead>
<tr>
<th>Attendance of seminars and workshops</th>
<th>Female Teachers</th>
<th>Male Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Often</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>Rarely</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>
The study found that male teachers who often attend workshops and seminars and female teachers stand at 56% and female teachers stand at 46%. The 6% of male and 9% female do not attend workshops and seminars at all. From the findings of the study it can be said that one of the reasons why female teachers do not adequately rise to the school management positions is due to their failure to attend professional development seminars and workshops. This is perceived to hinder their chances for promotion to leadership positions. This disparity in attendance can be attributed by the multiple gender roles women play, hence creating time for workshops becomes difficult. This is consistent with the findings of Obonyo,(cited by Wanjama),who observed that education system in Kenya has done little to alter the educational and career expectations for girls as they go through the education system .It is as if girls and boys are not exposed to the same educational curriculum due to inequalities seen when it comes to educational qualification and career expectations .The curriculum challenges boys and subdues girls when it comes to career aspirations .They become women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age(Wanjama,2002).

Table 4.17 Application for Promotion by Female Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>
The study found that 85% of the female teachers’ respondents indicated they do not apply for promotion while 15% indicated that they never apply for promotion. This could be attributed by the many family duties that are performed by women. This is an indication that women do aspire for promotions to leadership positions but fail to succeed fully because of the gender roles. This is agreement with the findings of Celikten, who observed that in traditional societies women were expected to be more responsible to their families, remain close to the children, husband and the extended family (Celikten, 2005).
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study. The purpose of the study was to establish the determinants of gender imbalance in education administration among teachers in public secondary schools in the larger Thika district. The study was guided by the following specific objectives: to establish the effect of gender roles on gender imbalance in education administration, to find out the relationship between teachers self-perception and gender imbalance in education administration, to explore socialization and gender stereotypes and its impact on gender imbalance in education administration, to determine the role of models and mentors in relation to gender imbalance in education administration and to analyze the impact of educational qualification and training on gender imbalance in education administration in public secondary schools in the larger Thika district. The researcher used a questionnaire to gather information from the respondents in order to achieve the objectives.

The respondents were categorized into three groups, this include principals, male teachers and female teachers. The respondents were from boys’ schools, girls’ schools and mixed schools from public secondary schools in the larger Thika district. The researcher used descriptive design for the study.

The data collected was first edited to remove errors from responses. Data was then coded and analyzed using the statistical package of social sciences (SPSS). The following is the summary of the findings;
5.2 Gender roles and Effect on Gender Imbalance in Administration

A significant finding that emerged from the analysis was that the poor representation of women to positions of management in public secondary schools is partly explained by the gender roles played by women. This was found to be a factor that affects women before they make decisions on whether to take administrative positions which is involving. Family responsibilities like child problems are a factor women considered before they took administrative positions. Top management positions of principal ship are still dominated by men as revealed by women respondents.

According to the findings women were found to be few in administrative positions as compared to men because they opted to care for the family first. In addition to this, women also shared their working time with family duties. Due to this, women were noted to have low access of chances of promotion as compared to men.

Another issue that emerged from the findings is that women were uncomfortable with promotions which involve migration and long working hours. This is because they are tied by family issues.

5.3 Female Teachers self perception and Gender Imbalance in Administration

According to the findings of the study it emerged that female teachers do not see the need of having more female administrators in schools. The study revealed that women have moderate confidence levels. This could be the reason behind the failure to see the need of having more
women in position of management. Further the non support for need for more women in management positions can be due to negative self perception which makes women perceive themselves as inferior compared to men. This is further evidenced by female teachers response which indicated that male managers are committed than female managers.

5.4 Socialization and Gender Stereotypes in relation to Gender Imbalance in Administration

Socialization was given moderate prominence as a hindrance to female teachers’ career mobility. According to the findings it emerged that the majority of women indicated that local communities supported women to rise of positions of management. Though the community supports women, female respondents who indicated non support of women to be managers said hat they were used to male school managers. This can be attributed to gender stereotypes which define women roles as caretakers and men as income earners.

The findings revealed that principals never considered gender as a dominant factor on duty delegation. In addition the effect of socialization and gender stereotypes emerged clearly where male teachers who indicated non support for their spouses to take management positions preferred to have the men getting promotion first instead of women.

5.5 Models and Mentors In Relation to Gender Imbalance in Administration

The study revealed that majority of female teachers did not have mentors at all. The female teachers as revealed by the findings would prefer to be mentored by their female colleagues. The
number of mentors was noted to be few as indicated by the female teachers’ respondents.

5.6 Educational Qualification and Training effect on Gender imbalance in Administration

From the study, it emerged that the female teachers’ current level of education as graduates stood at a lower percentage as compared to the males. The study revealed that majority of the principals were graduates and none of the principals is a masters holder. There were more female teachers who were holders of masters degree as compared to males.

The findings revealed that female teachers attended professional workshops and seminars rarely as compared to men who often attend. From the findings it also emerged that women apply for promotions to positions of management.

5.7 Conclusion

From the findings it can be concluded that the gender roles has a dominant effect on the gender imbalance in education administration. This means that women need to share gender roles with their spouses in order to create more time for administrative duties. In addition, teachers self perception affects gender imbalance in education administration because it affects their confidence levels and self esteem. Confidence building is crucial through the successful women in education administration encouraging their women colleagues. The study further revealed that socialization and gender stereotypes results to gender imbalance in education administration among teachers. Gender sensitization is critical in schools to demystify the traditional beliefs about the roles played by men and women. Regarding the role of models and mentors the study
revealed that availability of role models and mentors causes gender imbalance in education administration among teachers. There is a need for women in leadership positions in schools to mentor their colleagues and set a model for girls.

The study finally concludes that educational qualification and training results to gender imbalance in education administration among teachers. Women teachers should create time to attend seminars and workshops for purpose of skill enhancement to knowledge.

5.8 Recommendations

From the conclusions arrived at and the revelations that there are problems causing gender imbalance in education administration among teachers in public secondary schools in the larger Thika district, the researcher wishes to make the following recommendations.

1. Gender roles should be shared at family level so that the girl child can grow up with a cultural message that there are no jobs that are specifically meant for men and women. The girls will grow up knowing that she can do those jobs done by men and leadership included.

2. The educational policy makers to come up with policies that create positions specifically for women even in boys’ schools in order to eliminate gender imbalance in education administration. This can be done by female teachers acting as principals in boys’ schools and not to be limited to girls’ schools.

3. Policy makers to come up with a curriculum that include gender issues for purpose of sensitizing the community on the social/cultural barriers which cause gender imbalance in education administration. This will enable women change their self perception and view themselves as managers just like their male counter-parts.
4. The ministry of education should address gender gaps in education through the affirmative action to provide a firm education foundation for the girl child in order to prepare foundation for leadership in future.

5. The study recommends women to have small size families in order to create ample time for their career progress. This can be done through family planning practices and campaigning for the same.

6. On the issue of professional training and workshops, the ministry should come up with a policy where attendance of workshops and seminars is a compulsory requirement for all teachers in order to build skills and knowledge on their careers and give women chances to compete favorably with men.

7. Women should form professional networking clubs where they mentor each other in order to assist in confidence building, enhancing self-esteem and socialization.

8. The ministry should come up with a policy of posting female teachers to schools near their families as they give them promotions so that migration does not act as a stumbling block to gender balance in education administration.

9. The community should support women take leadership positions through giving them maximum co-operation when it comes to discipline of the boys who make women shy away from taking administrative positions in boys and mixed schools.

10. The women teachers who are already in administrative positions should take a duty to mentor their female colleagues who aspire to be leaders through leading by example.
5.9 Suggestions for Further Research

As has emerged from the study some women have a success story in attainment of decision making positions in education administration despite the presence of barriers which have existed.

There is need to carry out a detailed survey on how the successful women have overcome the barriers and attained career goals.

A study can be carried out at the county level to have a broader perspective of varied respondents in the county.

Lastly, an investigation on gender imbalance in education administration which include private schools should be carried out to determine whether they are affected by similar factors like those in public schools.

REFERENCES


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APPENDIX I

QUESTIONNAIRE FOR PRINCIPALS

INSTRUCTIONS

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

1. What is your gender?
   Male
   Female

2. What is your present designation?
   Principal
   Deputy Principal

3. In your opinion based on experience what problems do women face as they progress in their career as administrators.
   Family related
   Work related
   Community related

4. From a school manager’s point of view, do you think it is important to have more women as
school managers?

Yes

No

5. If yes, why do you think it is important to have more women in administration.

To equalize with men

To encourage other women

6. In your administration work, do you give responsibilities to women with heavy family demands?

Yes

No

6b. If no, give reason for your answer.

7a. Do women apply for promotions?

Yes

No

7b. If no, why do you think they decline.
Family commitments

Lack of spouse support

Lack of qualifications

Personal reasons

8. Do female teachers avail themselves to attend seminars and professional workshops?

Yes

No

8b. If no, why do you think they decline?

Lack of interest

Lack adequate time

Committed to family responsibilities

Lack spouse support

9. What is the difference between a male and a female school manager?

Men are serious than women in their work

Men make decisions easily than women
Women are emotional at work and men are not

10a. Do you think we need more women in decision making positions?

Yes

No

10b. Give reasons for your answer.

11. When you delegate responsibilities as a school manager, what factors do you consider?

Gender

Qualification

Experience

Others

12. What are the qualities of a good school female manager?

Aggressive

Decisive

Consultative

Others

13a. Do female teachers readily take administrative responsibilities when given by the teacher service commission?

Yes
No

13b. If no, why do you think they decline.

Are not ambitious

Family responsibilities hinder them

They are not qualified

Others

14a. From your experience as a school manager, do you think the local community considers gender as a factor in choice of leaders?

Yes

No

14b. If yes is it male or female leaders?

Male

Female

14c. If male, why do you think they prefer male.

They are used to male managers

Women are affected by family responsibilities

Female teachers fail to apply for the positions

Others

15a. Do you think it is important to have women in decision making positions?
15b. Give reasons for your answer.

16a. Does the Teacher service commission considers gender in allocation of administrative positions?

Yes

No

16b. If no, what do you think the commission should do.

Give men and women equal administrative positions

Women to be given non-administrative positions

Women to be deputy principals

Women to remain as classroom teachers

17a. From your experience as an administrator, do you think we need to have equal numbers of male and female administrators in schools?

Yes

No

17b. Give reason for your answer.
18a. Do you have a mentor in your career as an administrator?

Yes

No

18b. If yes, for what purpose?

For socialization

For confidence building

Set a model for others

None of the above

19a. Do you think you have a role to play as a mentor for future male and female administrators?

Yes

No

19b. Give reason for your answer.

20a. As an administrator, do you mentor your teachers for future promotion?

Yes

No

20b. Whom do you prefer to be your mentor.
Male teachers to be mentored by male principals

Female teachers to be mentored by female principals

Any can do

21. What was your level of education on first appointment by the Teacher service commission?

Diploma holder

Degree holder

Masters holder

Others

22. What is your current level of education?

Diploma holder

Degree holder

Masters holder

Others

23a. Do you attend professional courses and conferences?

Yes

No

23b. If yes, for what importance?

Career development

Exposure
Increase promotion chances

Socialization

24a. Do female teachers in school apply for promotions?

Yes

No

24b. If no, why do you think they decline?

Family responsibilities

Not well qualified

Not ambitious

To avoid complexities of administration

25. Does the school offer opportunities for further advancement in education and training?

Yes

No

26. If yes, who advances in large numbers?

Women

Men

Equal numbers of men and women
APPENDIX II

QUESTIONNAIRE FOR MALE TEACHERS

INSTRUCTIONS

Please answer the questions below. It is important to note the information given is meant for research purposes only and will be treated with strict confidence. Therefore you do not need to give details about your identity.

1. In your view what problems do male teachers face as they progress into school management positions?

   Work related

   Family related

2a. If you were to be given a choice, would you like to work under a male or a female school manager?

   Male

   Female

2b. Give reason for your answer
3a. Do you think there is a difference between a male and a female school manager?

Yes

No

3b. If yes, what is the difference?

Women are more committed than men

Men are more committed than women

Women share time between work and family duties

Men do not share time for work with family duties

4a. Do you share your family responsibilities with your spouse?

Yes

No

4b. If yes, for what importance?

To ease the family burden for women

To create more time for women to do school work

Others

5a. Do you think women with young children should take administrative positions?

Yes

No
5b. If no, then give the reason for your answer

Administrative work is involving

It is a man’s job

Women do not qualify fully

It is not suitable for women.

6a. In your view do you think it is important to have more women as school managers?

Yes

No

6b. If yes, for what purpose?

To have equal number of men and women

To set a model for other teachers

To improve the living standards of women

Other reasons

7a. Do you think self confidence is a requirement in leadership?

Yes

No

7b. If yes, what do you think is the level of confidence in women.
Have little confidence

Have moderate confidence

Have a lot of confidence

Have no confidence

8. As a male teacher do you think one must wait for someone else to encourage him to apply for promotions?

Yes

No

9. Who waits to be encouraged by others for promotion.

Women wait to be encouraged

Men wait to be encouraged

Men do not wait to be encouraged

Women do not wait to be encouraged

10a. Do you think both men and women stand equal chances of promotion?

Yes

No

10b. If no, who stands a higher chance.

Men

Women
10c. Give reason for your answer.

Men have high confidence

Women have low confidence

Women have other family duties

Men do not have other family duties

Yes

No

11. Suppose your spouse was given a promotion as school administrator, would you support her to take it?

Yes

No

12. If no, give reason for your answer.

Needs to cater for the family first

It is not good for her

The man should get a promotion first

Administration job will be complex for her

13. Besides each of the statements presented below, please indicate the answer that describes your feelings about a male and a female school manager.
1=strongly disagree
2=disagree
3=neutral
4=agree
5=strongly agree

a) Men have high confidence levels than women
1 2 3 4 5

b) Men are more aggressive on work issues than women
1 2 3 4 5

c) Men have high organizing ability
1 2 3 4 5

d) Men have better leadership qualities as compared to women
1 2 3 4 5

e) Women allow emotions guide work relations
1 2 3 4 5

14. Do you have a mentor in your career as a teacher?
Yes
No
15. If yes, for what purpose?

Career development
For socialization
Confidence building
None of the above

16. Suppose you were to choose a career mentor, would you choose a male or female?

Male
Female

17. Give reason for your answer

18. What was your level of education on your first appointment by teacher service commission?

Diploma
Degree
Masters
Others

19. What is your current level of education?

Diploma
Degree
Masters
Others

20a. How often do you attend professional workshops and seminars.

Few
Many times
Not at all

20b. Do you think the workshops are important?

Yes
No

20c. If yes, what is the importance?

Career development
Improve promotion chances
Socialization
None of the above

21a. Do you attend interviews for promotion?

Yes
No

21b. If yes, have you been promoted?

Yes
21c. If you have not been promoted, what do you think could be the reason?

Lack of qualification

Chances are few

Criteria for promotion not clear

Others

22a. Do you think there is a relationship between promotion and academic advancement?

Yes

No

22b. If no, give reason for your answer.
APPENDIX III

QUESTIONNAIRE FOR FEMALE TEACHERS

INSTRUCTIONS

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

1a. From a female point view, do you think women managers in schools are few or many?

Few

Many

1b. If few, why do you think they are few.

Are not qualified

Are not ambitious
Other reasons

2a. Suppose you were to be given a position that calls for long working hours, would you take it?

Yes

No

2b. If no, why would you decline?

Family responsibilities

Lack of qualifications

Complexities of administration

Lack of spouse support

3. In your opinion what factors do you think hinder movement of women to top management positions. Indicate your choice by a tick.

Regular maternity leave (  )

Child problems (  )

Lack of educational qualification (  )

Women are not ambitious (  )

The complexity of administration (  )

4. What problems do women face as they progress to management positions?
Work related

Family related

Others

5a. Suppose you were promoted and the new position requires you to migrate away from home, would you take it?

Yes

No

5b. If no, why would you decline?

Due to family responsibilities

Inconvenience of migrating

My spouse cannot agree

Others

6. Besides the statements indicated below, please indicate your level of satisfaction.

1 = extremely satisfied

2 = dissatisfied

3 = satisfied

4 = extremely dissatisfied

a) How satisfied are you with your current position as a teacher.
b) As a head of department

1 2 3 4 5

c) To spend time with my children

1 2 3 4 5

d) To spend time with my spouse

1 2 3 4 5

7a. In your opinion as a female teacher, do you think we need more women in school management positions?

Yes

No

7b. Give reason for your answer.

8. What do you think is the number of women in management positions in schools?

Are few

Are many

9. If few what could be the reason for this?

Women are not ambitious

Women care for the family first
Women are not qualified

It is a man’s job

10a.) How would you rate the level of commitment of male school managers?

1 = committed

2 = very committed

3 = not committed

10b. How would you rate the level of commitment of female school managers?

1 = committed

2 = very committed

3 = not committed

11a. Suppose you were to be given a choice, would you prefer to work with a male or a female school manager?

Male

Female

11b. Give reason for your answer.

12a. From a female point of view, do you think the local community support women as leaders in schools?

Yes

No
12b. If no, why do you think there is no support?

- Have no confidence in women
- They prefer male school managers
- They are used to male school managers
- Others

13. Besides the statements presented below, indicate the level of agreement.

1 = strongly agree
2 = disagree
3 = agree
4 = strongly disagree

a) Women aspire for promotion to administrative positions

1 2 3 4

b) Women have conflict between career and family responsibility.

1 2 3 4

c) Women prefer to teach in class and not administrative duties.

1 2 3 4

d) Women hate to migrate when they get a promotion.
14a. Do you think women are as good as men in decision making?

Yes

No

14b. If no, give reason for your answer.

15a. Do you have a mentor in your career as a teacher?

Yes

No

15b. If yes, for what purpose?

16. Given a choice, do you prefer to have a male or a female mentor?

Male

Female

17. As a female teacher do you think there are enough mentors for the future female administrators?

Are few
Few
Not enough
Not there

18a. Do you think those in management positions are playing a mentor role to the teachers?
Yes
No

18b. If no, give reason for your answer.

19. What was your level of qualification on first appointment?
Diploma holder
Degree
Masters
Others

20. What is your current level of education?
Diploma holder
Degree
Masters
Others

21a. How often do you attend professional workshops and seminar?
21b. How do you rate the importance of the professional workshops and seminars.

Very important

Important

Not important

22. What do you think is the relationship between promotions and educational qualification?

Highly related

Related

Low related

Not related

23a. Do you apply for promotions?

Yes

No

23b. If yes, have you been promoted for the last three years?

Yes

No
24c. If no, why do you think you have not been promoted?

Lack of qualifications

Chances are few

The criteria used

Other reasons

APPENDIX IV

BUDGET PLAN

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TOTAL Ksh. - 50,000