DETERMINANTS OF CAREER ADVANCEMENT AMONG FEMALE SECONDARY SCHOOL TEACHERS IN MASINGA DISTRICT, MACHAKOS COUNTY

BY

CHARLES KIOKO NZIOKA
D53/CE/22134/2010

A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF BUSINESS ADMINISTRATION IN PARTIAL FULFILMENT OF REQUIREMENT OF THE AWARD OF DEGREE OF MASTER OF BUSINESS ADMINISTRATION OF KENYATTA UNIVERSITY

OCTOBER, 2013
DECLARATION

I declare that this project is my original work and has not been presented for examination to any other University or an institution of higher learning.

Signature…………………… Date…………………………………


This research project has been presented for examination with our approval as the student’s supervisors.

Signature…………………… Date…………………………………

Robert D. Nzulwa
Lecturer, Business Administration, Kenyatta University

For and on behalf of Kenyatta University

Signature…………………… Date…………………………………

Dr. Muathe, S.M.
Chairman, Business Administration Department
School of Business
Kenyatta University
DEDICATION

This research project is dedicated to my father Mr. Nzioka Francis and my late mum Grace Nzioka who have been my source of inspiration. Special thanks goes to my wife Josephine Kioko for her encouragement and support and the role she played when this study took most of my time.
ACKNOWLEDGEMENT

I wish to express my sincere gratitude to my supervisor Mr. R. D. Nzulwa and all the lecturers in the Business Department, Kenyatta University School of Business for their guidance, advice and support without which this research project would not have been successfully completed.

I am greatly indebted to my family and colleagues for their never ending support and encouragement throughout my studies. Special thanks go to the teachers of Ekalakala Secondary school who helped with resources and support when I was away carrying out the research.
Women Play an important role in society as procreators of the coming generation, as well as producers of goods and services. In the modern economies they are playing an important role in the labour force. However, in many Kenyan communities, traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. In recent years, women’s participation in management in all spheres is being advocated. This study sought to determine the challenges facing career advancement by female secondary school teachers in Masinga District. The objectives of the study were to determine the influence of culture on career advancement of female secondary school teachers, establish the influence of stereotyping on the career advancement of female secondary school teachers, find out the effect of familial factors e.g environmental factors such as religion, friends among others on the career advancement of female secondary school teachers and to find out how organizational set up such as location of the learning institution have affected career advancement of female secondary school teachers. The study will be of help to the government in making policies that will help address the problem of career advancement by women, the secondary school teachers, other stakeholders in the gender sector and researchers. The study adopted a descriptive research design in which all the 123 female secondary school teachers were studied. The study used questionnaires to collect data from the respondents. Data was then analysed using descriptive statistics such as the percentages and frequency distributions. Presentation was in the form of pie charts, graphs and tables. The study established that even though the perception of the society about the career women being positive, the women are still perceived as home makers who should be there at home to take care of the children which influenced their career advancement. The study further established that despite some female teachers showing ability to outperform their male counterparts, the male teachers were favored in some instances for promotions just because they are men and because the position cannot be given to a woman. The study also established that the familial factors like the house chore duties affected the female teachers’ career performance as they missed to report o duty on many occasions, reported late for work as they have to leave the house in order. Finally, the study established that despite the female teachers efforts being recognized by the school, their were largely bypassed during promotions despite their qualifications. The study recommended that the government to make policies aimed at empowering career women so as to making them as equally important as men; more policies that will eliminate such connotations as home maker illegal should be enforced and more women encouraged to advance their careers; the communities should sensitized on the need to see career women just as able as men and the house chore duties should be for everyone and not left to the woman and all the teachers should be regarded as equal regardless of their gender and their efforts and qualifications recognized equally.
# TABLE OF CONTENTS

DECLARATION .................................................................................................................. ii
DEDICATION .................................................................................................................... iii
ACKNOWLEDGEMENT ...................................................................................................... iv
ABSTRACT ........................................................................................................................ v
TABLE OF CONTENTS ....................................................................................................... vi
LIST OF TABLES ................................................................................................................ vi
LIST OF FIGURES ............................................................................................................. viii
ABBREVIATION AND ACRONYMS ................................................................................ x
DEFINITION OF OPERATIONAL TERMS ................................................................... xi

## CHAPTER ONE: INTRODUCTION .............................................................................. 1
  1.1 Background of the Study ......................................................................................... 1
  1.2 Statement of the Problem ....................................................................................... 7
  1.3 Objectives of the Study ......................................................................................... 8
  1.4 Research Questions ............................................................................................... 9
  1.5 Significance of the Study ...................................................................................... 9
  1.6 Limitations of the study ....................................................................................... 10
  1.7 The scope of the study ......................................................................................... 11

## CHAPTER TWO: LITERATURE REVIEW ................................................................ 12
  2.1 Introduction ........................................................................................................... 12
  2.2 Theoretical Review ............................................................................................... 12
  2.3 Empirical Review ................................................................................................ 14
  2.3.1 Culture ............................................................................................................. 15
  2.3.1 Stereotyping .................................................................................................... 17
  2.3.3 Familial Factors ............................................................................................... 22
  2.3.4 Organizational Set-up ..................................................................................... 26
  2.4 Conceptual Framework ......................................................................................... 27
CHAPTER THREE: RESEARCH METHODOLOGY ............................................. 29
3.1 Introduction ...................................................................................... 29
3.2 Research Design ............................................................................. 29
3.3 The Target Population ...................................................................... 29
3.4 Sampling Design ............................................................................. 30
3.5 Data Collection Procedures .............................................................. 30
3.6 Data Analysis Methods .................................................................... 30

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION ... 31
4.1 Introduction ...................................................................................... 31
4.2 General Information .......................................................................... 31
4.3 Influence of Culture on Career Advancement ................................... 35
4.4 Influence of Stereotyping on the Career Advancement ......................... 38
4.5 Effect of Familial Factors on Career Advancement ............................. 41
4.6 Effect of Organizational Setup on Career Advancement ....................... 45

CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION ..... 48
5.1 Introduction ...................................................................................... 48
5.2 Summary of Findings ......................................................................... 48
5.3 Conclusion ....................................................................................... 51
5.4 Recommendations ........................................................................... 52
5.5 Suggestions for Future Research ..................................................... 52
REFERENCES ...................................................................................... 54
APPENDICES ...................................................................................... 58
APPENDIX I: QUESTIONNAIRE ............................................................. 58
APPENDIX II: LIST OF SCHOOLS IN MACHAKOS COUNTY ......... 63
APPENDIX V: TIME SCHEDULE ........................................................... 65
APPENDIX VI: BUDGET ...................................................................... 66
LIST OF TABLES

Table 4.1: Society Perception of a Woman............................................. 36
Table 4.2: Studies in School Related to Women......................................... 41
Table 4.3: Share House Chores Duties with Husband................................. 42
LIST OF FIGURES

Figure 2.1: Conceptual Framework................................................. 23
Figure 4.1: Age Bracket.............................................................. 32
Figure 4.2: Marital Status............................................................ 32
Figure 4.3: Duration in Teaching................................................. 33
Figure 4.4: When Last Received Promotion................................. 34
Figure 4.5 Received Promotions in Current School....................... 35
Figure 4.6: Society’s Perception of a Woman............................... 37
Figure 4.7: Culture Affected Career Advancement....................... 38
Figure 4.8: Received Discrimination.......................................... 39
Figure 4.9: Respected by Male Colleagues................................. 40
Figure 4.10: Family Issues Influence Performance....................... 43
Figure 4.11: Family Issues Influenced Career Advancement........... 44
Figure 4.12: School Recognize Efforts of Female Teachers............ 45
Figure 4.13: Promotions Given on Merit..................................... 46
Figure 4.14: Organizational Setup Influenced Career Advancement... 47
# ABBREVIATION AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDAW</td>
<td>Committee on the Elimination of Discrimination against Women</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
</tbody>
</table>
DEFINITION OF OPERATIONAL TERMS

Career advancement: refers to improvements in job which can be achieved in a number of ways, e.g. through higher pay, more hours, a promotion, increased stability, better pension provision and other fringe benefits, or by finding a better job.

Culture: Refers to the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

Organizational setup: Refers to the typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization.

Stereotype: A widely held but fixed and oversimplified image or idea of a particular type of person or thing: "sexual and racial stereotypes."
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

There is much evidence that gender iniquities exist in the workplace and a number of different views have been asserted to explain why women do not progress as far as men. Numerous studies conducted in Western countries have emphasized the impact of gender roles, work and family-related factors as impacting the career progression of women (Powell et al., 2002). There are many explanations of the sources of gender-role inequities in the workplace. According to the most general view, gender role attitudes are associated with the traits attributed to individuals in childhood socialization where females and males acquire different gender-related attitudes and behaviours (Eagly and Carli, 2007). Hence, the view that women have been culturally socialized to adopt certain behaviours and traits that drive them to fulfill assumed roles, such as their obligation to deal with domestic responsibilities, leaving the managerial positions to be filled by men (Cleveland et al., 2000). Owing to distinct gender roles, women are deemed as lacking the skills needed for engaging in professional careers and essentially perceived as second rate to men and, thus, naturally unsuitable for senior positions (Al-Lamki, 1999). This study will attempt to fill this knowledge gap by systematically attending to these issues via a qualitative study.

Research by Meyerson (2001) shows that in the past, men were regarded as financial providers, while women were viewed as home keepers and care-takers. A few (or no) women were allowed in the business industry, let alone to hold managerial positions.
This is the reason why the business world is dominated and operated by men. In the African traditional society, male dominated every sphere of life, since men were expected to protect the country and their families (Cobb & Dunlop, 2003). The traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. Based on this history, the majority of people still hold the above mentioned traditional view that a woman is supposed to be a house-keeper; perform all family responsibilities and wait for a man to bring money to the family (Molebatsi, 2006). As a result, men usually dominate women in the political, religious, economic, academic and domestic spheres. The same belief applies today in most organisations, which is why a number of organisations are operated and/or dominated by men. Women’s academic achievements and roles in society are hardly acknowledged or recognized in such. This situation has necessitated the call for the empowerment of women by according them their due status, rights and responsibilities and enabling them to participate actively in decision making activities.

Many corporate executives and managers, almost all men, argue that women have not made significant progress because they do not have the required educational backgrounds, skills, and work experiences. These executives view the slow rise of women as an unbiased fact rather than discrimination (Fernandez, 2001). Although most young men and women are promoted based on performance, a gender gap still exists in the rate of promotions and women are at a disadvantage (Cobb & Dunlop, 2003). Women are still concentrated in traditional occupations such as technical, sales, and administrative support jobs (Bowler, 2004). In 2000, there were only two women CEOs
in the Fortune 500 companies and a total of six in the Fortune 1000 companies (Catalyst, 2001).

The teaching profession internationally, with the exception of a few countries, is dominated by women, but despite the large numbers of women in the profession, they are greatly under-represented in positions of management (Cubillo & Brown 2003). The report on gender equity of the American Association of University Professors, 2006, indicated that of the top twelve universities with the largest share of female tenured professors, only two consisted of an above 50% of women, namely 68.8% and 72.7%. The rest ranged from 37.5% to 48%. The bottom twelve universities had percentages of women representation ranging from 7.6 to 15.9 (Brioso 2009).

There is a gender gap in educational management, globally and particularly in Kenya. For example an investigation by United Nations Educational, Scientific and Cultural Organization (1999) showed that although the number of women employed in the education sector is relatively high, they are under-represented in educational management in most countries of the world. Lynch (2004) found that in America, women are outnumbered by men in educational management. In a similar study, Adkinson (2002) found that men solely dominate higher ranks in the Ministry of Education in Britain. This is also true in Australia as proved by a study carried out by Limerick and Lingard (2003). Women in Third World countries are no better, as Davies (2001), in her study on women in educational management in third world countries, observed that the proportion of female head teachers, inspectors, or senior ministry personnel bears no relation to their
proportions in the teaching force. She concluded that women are under-represented in management positions in third world countries.

Various efforts have been made to address the problem of gender inequality in Kenya. When Mwai Kibaki was elected as President of Kenya in 2002, he relinquished his position as Chancellor of all the public universities, and appointed individuals in his positions. Only one woman was appointed as head of one of the seven public universities in Kenya. To date the situation has remained unchanged. Gender gaps in school management in Kenya are also glaring (Republic of Kenya 2007). The management of primary and secondary schools, including the appointment of head teachers, deputy head teachers, senior teachers and heads of departments indicate the trend of male dominance. The composition and leadership of the Board of Governors and School Management Committees show inequalities in gender representation in favour of men (Republic of Kenya 2007).

1.1.1 Education in Kenya

“Education is a key pillar towards the realization of (Kenya) vision 2030”, the 2009 census report says (Daily Nation, 1 September 2010). Since the attainment of political independence in 1963, the Government of Kenya has placed huge emphasis on the role of education in socio-economic and political development (Republic of Kenya 2007). All education in Kenya is governed by the Education Act (1968) which has been amended several times (1980, 1986) to take account of the changing socio-economic circumstances over time. Other related Acts of Parliament include the Teachers’ Service Commission
(TSC) Act, the Kenya National Examination Council (KNEC) Act, the Adult Education Act, the University Act, and Acts and Charters for universities. Various commissions, committees and task forces have also been set up to tackle issues arising in the education sector. Recent policy initiatives have focused on the attainment of education for all, and in particular, universal primary education.

Kenya’s education system consists of early childhood education (three years), primary school education (eight years), secondary education (four years) and university education, which takes four to six years, depending on the course. There are also mid-level colleges that offer certificate and diploma courses for two and three years training. Public and private schools exist for all levels of education, including colleges and universities. Public schools are run by the government while private institutions are managed by individuals or organizations. Additionally, there are a number of international schools catering for various overseas education systems.

The Government of Kenya has committed itself to providing universal education to all school-going children (Republic of Kenya 2007). There has been a remarkable increase in school enrolment in the past decade. Free primary education (re-introduced in 2003) and subsidized secondary education (introduced in 2008), are the reasons for this rise in enrolment. The re-introduction of free primary education by the NARC Government in 2003 raised the primary school enrolment from around 5.9 million in December 2002, to an estimated 6.9 million in January 2003 (Republic of Kenya 2007). The 2009 census reports an estimated 9.4 million pupils in primary schools, 1.8 million in secondary
schools, and 200,000 students at university. Mid-level colleges and youth polytechnics consist of 290,000 and 35,000 students respectively (Daily Nation, 1 September 2010).

One of the major challenges in education in Kenya is the availability of manpower. International standards require that one teacher should teach not more than forty pupils, but in Kenya the load is much higher, with nearly double the number. Currently there are only about 240,000 teachers (Sunday Nation, 15 August 2010). With school enrolment increasing faster than the employment rate of teachers, this hurts the quality of education. The government has, however, embarked on a campaign to recruit teachers on a three year-contract basis. Other aspects include administrative challenges, such as the management of the curriculum, of people and of resources. At school level these are handled by the school heads in collaboration with their School Boards and School Management Committees.

Kenya continues to strive to improve the education and training of her people. The vision for the education sector for 2030 is to have globally competitive quality education, training and research for sustainable development’ (Government of Kenya 2007). Specifically, the government aims to increase access to education, to improve the transition rates from primary to secondary schools, and to raise the quality and relevance of education (Government of Kenya 2007).

In accordance with Kenya’s 2030 vision in respect of gender, namely to have equity in power and resource distribution between the sexes and specifically to increase
opportunities all-round among women, this study focuses on women head teachers and
their experiences in respect of the various challenges in the implementation process.

1.2 Statement of the Problem

Over the years the women in Kenya have protested against their minimal representation
in public offices. According to a presidential decree on 20 October 2006, 30% of all new
jobs in the civil service and government parastatals have to be reserved for women
(CEDAW, 2009). The new constitution of Kenya decrees that not more than two-thirds of
the members of elective and appointive bodies shall be of the same gender. This
effectively guarantees women’s representation within local and national governance
structures.

The Teachers’ Service Commission (TSC, 2007) accords equal opportunities for both
male and female teachers wishing to enter the administration of education. Vacant
positions for the post of head teacher are advertised in newspapers and at relevant
education offices. The selection for a position is done from the teachers who apply, and
the suitable candidates are selected and interviewed for the job. The National Policy on
the Appointment, Deployment and Training of school administrators and managers state
that the posting and deployment of head teachers shall be based on gender balance,
amongst other factors (MoEST 1999). One of the principles of a more specific Teachers’
Service Commission policy on the identification, selection, appointment, deployment and
training of heads of post primary institutions is to be sensitive to gender and
disadvantaged groups (TSC 2007).
Despite the various opportunities for advancement, women teachers are minimally advancing in career. Onsongo (2002) in her study found that women are under-represented in university management in Kenya. Onsongo (2002)’s study is supported by Wanjama (2002) who found out that there were fewer women teachers in higher levels of educational management in Kenya. In a related study, Chelimo and Wasyanju (2007) also found that there are fewer women than men in educational management in Kenya. According to Onyango (2011) records from Siaya District Education Office showed that women are under-represented in secondary education management in the district. For example, there are only two female education officers, only one female District Education Board member, no female Board of Governors chairperson, and only one elected female Kenya National Union of Teachers official in the district. From the aforementioned studies, it is clear that women are still not taking up their rightful position in educational management. This study therefore sought to investigate the challenges facing career advancement among secondary school female teachers.

1.3 Objectives of the Study

The general Objective

To unearth the various challenges in career advancement among secondary school women teachers in Kenya.

Specific Objectives

1. To determine the influence of culture on career advancement of female secondary school teachers.
2. To establish the influence of stereotyping on the career advancement of female secondary school teachers.

3. To find out the effect of familial factors on the career advancement of female secondary school teachers.

4. To find out how organizational set up have affected career advancement of female secondary school teachers.

1.4 Research Questions

1. How does culture influence career advancement of female secondary school teachers?

2. What is the influence of stereotyping on the career advancement of female secondary school teachers?

3. How do the familial factors affect career advancement of female secondary school teachers?

4. How does organizational set up affect career advancement of female secondary school teachers?

1.5 Significance of the Study

To the Government of Kenya: The study will be of benefit to the government of Kenya as it will highlight the challenges faced by secondary school women teachers in career advancement and may therefore make policies that will address these challenges and help more women rise in top leadership position in the education sector thereby fulfill the constitutional requirement.
The women secondary school teachers: The study seeks to highlight some of the barriers to women teacher career advancement. The women teachers will get to understand some of the barriers and possibly act where they can to address some of these challenges.

Other stakeholders: The study will benefit stakeholders in the gender advocacy agencies especially those advocating for women empowerment as they will get to understand some of the challenges faced by secondary school female teachers in their quest for career advancement and act accordingly.

To researchers: The study will add to the existing body of knowledge in the area of challenges facing secondary school women teachers in career advancement in Kenya. The study may create avenue for future studies in the area of women and career advancement.

1.6 Limitations of the study

Notwithstanding the researcher’s determination to undertake the study to completion within the given time frame, various constrains are envisaged. They included:

1. Some respondents may have provided answers that are subjective; this may have affected the final study findings due to biases. The researcher however did follow-ups to ensure that respondents provided accurate information.

2. Some respondents were not willing to provide the needed information due to fear of victimization. The researcher however assured the respondents of their confidentiality and that the information was only to be used for the intended purposes.
1.7 The scope of the study

The scope of this study was women teachers in public secondary schools in Masinga District. The study was mainly focusing on the challenges faced by women secondary school teachers in career advancement. The study looked at the influence of culture, stereotyping, familiar factors and the organizational set-up on career advancement of secondary school women teachers. All the 123 female teachers in Masinga District were considered for the study. The study was carried out between May and June 2013.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
In this section literature related to the challenges facing career advancement among secondary school female teachers is reviewed and critiqued for identification of gaps. Reviewed literature included the theoretical review, the challenges facing women in career advancement, critical review and summary and identification of gaps. The chapter also presents the conceptual framework of the study.

2.2 Theoretical Review
Theorists such as Super (1957) and Schein (1971) assume that a career is a life long, uninterrupted experience of work, which can be divided into neat stages of development, starting with initial ideas about working and ending with retirement. However the patterns of women’s career development are frequently affected by family as well as workplace commitments and responsibilities, unlike those of men. Therefore Astin (1984) proposed that career development theory should describe women’s career separately from men’s careers. Her model of career development is based upon four constructs which she believes shape women’s career development. They are: work motivation, work expectations, sex-role socialization and structure of opportunity which includes factors such as sex-role stereotyping, distribution of jobs and discrimination.

Larwood and Gutek (2003) concluded that any theory of women’s career development must take account of five factors: Career preparation, or how women are brought up to
view the idea of a career and whether they believe they will have one or not; availability of opportunities should be taken into consideration, and whether they are limited for women, compared with men; marriage, viewed as neutral for men but harmful to the career of women; similarly, pregnancy and having children inevitably cause women to take some kind of career break and timing and age, as career breaks and family relocations often mean that women’s careers do not follow the same chronological patterns as those of men. Powel and Mainiero (2004) claimed that women have two overriding concerns in their lives, for their career and for others (e.g. family and friends). Their model therefore incorporates the influence of personal, organizational and societal factors to describe the balance between work and non-work aspects of life which most women strive to achieve.

The paid work aspects of most careers unfold within an organizational context. As such, it is important to understand the processes that influence organizational behaviour and the development of the individuals within them (Hall and Seibert, 2001). Within organizations, careers can be seen to be determined by the mutually interdependent dimensions of structure, culture and individual action (Dainty et al, 2000). Structure and culture are influenced by the decisions and actions of the individual, while at the same time helping to determine their decisions (Evetts, 2003). This perspective sees individuals as defining their growth throughout their life of work, rather than moving along pre-determined career paths (Sonnenfeld and Kotter, 2000).
Gender is fundamental to the culture of organizations, as has been shown in well known studies within other sectors (Ledwith and Colgan, 2002), and effectively organizations form “gender culture”, known to be hierarchical, patriarchal, sex-segregated, sexually divided, sexstereotyped, sex-discriminatory, sexualized, sexist, misogynist, resistant to change, and to contain gendered power structures (Itzin, 2002). The masculinity forms a key element of corporate culture (Hofstede, 2001).

International research indicates that in educational leadership women are a minority, both in countries that are developing and those that are at advanced levels of development (Celikten 2005). Studies done in various countries, like Greece (Kyriakoussis & Saiti 2006), California (Wickham 2007), the Solomon Islands (Akao 2008), Turkey (Celikten 2005), Uganda (Sperandio & Kagoda 2010) and Papua New Guinea (Vali 2010) reveal an under-representation of women in leadership at all levels of the education system, including primary schools, secondary schools, universities and other educational institutions. The researchers documented numerous factors that make it difficult for women to attain leadership positions in education, such as gender discrimination, pressures of family responsibilities, and social-cultural factors, amongst others.

2.3 Empirical Review
In many societies, top management activity has been seen as the prerogative of men (Hannagan, 2005). In these economies – more specifically patriarchal societies, there are structures regulating the roles of women. A number of these structures have aided the collective programming of the societal mind, making the under representation of women
in management positions acceptable (Tai et al, 2005). A review of the literature brings to
fore nine customary barriers they include i) Women-Not-Good-Enough Ideology; ii) Glass ceiling perspective; iii) Negative Stereotypical Assumptions; iv) Low levels of aspiration; v) Formal and Informal network forged by men; vi) Attributions for Successful work performance; vii) Training and Development Opportunities; viii) Leadership behavior; and ix) Impact of Organizational systems. The following section examines some of the barriers. Encompassing the ideas of those within an organization who believe that females are not as productive as the male. Such organizations and societies tend to differentiate or diminish the achievements of women. As Chow (1999) argues women who happen to rise to positions of high status within such cultures have their authority often undermined and resisted because they are thought to be incompetent (Chow, 1999). The failure of women gaining entrance into the workforce and their failure to attain the highest management positions can be described as “glass ceiling” or “glass wall” (Tlaiss and Kauser 2010).

2.3.1 Culture

In the African context, traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to dislocate from the cultural tradition lest they be ostracized (Kiamba, 2008). Despite women’s education and entry into the job market, the woman’s role is typically of homemaker. The man on the other hand is bread winner, head of the house and has a right to public life (Sadie, 2005). Sadie asserts that cultural attitudes are hostile to women involvement in decision making positions. Despite cultural attitude some
women are able to transcend and rise to positions of leadership but more often than not, it means having to jungle cultural expectations with their leadership roles.

At various times throughout history, working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva and Gutek, 1980). Having a career posed challenges for women due to their family responsibilities (Valdez and Gutek 1987). Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities.

Some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks, and Martindale, 1982). Because women’s work and family demands were simultaneous, these demands had a significant impact on women’s careers (Valdez and Gutek 1987). As stated by Heins et. al. (1982) achieving professional status may be more difficult for women than for men. However the view of a woman’s role in the workforce has changed significantly throughout time. Historically, the society believed a woman’s place was in her home, caring for her husband and children, as opposed to the workplace. Valued famine traits such as a meek nature and submissiveness were feared to be lost if women entered the workforce (Astin, 1984).

In society the socialization for boys and girls has an impact on their future career. A study carried out on career development of African American and Latina females
revealed that adolescent’s females lack academic skills and career related experiences and therefore perceive narrow career opportunities for themselves and these combine to pose formidable obstacles to obtaining future jobs and careers. This is as a result of socialization practices that do not prepare females to face challenges and develop other skills outside the ones necessary for the performance of their traditional related activities (De-Leon, 1996).

In society there is a belief that a good mother must give less effort and priority to work demands, she is therefore seen as less committed worker. Furthermore, Ridgeway (2001) added that this biased belief is likely to create barriers to women advancement in the workplace. These barriers make women lack opportunities to present their ideas, therefore reducing their influence over group decisions.

2.3.1 Stereotyping
Little doubt exists that gender is an important moderating variable in individuals' career development, as sexual discrimination has been a very common occurrence over the past few decades (Perrewé & Nelson, 2004). As mentioned before, the career barriers
phenomenon have been studied almost solely in the context of the career development of women (Swanson & Tokar, 1991), as it was originally conceived that the actual experience of career-related barriers are more prevailing for women than for men (McWhirter, 1997). McWhirter, Torres and Rasheed (1998) confirmed this assertion after having discovered in a research study done on American adolescents that male high school students reported perceiving and experiencing fewer barriers to career development than did their female counterparts. Some studies (Luzzo, 1995) have also provided evidence on the various types of barriers men and women perceive or experience and how they differ.

Probably the most frequently cited barrier to women’s career progress is that of sexual discrimination. The women who participated in a study conducted by Luzzo, McWhirter and Hawley (2001) were much more likely than the men to anticipate experiencing negative verbal comments (e.g., insults or offensive remarks) about their sex, experiencing discrimination because of their sex, and having a harder time getting hired for a job or being promoted (i.e., ‘glass ceiling’ effect) than people of the opposite sex. Similar results were obtained from a South African sample of 250 Grade 11 and 12 learners (Stead, Els, & Fouad, 1999), where female learners were significantly more concerned about gender discrimination as a possible barrier to their career advancement than male learners. According to Cardoso and Marques (2008, p. 24), there is a possibility that women “develop this kind of belief by observing the incidents happening in the lives of significant others, through media portrayals of reality, and/or the
experience of subtle forms of sexual discrimination” and underestimation during their adolescent years.

Results from Swanson and Tokar’s (1991) original study involving 24 female and 24 male college students, indicated that respondents perceived the existence of barriers in a range of career-related themes. These researchers found that interactional barriers were perceived more often than attitudinal barriers, which sequentially were more common than social/interpersonal barriers. Astoundingly, the types of barriers cited by the sample of students did not differ significantly by gender, indicating similar results for both male and female college students. With regard to special concerns for women, however, the analyses revealed that female participants indicated that pressure from multiple role obligations, sexual harassment, equity in income, lack of advancement opportunities and child-care concerns were perceived as the greatest obstacles to be encountered in the future.

These barriers are typical to what Farmer (1976) theorised in the presentation of her career and achievement model. Farmer (1976) postulated that women are much more likely than men to experience the effects of increased environmental stressors and vulnerability to competing work-family role priorities in the career development process. Betz and Fitzgerald (1987) also agreed that role confusion or conflict experienced between the position of a being mother and a full-time employee is the most salient issue in the career development of women. According to Sax and Bryant (2006), this interest and need of women to raise a family while being employed often decreases the likelihood
of them considering pursuing non-traditional careers for their gender to avoid any possible risk or challenges involved.

Results from a study done by Luzzo (cited in Swanson et al., 1996) also revealed greater perceptions of barriers by female students than by male students. The women in his study were significantly more likely than the men to identify family-related matters such as juggling work and family responsibilities or making sacrifices to have children, as possible barriers to their career plans (over 60% of women vs. 6% of men). Similar results were found by Slaney and Brown (1983), who discovered that 14% of undergraduate college women listed marriage and family demands as their major barrier, compared to only 1% of college men. Luzzo and Hutcheson (1996) confirmed this fact after statistically discovering that significantly more women perceived family-related barriers compared to the men from the same sample.

These findings support the idea or trend that today's late-adolescent women are much more likely to consider the integration of occupational and family roles in adulthood than are men of the same age. The men, on the other hand, more often indicated financial concerns as the major stumbling block to their career development (Luzzo, 2003). This occurrence could perhaps be related to the pressure men experience as breadwinners and the obligation they feel they have as head of the household to provide for their family. Thus, although the men in Luzzo’s (2003) sample did not cite family responsibilities in terms of child rearing or emotional caring as a perceived barrier, they do seem to realize
that they have a commitment to look after their families in the form of a financial contribution.

Interestingly enough, opposite results were found in a study conducted by Perrone et al. (2001), who examined barriers to attaining career goals among college students. Male participants cited time management as being the primary obstacle to reaching their future career goals, whereas the women in the sample were the ones reporting personal finances as being a major perceived barrier. Perrone et al. (2001) suggested that this finding may be associated with women generally receiving lower salaries compared to men and that female students are therefore probably more concerned about paying off outstanding student fees or debt after graduating.

Most people are generally aware of the extent to which certain sex-typed professions are considered “appropriate” for men or women, i.e. gender-specific careers (Sax & Bryant, 2006). According to Sax and Bryant (2006), sex-typical occupations for women are defined as those careers in which the percentage of women aspiring to a specific profession is at least twice as that of men, and vice versa. Thus, a prominent career barrier that is generally perceived and experienced more often by men than by women is the pursuing of non-traditional careers dominated by the opposite sex (Tien, Wang, & Liu, 2009).
2.3.3 Familial Factors

The formal and informal network forged by men identified within the literature as ‘men’s club’ is acknowledged by women as a key factor that impedes women’s advancement in organization (Bruni et al 2004). A review of the literature (Lewis 2006) revealed that women have not been readily admitted to organizations and those that are hired into managerial positions find it difficult to become part of the existing power coalitions, which is built upon work relationships and other social as well as relational networks. Men and the few women who are part of these networks earn more promotions and advance faster in their jobs than people who are not members of the network. For Coe (1992) some women break into these networks by developing mentor relationships with men or women in higher level organizational positions. Generally, women are gradually beginning to develop their own networks (Coe, 1992).

Women’s under-representation in leadership positions may be attributed to their own decisions not to apply for promotion (Oplatka 2006). Although it is assumed that teachers are eager to participate in decision-making processes and serve on governance structures, research suggests that they do not jump at the opportunity (Squelch, in Lemmer 2000). Forty percent of the female teachers interviewed in Adams and Hambright’s (2004) survey, conducted on the reasons why women teachers seem to lack interest in applying for administrative positions, said that nothing would encourage them to become school administrators. Several of the participants in Eddy’s study (2008) of community college presidents revealed that they did not have a ‘presidential’ position in mind when they started working in higher education. They got the position by either being encouraged by search committees to seek promotion, by being appointed by their chancellors, by seeking
the position for fear of the alternative, or simply by following the hierarchy, which naturally left presidency as the next logical step in their career (Lange 2006).

Women’s productive activities are often hampered by the unofficial and private domestic responsibilities that compete for women’s labour in terms of time and energy, not to mention the increase in workload and long working hours (Chege & Sifuna 2006).

The issue of children and/or family is one that deters many women when they have to make the decision to take up a leadership position. The responsibility that comes with a family is a significant barrier to women attaining top jobs. Many mothers feel exhausted and overwhelmed trying to balance paid work commitments with the commitments of being a parent, thus they feel psychologically, intellectually and emotionally drained (Knowles, et al. 2009). Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families (Eagly, Carli & Sampson (2009). Derrington and Sharratt (2009) observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children.

In their investigation of gendered division of household labour, Cornwall and Legerski (2010) noted that women’s gender identities were embedded in responsibilities for care that extended beyond mothering young children, and included the care of husbands, adult children and grandchildren. In some cases, women intentionally avoided work outside the
home to have time to maintain family relationships. Some of the women in the study who had started college did not finish, usually dropping out on getting married, or with the birth of their first child. Respondents in Derrington and Sharratt’s study (2009) maintained that these are ‘self-imposed barriers’ to leadership. They define *self-imposed barriers* as the failure to attain the superintendency (sic) or the decision to avoid it because of family responsibilities”. Thus, these women made a conscious choice to put family considerations and responsibilities before those that come with assuming the job of superintendent.

Seelinger (2000) studied Central Appalachian women in school leadership, where the majority of the women interviewed acknowledged that choosing to become administrators necessitated difficult personal accommodations along the way. She reported that they spoke eloquently and sometimes regretfully of the borders they had to negotiate to maintain their primary personal relationships, while doing what was necessary for career advancement. Among the women in her study, three were divorced and had no intent to remarry, and two had not borne any children, and did not regret the decision.

Some women have, however, achieved harmony in the home-work conflict. Derrington and Sharratt (2009) identified them as those who: have an unwavering resolve to stick to their career goals; have a network of family support, including spouse, mother and siblings; negotiate flexi-time; and set clear boundaries for personal time, and make part of the weekend off-limits to outside commitments.
Some of the women in Seelinger’s (2000) study also did not view the integration of family and career as overly problematic, and they maintained that educational leadership was a workable career. The women had willingly timed their careers around the needs of their husbands and children, becoming administrators when their families were grown-up.

Women’s self-determination to progress and succeed is fundamental to their career progression (Priola & Brannan 2009), but as Sherman (2005) noted, few women perceived themselves as capable of holding leadership positions in schools. One of the respondents in Normore and Gaetane’s (2008) study revealed that she had never envisioned herself becoming an administrator, and that she was perfectly comfortable in the classroom.

Oplatka (2006) identified a variety of reasons that caused women not apply for promotion, such as the lack of the necessary aspiration, a lack of confidence that they will succeed, fear of failure, and a lack of competitiveness. The think-leader-think-male stereotype can also have deleterious effects on women leaders’ self-perceptions, as it is associated with decreased performance and a most menacing outcome of stereotype activation on the targets of the stereotype, in that it may have the potential to contribute to women’s disengagement from leadership roles (Hoyt 2005).

Nealy (2009) reported that research shows that women in higher education typically have a low self-worth, often being perceived as timid, and preferring to maintain a low profile.
No matter how skilled women leaders are, a lack of confidence is a deal-breaker (Santovec 2010). Santovec continued to say that confidence spreads to those one is leading, and that if a leader does not have confidence, the followers will not have confidence in the leader. Hoyt (2005) also noted that while cultural stereotypes are likely to impact on women leaders, the level of the leader’s self-efficacy for leadership will likely play a role in determining the responses to stereotype activation.

2.3.4 Organizational Set-up

Due to the fact that schools are found everywhere in a country, teaching is seen to provide many opportunities for women to be employed without it adversely affecting the family situation (Mitroussi & Mitroussi 2009). Conversely, Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family. Relocation was considered by 88% of female superintendents in Wickham’s study as one of the major barriers for women aspiring to be a superintendent. A respondent in Eddy’s (2008) study reported that she loved her job but that her priority would always be her family. She continued by stating categorically that if someone offered her a job that would take her away from her family, she “would not even think about it in a heartbeat”.

In her study of factors influencing gender mobility to the top levels of education management in Kenya, Wanyama (2002) found that most women preferred staying at their middle ranks for fear of seeking promotion and being transferred up-country to work at district or provincial headquarters, as this would affect their families. Other
factors impeding women from accessing top management positions include the fact that women lose out on access to formal training opportunities and access to firm sponsored training and development schemes, partly because of the high labour turnover rates of women, which amounts to indirect cost for employers (Anker, 2004). There is still a prevalent perjured perception of the leadership behavior or abilities of women. Many still believe men are better suited for leadership (Mordi et al 2010). Although several scholars (Madichie 2009) suggest in their studies that women can make effective top executives.

2.4 Conceptual Framework
This study is based on the concept that career advancement among women teachers is affected by the culture, stereotyping, familial factors such as environmental factors and the organizational set-up.
Figure 2.1: Conceptual Framework

**Independent Variables**

- **Culture**
  - Women taking care of children
  - Women don’t participate in decision making

- **Stereotyping**
  - Women cannot be leaders
  - Women’s place is in the kitchen

- **Familial factors**
  - Religion
  - Friends
  - Networks

- **Organizational set-up**
  - Location of learning institution

**Dependent Variables**

- Career advancement
  - Enrolment for higher education
  - Promotion at work place

- Women empowerment legal framework
- Change of attitude

Source: Researcher (2013)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
In this section, the researcher describes the methods to be used and how the study was conducted. The chapter contains research design, population, sampling techniques, the data collection methods and the methods in data analysis.

3.2 Research Design
The study adopted a descriptive research design in which the researcher sought to find out the challenges facing career advancement among secondary school female teachers in Kenya. According to Cooper, (2000) descriptive research is concerned with finding out who, what, where and how of a phenomenon which is the concern of the study. The purpose of descriptive research is to describe, document aspects of a situation as it naturally occurs (Kothari, 1990). The researcher used descriptive design because it describes the state of affairs as it exists; no attempt is made to change the behavior or conditions, one measure things as they are. The purpose of using descriptive research was also because it seeks to obtain information that describes exiting phenomena by asking individuals about the challenges facing female secondary school teachers in career advancement through questionnaires and interviews.

3.3 The Target Population
The target population consisted of all the 123 female teachers from 15 public secondary schools in Masinga District. This was according to the information from the District Education Office in Masinga (2013).
3.4 Sampling Design

The study used census in which all the 123 women teachers in the 43 public secondary schools in the district were selected to participate in the study. This was due to the manageability of the size of the population (District Education Office, 2013).

3.5 Data Collection Procedures

The study used questionnaires to collect data. Prior to the actual data collection the researcher pre-tested the questionnaires to ensure that it yielded the needed data (Orodho, 2004). The ambiguous questions were corrected and the questionnaires given back to the same respondents to check if they yield the needed data. The questionnaires had both closed and open ended questions.

The researcher personally administered the questionnaires to the respondents. Due to the fact that some of the respondents were not in a position to complete the questionnaires during the working hours, the researcher used drop and pick method to collect data. The respondents were expected to complete the questionnaires and return after two days.

3.6 Data Analysis Methods

Both qualitative and quantitative statistics were used to analyse the data. The quantitative data was first coded to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyse the quantitative data. Qualitative data was analyzed thematically, where the open ended data was organized into themes. The results were presented in pie charts, bar graphs, figures and tables where necessary.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

In this chapter data pertaining to: the influence of culture on career advancement of female secondary school teachers, influence of stereotyping on the career advancement of female secondary school teachers, effect of familial factors on the career advancement of female secondary school teachers and the effect of organizational set up on career advancement of female secondary school teachers is analyzed, interpreted, presented and discussed.

A total of 123 respondents were given questionnaires out of which 96 respondents successfully completed the questionnaires and returned to the researcher. This gave a response rate of 78 percent. The other respondents failed to complete the questionnaire citing lack of time, while others gave no reason for not completing the questionnaire.

4.2 General Information

In this section, the study sought to establish the respondents’ marital status, age bracket, teaching experience, and promotion history. The findings are presented in the subsequent sections.

4.2.1 Age

The study sought to determine the ages of the respondents. According to the findings presented in Figure 4.1 show that 30% of the respondents were aged between 31 and 40 years while 28% were aged between 41 and 50 years. The study findings show that 22% of the respondents indicated that they were in the age bracket of 25 and 30 years.
Figure 4.1: Age Bracket

4.2.2 Marital Status

Respondents were asked to indicate their marital status. According to the findings of the study presented in Figure 4.2, most of the respondents (58%) are married. The results show that 20% of the respondents were singles. The findings mean that most secondary school women teachers are married.

Figure 4.2: Marital Status
4.2.3 Duration in Teaching

The respondents were asked to state how long they have been teaching. The study findings in Figure 4.3 show that 35% of the respondents indicated that they have been teaching between 5 and 10 years while 28% have been teaching for between 11 and 15 years. The findings of the study mean that most teachers have been teaching long enough.

Figure 4.3: Duration in Teaching

4.2.4 When Last Received Promotion

The study sought to determine when last the respondents received promotion. The findings in Figure 4.4 show that 36% of the respondents indicated that they last received promotion 3 to 5 years ago. The results also show that 28% of the respondents indicated that they last received promotion less than three years ago. The findings mean that in the last five years most teachers have received promotion.
4.2.5 Received Promotion

Respondents were asked to state whether they have received promotion since joining current school. According to the study findings, most of the respondents (58%) have not received promotion since joining their current school while 42% have received promotion since joining current schools.

Asked to state the kinds of promotions they received, most of the respondents indicated that they have climbed upwards in the job grades from the time they joined. Some indicated that they have been made career mistresses while others became heads of departments. The study revealed that others became deputy principals while others became principals.
4.3 Influence of Culture on Career Advancement

In this section the study sought to determine the influence of culture on career advancement of female secondary school teachers. The findings are presented in the subsequent sections.

4.3.1 Society Perception of a Career Woman

Respondents were asked to state how the society perceived them as career women. According to the findings of the study presented in Table 4.1, most of the respondents indicated that the societies’ perception of them as career women was encouraging while 24% indicated that the perception was very positive. However, 33% of the respondents indicated that the society perception of them as career women was negative. The findings mean that even though the perception of career women was encouraging, still the society have a negatively perception of a career woman. These findings agree with Nieva and Gutek (1980) that working women were viewed as immoral and unfeminine objects of
pity. The findings further agree with Nieva and Gutek that some critics accused working women of being negligent mothers.

Table 4.1: Society Perception of a Woman

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Encouraging</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Negative</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.2 Society’s Perception of a Woman

Respondents were asked to state the society’s perception of their roles. The findings in Figure 4.6 show that 39% of the respondents indicated that they are perceived to be homemakers. The study further indicated that according to 47% of the respondents, the society perceive their role to be child rearing while 24% indicated that the women according to the society are to remain quit and not to be heard. These findings agree with the views of Kiamba (2008) that despite women’s education and entry into the job market, the women’s role is typically of homemaking.
4.3.3 Culture Affected Career Advancement

The study sought to determine whether the culture affected the career advancement of women teachers. The study findings in Figure 4.7 show that 66% of the respondents indicated that indeed the culture affected their career advancement. Asked to explain their answers, the respondents explained that despite the fact that they are career women, they have to perform their roles which the society has given them and this has also affected their perception as they feel that their attention is divided between career and the perceived roles.
4.4 Influence of Stereotyping on the Career Advancement

In this section the study sought to determine the influence of stereotyping of career advancement of female secondary school teachers. The findings are presented in the subsequent sections.

4.4.1 Received Discrimination

The respondents were asked to indicate whether they have ever been discriminated because they were women. The study findings in Figure 4.8 show that majority of the respondents (71%) indicated that indeed they have received discrimination because they were women. The study findings can be interpreted to mean that discrimination against women is still rife.

Asked to explain their answers, respondents indicated that sometimes they were denied promotion where they deserved just because they were women. The study findings
revealed that respondents indicated that in many occasions their contributions have been ignored just because they were women.

**Figure 4.8: Received Discrimination**

![Figure 4.8: Received Discrimination](image)

**4.4.2 Respected by Male Colleagues**

The study sought to determine whether the female teachers were respected as career women by their male colleagues. The study findings revealed that 57% of the respondents indicated that they were respected as career women by their male colleagues. The study however show that 43% of the respondents indicated that they did not receive any respect as career women from their male colleagues.

Asked to explain how they have managed the situation, respondents indicated that in most cases they have to fight hard to earn the respect of their male colleagues by making sure that they outperformed them. Respondents also indicated that in most occasions, they have sought the intervention of the school administration so force the male colleagues to respect them. This findings agree with Luzzo, McWhirter and Hawley (2001) who noted that there were much more likely than the men to anticipate
experiencing negative verbal comments (for instance insults or offensive remarks) about their sex, experiencing discrimination because of their sex, and having a harder time getting hired for a job or being promoted (i.e., ‘glass ceiling’ effect) than people of the opposite sex.

**Figure 4.9: Respected by Male Colleagues**

![Figure 4.9: Respected by Male Colleagues](image)

**4.4.3 Studies in School Related to Women**

The respondents were asked to state the extent to which their study in school was related to women. According to the study findings in Table 4.2, 33% of the respondents indicated that their studies were related to women only to a moderate extent. The findings further show that 24% of the respondents indicated that their studies were related to women only to a small extent. These findings mean that the studies of the female secondary school teachers is related to women only to some extent which means that they have studied courses which although may be perceived as female are also done by men.
Table 4.2: Studies in School Related to Women

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No extent</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Small extent</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Large extent</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Very large extent</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents were asked to explain how stereotyping had influenced their career advancement ambitions, respondents indicated that there are some department which even though they as women have proved that they are capable of heading are never given to them but to their male counterparts. This according to the respondents has demoralized them. Respondents also indicated that some of their male colleagues believe that they cannot take orders from their senior female. Respondents said that this has discouraged them from advancing in their career ambitions as they feel demotivated.

4.5 Effect of Familial Factors on Career Advancement

In this section the study sought to establish the effect of familial factors on career advancement of female secondary school teachers. The findings of the study are presented in the following sections.

4.5.1 Share House Chores Duties with Husband

Respondents were asked to state the extent to which they shared the house chore duties with the husband. The findings of the study presented in Table 4.3 show that 20% of the
respondents never share the house chore duties with their husbands. The study further show that 37% of the respondents indicated that they shared the house chores with their husbands only to small extent. The findings of the study mean that most female teachers do not share their husbands despite the fact that they are career women.

<table>
<thead>
<tr>
<th>Share House Chores Duties with Husband</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No extent</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Small extent</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Large extent</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Very large extent</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

**4.5.2 Family Issues Influence Performance**

The study sought to determine whether the family issues such as taking care of children influenced the performance of the respondents as teachers. According to the findings, majority of the respondents (82%) indicated that indeed the family issues affected their performance as teachers.

Asked to explain their answers, respondents indicated that in most instances their performance is interrupted either when they have to absent themselves from duties to take a sick child to the hospital. Respondents also indicated that sometimes when they do not have someone to take care of their small babies, they are forced to seek permission to remain at home and look at the baby. Respondents also indicated that sometimes that are forced to report to school late due to the fact that they must make sure that things are well
at home. This they said has affected their performance as they have had to miss several lessons. The findings agree with Valdez and Gutek (1987) that having a career posed challenges for women due to their family responsibilities and that women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities.

**Figure 4.10: Family Issues Influence Performance**

4.5.2 Family Issues Influenced Career Advancement

Respondents were asked to state the extent to which their families had influenced their career advancement in their profession. The study findings in Figure 4.11 show that 50% of the respondents indicated that the family issues influenced their career advancement in the profession to a large extent. The study also show that 25% of the respondents indicated that family issues their career advancement to a moderate extent. The findings mean that the family issues influenced the female teachers career advancement. The findings if the study agree with the views of Heins, Hendricks, and Martindale (1982) that some women experienced feelings of guilt or selfishness if they put their career
interests first. The findings also agree with Valdez and Gutek (1987) who explained that because women’s work and family demands were simultaneous, these demands had a significant impact on women’s careers. The study supports Heins et. al. (1982) that achieving professional status may be more difficult for women than for men. The findings agree with Slaney and Brown (1983) who in their study discovered that 14% of undergraduate college women listed marriage and family demands as their major barrier, compared to only 1% of college men.

**Figure 4.11: Family Issues Influenced Career Advancement**

As asked to state how familial factors had influenced their career advancement, respondents indicated that most of the time they find themselves away from their places of work attending to family matters which has made them not to seek to advance their careers.
4.6 Effect of Organizational Setup on Career Advancement

In this section the study sought to determine the effect of organizational setup on the career advancement of female secondary school teachers. The findings are presented in the subsequent sections.

4.6.1 School Recognize Efforts of Female Teachers

Respondents were asked to state the extent to which their schools recognized their efforts same as those of men. The findings of the study in Figure 4.12 show that 63% of the respondents indicated that to a large extent the schools recognized their efforts same as men. The findings mean that the efforts of the female teachers is recognized in the same measure as men.

Figure 4.12: School Recognize Efforts of Female Teachers

<table>
<thead>
<tr>
<th>Distribution of Respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very large extent</td>
</tr>
<tr>
<td>Large extent</td>
</tr>
<tr>
<td>Moderate extent</td>
</tr>
<tr>
<td>Small extent</td>
</tr>
<tr>
<td>No extent</td>
</tr>
</tbody>
</table>

0 5 10 15 20 25 30 35 40 45
4.6.2 Promotions Given on Merit

The study sought to determine whether the promotions were given on merit. The results show that 57% of the respondents indicated that the promotion was not on merit while according to 43% of the respondents, the promotion was on merit.

Asked to explain their answers, the respondents indicated that there are many instances when they have been bypassed despite their qualification and the promotion given to a man just because they are women and the position is perceived to be better held by a man. The respondents also indicated that the men are more favored for promotion than the ladies which they said was demoralizing. The study results however revealed that respondents explained that the promotion was by merit as they qualified and were given the promotions.

Figure 4.13: Promotions Given on Merit
4.6.2 Organizational Setup Influenced Career Advancement

The respondents were asked to indicate whether the organizational setup had influenced their career advancement. The findings show that 52% of the respondents indicated that the organizational setup has not influenced their career advancement. The study also show that 48% of the respondents indicated that indeed the organizational setup had influenced their career advancement.

Figure 4.14: Organizational Setup Influenced Career Advancement
CHAPTER FIVE
SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings of the study pertaining to data pertaining to the establishment effect of cash management practices on short term and long term investment of church funds, determine how financial planning practices enhance balance between the income and expenditure of church funds and explore the effect of financial analysis practices on sound investment decisions of church fund. Conclusions based on the findings are then made and thereafter recommendations for management and suggestion for future study are presented.

5.2 Summary of Findings

The study established that most of the respondents indicated that the societies’ perception of them as career women was encouraging while 24% indicated that the perception was very positive. However, 33% of the respondents indicated that the society perception of them as career women was negative. The findings revealed that 39% of the respondents indicated that they are perceived to be home makers. The study further established that according to 47% of the respondents, the society perceive their role to be child rearing while 24% indicated that the women according to the society are to remain quit and not to be heard. The study findings showed that 66% of the respondents indicated that indeed the culture affected their career advancement. Respondents explained that despite the fact
that they are career women, they have to perform their roles which the society has given them and this has also affected their perception as they feel that their attention is divided between career and the perceived roles.

The study established that majority of the respondents (71%) indicated that indeed they have received discrimination because they were women. Respondents explained that sometimes they were denied promotion where they deserved just because they were women. Respondents also explained that in many occasions their contributions have been ignored just because they were women. The study findings revealed that 57% of the respondents indicated that they were respected as career women by their male colleagues. The study however show that 43% of the respondents indicated that they did not receive any respect as career women from their male colleagues. The respondents explained that in most cases they have to fight hard to earn the respect of their male colleagues by making sure that they outperformed them. Respondents also indicated that in most occasions, they have sought the intervention of the school administration so force the male colleagues to respect them. According to 33% of the respondents, their studies were related to women only to a moderate extent while 24% of the respondents had their studies related to women only to a small extent. The respondents explained that there were some department which even though they as women have proved that they are capable of heading are never given to them but to their male counterparts.

The established that 20% of the respondents never share the house chore duties with their husbands while 37% shared the house chores with their husbands only to small extent.
The study revealed that majority of the respondents (82%) indicated that family issues
affected their performance as teachers. Respondents explained that in most instances
their performance is interrupted either when they have to absent themselves from duties
to take a sick child to the hospital. Respondents further explained that sometimes when
they do not have someone to take care of their small babies, they are forced to seek
permission to remain at home and look at the baby. The study findings showed that 50%
of the respondents indicated that the family issues influenced their career advancement in
the profession to a large extent. Respondents explained that most of the time they find
themselves away from their places of work attending to family matters which has made
them not to seek to advance their careers.

The study established that 63% of the respondents’ efforts were recognized by the school
just the same as men. The results further revealed that 57% of the respondents indicated
that the promotion was not on merit. However, 43% of the respondents indicated that the
promotion was on merit. Respondents explained that there are many instances when they
have been bypassed despite their qualification and the promotion given to a man just
because they are women and the position is perceived to be better held by a man. The
respondents also indicated that the men are more favored for promotion than the ladies
which they said was demoralizing. The findings revealed that 52% of the respondents
indicated that the organizational setup has not influenced their career advancement. The
study also showed that 48% of the respondents indicated that indeed the organizational
setup had influenced their career advancement.
5.3 Conclusion

The study established that the even though the perception of the society about the career women being positive, the women are still perceived as home makers who should be there at home to take care of the children which influenced their career advancement. The study therefore concludes that culture has a negative influence on the career advancement of the women.

The study further established that despite some female teachers showing ability to outperform their male counterparts, the male teachers were favored in some instances for promotions just because they are men and because the position cannot be given to a woman. The study therefore concludes that stereotype had negatively influenced the career advancement of the women.

The study also established that the familial factors like the house chore duties affected the female teachers’ career performance as they missed to report to duty on many occasions, reported late for work as they have to leave the house in order. The study therefore concludes that familial factors affected the female secondary teachers’ career advancement.

Finally, the study established that despite the female teachers efforts being recognized by the school, their were largely bypassed during promotions despite their qualifications. The study therefore concludes that the organizational setup influenced the female teachers career advancement.
5.4 Recommendations

The study established that culture influenced the female secondary school teachers’ career advancement. The study therefore recommends that the government should make policies aimed at empowering career women so as to making them as equally important as men.

The study further established that stereotyping negatively influenced the female teachers career advancement. The study recommends that more policies that will eliminate such connotations as home maker illegal should be enforced and more women encouraged to advance their careers.

The study also established that familial factors influenced the female career advancement. The study recommends that the communities should sensitized on the need to see career women just as able as men and the house chore duties should be for everyone and not left to the woman.

The study finally established that the organizational setup negatively affected the female teachers’ career advancement. The study recommends that all the teachers should be regarded as equal regardless of their gender and their efforts and qualifications recognized equally.

5.5 Suggestions for Future Research

This study was only done on secondary schools in Masinga District Macakos County only. The study therefore suggests that similar studies be carried out in learning
institutions across the country with an aim establishing the factors affecting career advancement of female teachers.
REFERENCES


Astin, H.S. (1984), The meaning of work in women’s lives: A social psychological model of career choice and work behaviour, Counselling psychologist, 12:117-126


APPENDICES

APPENDIX I: QUESTIONNAIRE

This survey is designed to understand the determinants of career advancement among secondary school female teachers in Masinga District. The results will use to find out the determinants of female teachers career advancement so that recommendations can be developed for action by the relevant authorities.

Your confidentiality

All survey responses will be treated with absolute confidentiality. All responses will be compiled into a database that will be operated by me alone. The results presented will be a result based on collective sorted answers but not individual responses.

The organization of survey

The survey is organized in the following sections:

The general section (A) seeks general information about the respondent

Section B seeks information of effect of culture on career advancement

Section C: Information on stereotype

Section D: Information on familial factors

Section E: Information of organizational setup

Thank you in advance

Yours sincerely

Charles Kioko Nzioka
PART A: GENERAL

1. Name (optional)_____________________________________

2. Age bracket
   Less than 25 years ( )
   25 – 30 years ( )
   31 – 40 years ( )
   41 – 50 years ( )
   Over 50 years ( )

3. Marital Status
   Single ( )
   Married ( )
   Others (specify)_________

4. How long have you been teaching?
   Less than 5 years ( )
   5 – 10 years ( )
   11 – 15 years ( )
   15 – 20 years ( )
   Over 20 years ( )

5. When was the last time you received a promotion?
   Less than 3 years ago
   3 – 5 years ago ( )
   5 – 10 years ago ( )
   Over 10 years ago ( )

6. Have you received promotion since you joined your current school
   Yes ( )
   No ( )

7. If yes what position?
   ______________________________________________________
   ______________________________________________________

PART B: CULTURE

8. How does the society perceive you as a career woman?
   Very positive ( )
   Encouraging ( )
   Negative ( )

9. If negative, what does the society perceive you to be your role?
   Taking care of the home ( )
   Child rearing ( )
   Others (specify)______________________________________
10. Have these affected your career advancement as a teacher?

   Yes (   )   No (   )

11. Explain your answer__________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

12. In your opinion, explain how culture has influenced your career advancement?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

PART C: STERIOTYPE

13. a) Have you ever been discriminated because you are a woman?

   Yes (   )   No (   )

   b) Explain your answer?______________________________________________

     ________________________________________________________________

14. Are you respected as a career woman by your male colleagues?

   Yes (   )   No (   )

15. If no, how have you managed the situation?_______________________________

     ________________________________________________________________

16. To what extent are your duties in school related to a woman?

     No extent (   )   Small extent (   )   Moderate extent (   )

     Large extent (   )   Very large extent (   )

17. Explain how stereotyping in your school has influenced your career advancement

   ambitions?__________________________________________________________
PART D: FAMILIAL FACTORS

18. To what extent do you share house chore duties such as taking care of children and cooking in your family with husband?

   No extent ( )  Small extent ( )  Moderate extent ( )

   Large extent ( )  Very large extent ( )

19. a) Does family issues like taking care of children influence your performance as a teacher?  Yes ( )  No ( )

   b) Explain your answer?______________________________________________________________

20. To what extent has family issues influenced your career advancement in your profession?

   No extent ( )  Small extent ( )  Moderate extent ( )

   Large extent ( )  Very large extent ( )

21. In your opinion how have the familial factors influenced your career advancement?______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

PART E: ORGANIZATIONAL SETUP

22. To what extent does the school recognize the efforts of female teachers same as those of men?

   No extent ( )  Small extent ( )  Moderate extent ( )

   Large extent ( )  Very large extent ( )
23. a) Are the promotions given on merit?  
   Yes ( )  No ( )

   b) Explain your answer______________________________________________

24. Has the organizational setup influenced your career advancement  
   Yes ( )  No ( )

25. In your opinion, state how the organizational setup has influenced your career advancement_______________________________________________________

   ____________________________________________________________________

   ____________________________________________________________________

   ____________________________________________________________________
# APPENDIX II: LIST OF SCHOOLS IN MACHAKOS COUNTY

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Code</th>
<th>Location</th>
<th>Code CHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EENDEI</td>
<td>81</td>
<td>KIKUYUNI</td>
<td>161</td>
</tr>
<tr>
<td>2</td>
<td>EKALAKALA</td>
<td>82</td>
<td>GOOD HOPE KILAATU</td>
<td>162</td>
</tr>
<tr>
<td>3</td>
<td>IELANTHI</td>
<td>83</td>
<td>KINAKA</td>
<td>163</td>
</tr>
<tr>
<td>4</td>
<td>IIANI</td>
<td>84</td>
<td>KAVINGO</td>
<td>164</td>
</tr>
<tr>
<td>5</td>
<td>IKAAATINI</td>
<td>85</td>
<td>KAMBI</td>
<td>165</td>
</tr>
<tr>
<td>6</td>
<td>ISYUKONI</td>
<td>86</td>
<td>MATHINGAU</td>
<td>166</td>
</tr>
<tr>
<td>7</td>
<td>IUUMA</td>
<td>87</td>
<td>ST. MARTIN KATANGI</td>
<td>167</td>
</tr>
<tr>
<td>8</td>
<td>KAewing</td>
<td>88</td>
<td>KWA MWATU</td>
<td>168</td>
</tr>
<tr>
<td>9</td>
<td>KAKUKU</td>
<td>89</td>
<td>MUKALALA</td>
<td>169</td>
</tr>
<tr>
<td>10</td>
<td>KAMUNYU</td>
<td>90</td>
<td>MWABATHAANA</td>
<td>170</td>
</tr>
<tr>
<td>11</td>
<td>KANGONDE</td>
<td>91</td>
<td>NDALANI</td>
<td>171</td>
</tr>
<tr>
<td>12</td>
<td>KASEVE</td>
<td>92</td>
<td>IVIANI</td>
<td>172</td>
</tr>
<tr>
<td>13</td>
<td>KASUVILO</td>
<td>93</td>
<td>AIC MUISUNI</td>
<td>173</td>
</tr>
<tr>
<td>14</td>
<td>KATANGANI</td>
<td>94</td>
<td>IMILINI</td>
<td>174</td>
</tr>
<tr>
<td>15</td>
<td>KATHINI</td>
<td>95</td>
<td>KAKUYUNI</td>
<td>175</td>
</tr>
<tr>
<td>16</td>
<td>KATHUI</td>
<td>96</td>
<td>KAMANZI</td>
<td>176</td>
</tr>
<tr>
<td>17</td>
<td>KATHUKINI</td>
<td>97</td>
<td>KANGUNDO DEB</td>
<td>177</td>
</tr>
<tr>
<td>18</td>
<td>KIATINENI</td>
<td>98</td>
<td>KANGUNDO HIGH</td>
<td>178</td>
</tr>
<tr>
<td>19</td>
<td>KIKOMBA</td>
<td>99</td>
<td>KATHITHYAMAA</td>
<td>179</td>
</tr>
<tr>
<td>20</td>
<td>KIKULE</td>
<td>100</td>
<td>KAVILINGUNI</td>
<td>180</td>
</tr>
<tr>
<td>21</td>
<td>KIKUMINI</td>
<td>101</td>
<td>KAWAUNI</td>
<td>181</td>
</tr>
<tr>
<td>22</td>
<td>KIONYWENI</td>
<td>102</td>
<td>KAWETHEI</td>
<td>182</td>
</tr>
<tr>
<td>23</td>
<td>KISEUNI</td>
<td>103</td>
<td>KIKAMBUANI</td>
<td>183</td>
</tr>
<tr>
<td>24</td>
<td>KITHONI</td>
<td>104</td>
<td>KITWII</td>
<td>184</td>
</tr>
<tr>
<td>25</td>
<td>KITHYOKO</td>
<td>105</td>
<td>KWAKATHULE</td>
<td>185</td>
</tr>
<tr>
<td>26</td>
<td>KITUNENI</td>
<td>106</td>
<td>KYEVALUKI</td>
<td>186</td>
</tr>
<tr>
<td>27</td>
<td>KIVAA</td>
<td>107</td>
<td>MANYATTA</td>
<td>187</td>
</tr>
<tr>
<td>28</td>
<td>KWAWANZILU</td>
<td>108</td>
<td>MATETANI</td>
<td>188</td>
</tr>
<tr>
<td>29</td>
<td>KYEETENI</td>
<td>109</td>
<td>MATUNGULU BOYS</td>
<td>189</td>
</tr>
<tr>
<td>30</td>
<td>KYONDONI</td>
<td>110</td>
<td>MBUSYANI</td>
<td>190</td>
</tr>
<tr>
<td>31</td>
<td>MANANJA</td>
<td>111</td>
<td>MISYANI GIRLS</td>
<td>191</td>
</tr>
<tr>
<td>32</td>
<td>MASINGA BOYS</td>
<td>112</td>
<td>MIU SEC</td>
<td>192</td>
</tr>
<tr>
<td>33</td>
<td>MASINGA GIRLS</td>
<td>113</td>
<td>MULINGANA</td>
<td>193</td>
</tr>
<tr>
<td>34</td>
<td>MATHAUTA</td>
<td>114</td>
<td>ST. MARY'S MUKUNIKE</td>
<td>194</td>
</tr>
<tr>
<td>35</td>
<td>MIKUYUNI</td>
<td>115</td>
<td>UNYUANI</td>
<td>195</td>
</tr>
<tr>
<td>36</td>
<td>MILAANI</td>
<td>116</td>
<td>MACHAKOS SCHOOL</td>
<td>196</td>
</tr>
<tr>
<td>37</td>
<td>MUKUSU</td>
<td>117</td>
<td>MUMBUNI BOYS</td>
<td>197</td>
</tr>
<tr>
<td>38</td>
<td>MURIFARM</td>
<td>118</td>
<td>NGELANI HIGH</td>
<td>198</td>
</tr>
<tr>
<td>39</td>
<td>MUSINGININ</td>
<td>119</td>
<td>MACHAKOS SCHOOL OF EX</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>School Name</td>
<td>Grade</td>
<td>Teacher Name</td>
<td>Grade</td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>-------</td>
<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td>40</td>
<td>MUSUMAA</td>
<td>120</td>
<td>MACHAKOS GIRLS</td>
<td>200</td>
</tr>
<tr>
<td>41</td>
<td>MUTWAMWAKI</td>
<td>121</td>
<td>MUMBUNI GIRLS</td>
<td>201</td>
</tr>
<tr>
<td>42</td>
<td>NDITHINI</td>
<td>122</td>
<td>AIC NYAYO GIRLS</td>
<td>202</td>
</tr>
<tr>
<td>43</td>
<td>NGUKEMWE</td>
<td>123</td>
<td>MUA GIRLS</td>
<td>203</td>
</tr>
<tr>
<td>44</td>
<td>NZUKINI</td>
<td>124</td>
<td>MASHAN GIRLS</td>
<td>204</td>
</tr>
<tr>
<td>45</td>
<td>ST. JOHN</td>
<td>125</td>
<td>MIKUINI</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>TANA BRIDGE</td>
<td>126</td>
<td>MUVUTI</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>THATHA</td>
<td>127</td>
<td>KITONYININI</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>ULUTYA</td>
<td>128</td>
<td>MANGA'UNI</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>WAMBOO</td>
<td>129</td>
<td>KONZA</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>KATANGI</td>
<td>130</td>
<td>KATOLONI</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>KILANGO</td>
<td>131</td>
<td>MBULUNI</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>KALULUINI</td>
<td>132</td>
<td>KALAMA</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>KAUMONI</td>
<td>133</td>
<td>MUUMANDU</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>MAKIVENZI</td>
<td>134</td>
<td>MBUANI</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>KITHEUNI</td>
<td>135</td>
<td>KYANGALA</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>MAIUNI</td>
<td>136</td>
<td>IYUNI</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>KYASIONI</td>
<td>137</td>
<td>MUINDI MBINGU</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>KITHIMANI</td>
<td>138</td>
<td>NGOMENI</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>IKOMBE</td>
<td>139</td>
<td>KYAMBUKO</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>FR. MAKEWA</td>
<td>140</td>
<td>KWATHANZE</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>ST. MARY'S</td>
<td>141</td>
<td>KYANGULI</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>MAVOLONI</td>
<td>142</td>
<td>KATUMANI</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>MBEMBANI</td>
<td>143</td>
<td>KIMUTWA</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>TING'ANG'A</td>
<td>144</td>
<td>KISEVENI</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>KALUKUNI</td>
<td>145</td>
<td>KAMWELENI</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>MATANGINI</td>
<td>146</td>
<td>AIC MBEMBANI</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>KIVANDINI</td>
<td>147</td>
<td>KYENI BAPTIST</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>YUMBUNI</td>
<td>148</td>
<td>AIC KIIMA KIMWE</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>SYOKISINGA</td>
<td>149</td>
<td>KIUU</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>B. MUTUA</td>
<td>150</td>
<td>MIWANI</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>KYUA</td>
<td>151</td>
<td>KIKUMBO</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>KIVINGONI</td>
<td>152</td>
<td>KITUGU</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>MEMORIAL</td>
<td>153</td>
<td>ABC KANYONGO</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>NGUMBULU</td>
<td>154</td>
<td>KINOI</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>KIKESA</td>
<td>155</td>
<td>KYANDILI</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>KIWANZA</td>
<td>156</td>
<td>KATANGA</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>KITHENDU</td>
<td>157</td>
<td>KUSYOMUOMO</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>MEKILINGI</td>
<td>158</td>
<td>KAMUTHANGA</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>MAMBA</td>
<td>159</td>
<td>MACHAKOS BAPTIST</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>KALIANI</td>
<td>160</td>
<td>KITEINI</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX V: TIME SCHEDULE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time frame in months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>April - June</td>
</tr>
<tr>
<td>1  Writing of the proposal in consultation with supervisors</td>
<td>July</td>
</tr>
<tr>
<td>2  Defense of the proposal and amending suggested areas</td>
<td>Sept</td>
</tr>
<tr>
<td>4  Preparation of research instruments, reconnaissance visits and piloting</td>
<td>Sept</td>
</tr>
<tr>
<td>5  Administration of instruments, collection of data, assembling of completed research instruments, organization of data and analyzing.</td>
<td>Sept</td>
</tr>
<tr>
<td>6  Writing of Project Report</td>
<td>Oct</td>
</tr>
<tr>
<td>7  Submission of Project, making of amendments and submission of final project report.</td>
<td>Oct</td>
</tr>
</tbody>
</table>
## APPENDIX VI: BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Stationery</td>
<td>5,300/=</td>
</tr>
<tr>
<td>2) Secretarial services</td>
<td>4,500/=</td>
</tr>
<tr>
<td>3) Traveling Expenses</td>
<td>11,000/=</td>
</tr>
<tr>
<td>4) Binding Services</td>
<td>1,500/=</td>
</tr>
<tr>
<td>5) Computer Services</td>
<td>4,000/=</td>
</tr>
<tr>
<td>6) Research Assistance</td>
<td>7,500/=</td>
</tr>
<tr>
<td>6) Data analysis</td>
<td>10,000/=</td>
</tr>
<tr>
<td>7) Miscellaneous</td>
<td>7,000/=</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>50,800/=</strong></td>
</tr>
</tbody>
</table>