DECLARATION BY CANDIDATE
This is my original work and has not been submitted for a degree in any other university.

GLADYS KEMUNTO ONYANCHA........................................ Date 20/9/2009
(E55/10557/04)

DECLARATION BY SUPERVISOR
This project has been submitted to the School of Graduate Studies of Kenyatta University with approval of supervisors:

Dr. Norbert Ogeta..................................................... Date 11/10/09
LECTURER,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
PLANNING AND CURRICULUM DEVELOPMENT.
KENYATTA UNIVERSITY.
DEDICATION

To my parents who sacrificed beyond measure to have me educated and become a professional woman.

To my husband Dr. Mincha Bw’Onchieku and my beloved children Sam, Mark, Grace and Agnes who endured my long absence during the school holidays without complaining.
ACKNOWLEDGMENTS

I am indebted to the Almighty Father for His grace, mercy and provision without which I may not have made it. I wish to most sincerely thank Dr. Ogeta for being extremely understanding, cooperative and resourceful. His critical and positive critique of my drafts and constant reassurance provided me with the impetus to complete my project.

The chairman and all lecturers in the Department of Educational Administration planning and curriculum development deserve special appreciation for their encouragement, time and advice. In a special way, I wish to thank the members of staff and students of Naivasha Mixed Secondary School for being quite understanding and making it possible for me to study and work at the same time.

My sincere gratitude to my husband Dr. Mincha and Sister Jael for their patience and understanding as they diligently typed and retyped this work throughout my study. I also want to thank all my friends and well-wishers who were a constant source of encouragement and assistance throughout my study.

Last but not least, I deeply appreciate the understanding and love of the entire family members for their constant prayers and encouragement.
ABSTRACT
The purpose of this study was to establish gender disparity and status of women in leadership positions in primary and secondary schools in Naivasha Division, Naivasha District; and identify factors contributing to disparity in these positions. Descriptive survey research design was adopted because it involves collecting data in order to answer questions raised and possible solutions to constraints. This design would also help gather facts and precise information concerning the current situation. The sample size was randomly selected from a population of 100 primary and secondary schools within Naivasha division, out of which 15 primary and 15 secondary schools were used for the study. A total of 30 headteachers and 60 deputies were targeted of which at least one third were female teachers. From each school sampled, one headteacher and four assistant teachers were selected to give a sample size that is statistically representative. Interview schedules were also administered to selected male and female educational managers and leaders at Naivasha educational offices, who were systematically and randomly selected. Research instruments used included questionnaires for headteachers and assistant teachers, which consisted of open and closed ended questions. The closed ended questions were to measure the objective responses while the open ended questions measured subjective responses. The questionnaires were designed such that Part 1 contained questions on social demographic while Part 2 contained questions on employment, experience and qualifications. A pilot study was conducted in two schools in the district to measure the validity and reliability of the research instruments. Data collected was presented and analysed using qualitative and quantitative techniques whereby quantitative data was analysed in narrative form while qualitative data was analysed using descriptive statistics. Statistical Package for Social Sciences (SPSS) tool was used to analyse data. The study found that there is gender disparity; accessing opportunities was in favour of male teachers in rising to positions of leadership. Recruitment, deployment, promotion and transfer of teachers did not follow laid down procedures. It was also realized that women were not easily appointed to positions of leadership and responsibility where they would be role models for girls. Major stakeholders in the education sector were not doing enough to reduce gender biases and gaps which could lead to women pursuing higher education to enable them rise to positions of leadership. In conclusion female teachers encountered difficulties rising to leadership and administrative positions due to prejudice, harassment, discrimination, abuse, isolation and lack of respect and corruption; training on managerial skills would help solve the administrative problems women face such as lack of confidence and assertiveness. Women should be encouraged to apply for leadership positions whenever opportunities arise and girls to take careers thought to be for boys in order to get avenues to leadership and administrative positions.
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Acronyms

SMC – School Management Committee
PA – Parent Association
SMT – Science, Mathematics and Technical subjects
KNEC – Kenya National Examinations Council
MOEST – Ministry of Education, Science and Technology
UNESCO – United Nations Educational, Scientific and Cultural Organization
CHAPTER I

1.0 INTRODUCTION
This section presents background to the study, statement to the problem, purpose of the study, objectives, research questions, delimitation and limitation of the study, assumptions, theoretical and conceptual frameworks, definition of operational terms and organization of the rest of the study.

1.1 Background to the Study
According to Gove (1986), the term gender is derived from a Latin noun, “Genus”, meaning kind, sort or group. It was until recently used to refer to classes or kinds of entities. The meaning of gender changed in the 1970s to include a classification of social and cultural traits that differentiated between masculine and feminine characteristics.

Jary and Jary (1995) define gender as the social and socio-psychological attributes by which human beings are categorized as masculine, feminine or androgynous which is the intentional or unintentional combination of socio-psychological characteristics of gender. Thomas (1995) also defined gender as the behavioral and psychological traits considered appropriate for females and males. It refers to a set of meanings, roles and expectations that society ascribes to each sex. Sex is different from gender. It is biologically determined while gender is culturally determined. Gender can be different from particular society to another or from community to community.

Tiehman and Evants (1991) attempt to differentiate between sex and gender by noting that the sex difference is found in nature but its importance is confined to the main context of reproduction and sexual love. On the other hand, gender is not a fact of nature at all. It is made up of a collection of laws, customs, psychological theories and methods of bringing up children, recommendations rules and etiquettes.

Gender stereotyping is related to sexism. This is the belief that one sex is by nature superior to the other. The long history of male economic and political dominance has resulted in the belief that men possess natural qualities that make them superior to
women. This view in turn has been used as a justification for continued male dominance. It was believed that women are emotionally, intellectually and physically incapable of occupying positions of power and thus as inferior. Women who accepted this stereotyping were discouraged from pursuing careers traditionally dominated by males. Consequently, women in positions of power remained too small to provide them with any power base that could lead to increased access for all women.

Gender disparity therefore refers to differences in male and female status, access to services and resources often institutionalized through social customs. Gender disparity is the opposite of gender equality, which refers to equal sharing of power and status between males and females. Gender equality is the same as gender equity, which refers to fair distribution of resources and benefits between females and males.

The term administration as used by Fayol (1983) means management, which is the process of designing, developing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals. According to Okumbe (1998), administration is used to refer to the process of acquiring and allocating resources for the achievement of predetermined educational goals. Educational administrators are, therefore policy executors while educational administration is part of educational management.

In order to perform its role effectively and efficiently, a school, defined by Okumbe (1998) as an educational system, must be able to afford foresighted educational leadership which is based on sound management principles and techniques. For effective administration, school headteachers should have leadership qualities. This is because the headteacher is charged with main educational management responsibilities, such as formulation of educational goals, procurement of necessary resources, organization and co-ordination of activities, influencing and stimulating human resources, integrating and evaluation of school activities.
Katz and Kahn (1978) defined leadership as the influential increment over and above mechanical compliance with routine directives of an organization. Leadership is seen as a process whereby one person influences others to do something on their own volition, not because it is required or due to fear of the consequences of non-compliance. Leadership is thus a process of encouraging and helping others to work enthusiastically towards objectives. Educational leaders should therefore possess conceptual, human relations and technical skills which are essential in educational management.

Okumbe (1998) reports that leadership talents that would facilitate organizational effectiveness are important for educational managers. In leadership training, attempts are made to develop individuals such as headteachers, principals, supervisors and other people in leadership positions to their fullest potential through a variety of training techniques. These training techniques should include general management skills programmes, human relations training, problem solving, decision making programmes and a variety of specialized programmes.

Ernest (2003) found that participation of women in management and leadership especially at senior management positions has been a worldwide concern. This is because of the gender gap that has existed in management and leadership in relation to opportunities. Historically women have been under-represented in the man's world of power, leadership and business.

According to Otieno (2001), in 1991 the United Nations Organization found that women were poorly represented in the ranks of power, policy and decision making. Women at this time made up less than five percent of the world's heads of state, heads of major corporations and top positions in international organizations. Over a decade down the line, the situation seems not to have improved much. For example, according to women's learning partnership (2004), out of over 180 countries of the world, only 12 are headed by women. This constitutes less than one percent of heads of state. The report further adds that only 15.4 % of members of national parliaments worldwide are women and that only
7% of the world's total cabinet ministers are concentrated in the social areas where they constitute 14%.

The picture is not any different in the world governing bodies. For example, in the UNO, women hold 9% of the top management jobs and 21% of senior management positions (women learning partnership, 2004). Overall women's representation in managerial and administrative posts is around 33% in the developed world, 15% in Africa and 13% in Asia and the pacific.

The World population prospectus (2002) reveals that the world population as at the year 2000 stood at 6,070,581,000 of which 3,016,340,000 were female. This translates into 49.68% of the world population being female. With this under-representation of women in positions of power, policy and decision making, when they constitute about half of world population, gives a number of implications. Basil (1972), Fenn (1978) and Wood (1997), proposed that women constitute the greatest untapped source of managerial, professional and technical talents in the economy. If women had equal chances to top positions, society would be better off in terms of selection of the most talented people, as well as more responsive and legitimate governance (Livingstone, 2004). It is still the case that the closer to the top, the greater the under-representation of women.

The picture is not any different when viewed from the world of business management. Ragins et al (2003), outlines that of the most highly compensated corporate executives in Fortune 500 Companies, only 2% are women and only 0.4% of Fortune 1000 Chief executive Officers' positions are held by women.

Generally, women's representation globally in legal affairs is 9.4%, 4.1% in economic affairs, 3.4% in political affairs and 3.9% in executive positions (Women learning Partnership, 2004). It is evident that women are not just left behind in political, economic and top management positions, they are long way behind.
At primary school level within Europe, the percentage female school teachers ranged from 80% in the UK to just under 50% in Germany. However in the UK women occupied just 40% of primary school headship. In Denmark women constituted 57% of primary school teachers but only 1% of principals are women. In Netherlands, OECD in Riley (1994), 65% of primary teaching force was female but only 12% of principals are female.

At secondary level women constituted about 50% of teaching force except in the Netherlands where they form 27%. Again they are substantially under-represented as principals. The percentage of women secondary headteachers ranged from 4% in Netherlands to 3.5% in Greece (ibid).

According to Riley (1994), higher education remains entirely a male preserve; a survey of 11 institutions in the old university sector in the UK carried out in 1993 found that although women made up about 50% of student population, and over 115 of the total academic workforce, only 4.9% of the professors were women. This points to gender disparity in favour of males at the decision making levels in management.

According to Statt (1994) participation was a term used to describe involvement of people in the performance of the organizations they worked for. The Commonwealth Secretariat (Reardon, 1994) defined participation as involvement of individuals and groups in policy and decision making which affected them directly, making bureaucracy responsive to their needs thereby improving the quality of policy. Participation of women in educational management therefore entails effective involvement of female in the process of deciding the goals of education, how these would be achieved as well as the extent of involvement in the implementation of plan of action.

In the African perspective, leadership is the preserve of men. Women are equated to children and should therefore be told what to do. They are mainly viewed as second best. This is mainly because as wives they do not actually originally belong to that community and as daughters, they will leave their immediate environment and join another. Women are therefore regarded by members of their community as foreigners. In Kenya, the
majority of voters are women but have internalized the concept that women cannot lead. They therefore vote for male candidates. Various concerns have been raised to disqualify women as leaders. Among them are that unlike men, women cannot be trusted to keep secrets as they talk too much. They are also considered cowards and moody, factors that go against leadership.

Women leaders like their male counterparts need to be effective leaders, despite the various challenges they face. AlKhalya (1989) points out that a woman in a managerial post in a male dominated area is perceived as an intruder and is also exposed and vulnerable to challenges regarding her working styles and leadership qualities. In her study on factors affecting women’s progress in management, Al Khalya (1989) found out that women are affected by negative social and cultural attitudes. She found out that majority of employees in Universities of Nairobi and Kenyatta agreed that cultural attitudes affect women’s progress in management and leadership. Tim Ondicho (1999) in his study on battered women, also concluded that the hierarchical power structure of the family prevails; that women should be dominated and authority dominated by men or else the women face physical force.

Kimemia (1992) found that educational management and leadership in Kenya was carried out at 3 levels, namely national, regional and local or school level. Kenya,s current educational system, 8.4.4 is divided into primary, secondary and tertiary levels. Educational management and leadership at these levels were carried out by teachers, headteachers, principals, institutional Boards of Governors, School Committees and the Parents Teachers Associations Committee members in primary, secondary and other tertiary institutions except the university.

According to (Republic of Kenya (2003a; 2004a), there were 19,124 primary schools out of which 17,683 were public and 1441 were private in 2003. There were a total of 178,622 teachers in all primary schools of which 73,972 were women which constituted 41.4% of total teaching force in primary education. There were also 3,667 secondary schools in 2003, of which 3,247 and 420 were public and private respectively. There
were a total of 46,445 teachers in secondary, of which 16,328 or 35% were women. From the figures, it was evident that there were more women eligible for leadership and management positions although they were under-represented as headteachers. For instance in public secondary schools, female headteachers represented 17%. According to TSC databank 2001 the female headteacher representation was 11.1% and 20.3% in primary and secondary schools respectively.

The glaring female under-representation in the management and leadership positions was a major concern that provoked the researcher into carrying out a study on gender disparity in school administration and leadership.

1.2 STATEMENT OF THE PROBLEM

In spite of the Government’s efforts to create gender parity and equity in society, gender disparity in educational leadership continues to persist. The long history of male economic and political dominance has resulted in the belief that men possess natural qualities that make them superior to women.

Most societies have made attempts to suppress women in various social, economic, cultural and political environments. There are various episodes of gender discrimination and violence. There is glaring female discrimination in employment, promotion, education and deployment. Women are not deployed in “risky” areas for they are seen as liabilities. Cultural practices such as female genital mutilation (FGM) and marrying off girls at a tender age are manifestations of discrimination and violence against women. Harassment in dressing where women are not free to move and dress freely, the change of a woman’s surname after marriage are evidence of gender disparity.

In many societies the forces on gender as an aspect of social problems of equality and opportunities have been minimal or non-existent. Many factors hinder women in rising to leadership positions. Such factors include lack of differentiation between gender and sex, traditional beliefs, confusion on the intelligence of women, reinforcement of differences between men and women.
1.3 PURPOSE OF THE STUDY
The purpose of the study is to establish the status of women in leadership positions in primary and secondary schools, identity factors contributing to scarcity of women in these positions and challenges of those women in leadership positions in Nakuru district.

1.4 OBJECTIVES OF THE STUDY
(i) Gender disparity in school administration and leadership
(ii) To analyse the status of women in secondary school administration in Naivasha division, Naivasha district
(iii) To analyse factors affecting women leadership and management positions
(iv) To establish challenges facing women in leadership and management positions

1.5 RESEARCH QUESTIONS
On the basis of the objectives already outlined, the research questions formulated are:
(i) What is the proportion of women in educational administration positions and at what hierarchy of administration are these women in?
(ii) What are the factors that hinder women from ascending into higher positions in management and administration at school level?
(iii) What are the leadership problems encountered by women headteachers?

1.6 SIGNIFICANCE OF THE STUDY
The findings of this study would be beneficial to policy makers and stakeholders at various levels of society to ensure gender parity in the distribution of administration and leadership positions in schools for maximum productivity. They would also benefit female students in various educational institutions as they would be made aware of the problems that prevent them from progressing into leadership positions and how best to counter these problems.
1.7 LIMITATIONS OF THE STUDY
Finances may be a limiting factor since the researcher would need money for research instruments, moving from one educational institution to another and related educational offices. The study is limited to only one district. For more conclusive result, all public schools should have been studied. However, this is not possible due to time limit and other logistical constraints such as terrain and accessibility of some schools within the district. Lack of co-operation by some collaborating institutions especially in cases where headteachers are predominantly men might also be a disadvantage.

1.8 DELIMITATION OF THE STUDY
The study would seek to make the research manageable by limiting the area of the study to Nakuru public and private primary and secondary schools. The study would also dwell on the representation of women headteachers and deputies in selected schools. The female headteachers to be included in the sample would be those in session in the respective institutions by the time of the study. Those absent or those who had gone on maternity leave would not be included even though they would have had important inputs. Finally there are several other factors hindering women to leadership positions in schools but this study would only focus on the social, cultural, political and economic factors.

1.9 BASIC ASSUMPTIONS OF THE STUDY
It is assumed that there exists a gap that the study sets out to investigate in that there are more male headteachers in public secondary schools than female in Naivasha district. There being disparity in the numbers the researcher sets out to find reasons, causes and factors with a view of recommending solutions that would lead to solving this disparity.

1.10 THEORETICAL FRAMEWORK
The study will be based on three theories; Conflict theory which holds that gender roles are a reflection of male dominance through their control of of economic and political spheres of society. Male have been able to establish laws and customs that protect their dominant positions. In so doing men have reduced chances for women’s access to
positions of authority and power. However, in recognition of importance of gender equity and equality in administration and leadership the Kenya Government has developed strategies and implemented a variety of initiatives to address gender disparity in administration and leadership. The Government had ratified many International protocols and conventions which promotes gender equality. These included Convention on Elimination of All forms of Discrimination against Women (CEDAW) and CRC among others. The Government had also set-up a Ministry of Gender, Sports, Culture and Social Services, and a Gender Commission. Other initiatives of gender parity are based on recruitment and deployment of teachers and managers.

Functionalist theorists on the other hand views women as being disadvantaged only because they are required to play certain roles that ensure the smooth functioning of society. They argue that the primary role of women is that of being mothers and housewives. Due to this, the position of women in the labour market is weakened compared to that of men. Haralambos and Holborn (1990), found that women are also not as geographically mobile as men since they tend to be tied to homes while career advancement usually requires residential mobility which men easily execute.

The Government of Kenya was concerned over disparities in the labour market and therefore the NARC manifesto had put a minimum of 33% representation of women in all sectors, particularly in decision making positions. It was envisaged that full equality would be eventually achieved as stipulated in the international goals, protocols and conventions. The MOEST for example was committed to instituting gender-responsive management and governance structures in the education sector, including university councils, commission of higher education, BOGs in colleges and secondary schools and in appointment of school committees. The commitment is evident by recruitment of female Vice Chancellor in Kenyatta University. Top level governance of private universities is more gender responsive. Daystar university had a female chancellor while Africa Nazarene university, Keriri and USIU had female chancellors.
One of the policy statements of the Government was to strengthen modalities for gender balanced appointment of headteachers and deputies, and designed a framework for support of women development and participation particularly in leadership positions, politics, science and economics.

The Government was committed to achieving social equality especially in gender equality and equity. That was why they established institutional structures such as gender commission, national taskforce on girls education and a gender desk at MOEST as an indicator for commitment.

Similarly, according to Marxist theory adopted by Fredrick Engels (1972), the acquisition of private property is the root cause of gender inequality. He states that in communal societies, long ago men and women were equal because there was no private property. All major means of production were communally owned. Engels argues that at some historical point men began to acquire property, turning it into private property. Women became dependent on men for survival in exchange for sex and creation of heirs to men’s property. From then onwards, men have elaborated their control over women in all spheres of life. To him, the source of men’s power over women is male ownership of the means of production. Until property relations are changed, women would always hold an inferior position to men. To increase participation and attain gender equity and equality in acquisition of private property and ownership of means of production, the strategy of strengthening existing institutional structures for gender mainstreaming including making available necessary resources and assigning responsibility and accountability.

The Government had participated in formulation of national development programmes and projects to ensure gender responsiveness. It had also mobilized resources for gender mainstreaming and supporting enactment of laws, policies, regulations and analyzing national budget for gender responsiveness.

Women oppression is also associated with the ownership of the means of production. Women must liberate themselves through economic empowerment. In Kenya economic
empowerment can be achieved through equalization of education. Women should aim and be encouraged to pursue education to higher levels.

1.11 CONCEPTUAL FRAMEWORK

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<td>• Formulation of educational goals</td>
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<td>• Procurement of necessary resources</td>
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<td>• Organization and co-ordination of activities</td>
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<td>• Influencing and stimulating human resources</td>
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<td>• Integrating and evaluation of school activities</td>
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Factors that hinder women into leadership positions

- Social barrier
- Resistance to change
- Level of education
- Gender socialization
- Others

Diagram 1. Conceptual framework

Source: Wanko, 2001

Wanko (2001) states that sex is a state of equality of either being male or female and to the biological and physiological features and differences that accompany being female and male. These features are genetic, universal and constant. They are natural and cannot change. The two sexes are therefore mutually exclusive.

At birth one is explicitly categorized into female or male. They are taught appropriate behaviour and social roles according to their sex, social expectations and cultural norms. This learnt behaviour is what makes gender identity and gender roles. In nearly all societies, female and male have different status and play different roles. There is male’s and female’s work and responsibilities. Male and female behave differently as they have different attitudes and interests, living different lives.
In many societies, male sex dominate and thus have greater access and control over scarce resources, wealth and power. Female sex is often relegated to subordinate positions, often powerless and dependent on males. But contrary to traditionally held beliefs and societal attitudes, gender roles and status are not genetically determined. They are concepts that people have acquired during normal interaction with others in the socialization process. These concepts of the self and society are the individual and social identity.

Gender conceptualization begins at home and within the family. The parents choose different items for different sex. The feelings about newborn child are different between boy and girl. The young infant is taught and learns the expected ways of behaviour. The child acts and conducts according to the expected norms of the sex. Different toys (dolls, cars, bicycles, aeroplane, piano) are bought accordingly. The manner and attitude considered appropriate or inappropriate for a boy or girl in and within the society such as the manner of dressing, talking and general behavioural code is imparted and inculcated in the individual from an early age. In this way children learn the sex and gender roles acceptable to the masculine. Acceptable behaviour and values according to their sex are enhanced, encouraged and admonished. It is here that a child is given a gender.

The school is an extension of the community of which it is part, a microcosm of the wider society. High value is placed in the school on attitudes, values and behaviour that are considered appropriate in the wider world. The school is also responsible for the cognitive development of the child. On entering school, children bring with them the gender self and societal identities already acquired. These are further reinforced in the school where the values and norms of the wider society are incorporated in the school culture and students adopt it.

Gender in education aims at achieving equity by addressing gender issues and concerns that affect the teaching and learning of girls and boys. Gender in education should enhance and promote gender equity and equality and practices that would lead to the
empowerment of all persons especially girls and women and other disadvantaged groups in society such as the handicapped.

Gender in educational institutions highlights major aspects of the educational process that have a direct impact on the gender initiative in educational administration, management and training. It affirms the need to accelerate the achievement and implementation of the education for girls. Such commitment must be coupled with enhanced understanding of gender issues such as they relate to educational institutions and the education process.

Figure 1 gives a summary of the conceptual framework on main functions of educational administration, styles of leadership and factors that hinder women into leadership positions.

1.12 Operational definition of terms

**Leadership style:** Refers to behaviour exhibited during supervision or when influencing others

**Participation:** Refers to involvement of individuals and groups in policy making and decisions which affect them directly

**Skill:** A learned response as a result of specific training, which affords someone the ability to perform a particular task and achieve a particular goal

**Educational administration:** Refers to a particular process of relating resources to objectives required in organization that exists explicitly to provide education

**Leadership:** The process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that binds a group together and motivates it towards goals by transforming the group’s potentials into reality

**Barrier:** Anything that prevents people from taking full participation in an activity
CHAPTER II: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will review literature which is related either directly or indirectly to the study. It will present a review of some of the literature under the following subheadings; The concept of leadership, women in educational institutions, factors hindering female access to leadership positions and the challenges facing female administrators.

2.2 The Concept of Leadership

Leadership is a very dynamic concept which has evolved continuously over time, making it notoriously slippery. According to Owns (1991), leadership has been defined by several authors making it one of the most discussed and debated concepts with over three hundred and fifty definitions.

Many authors have defined leadership, Okumbe (1999), Rauch and Belling (1984), Athur (1980) and Sttugdill (1950) as a process, an act or an ability of influencing the activities of an organized group in its efforts towards setting and achieving specified goals. It influences the behaviour, activities and efforts of individuals within an organized group with the aim of achieving common goals. Leadership also encourages and assists others to work enthusiastically towards set objectives of a group through the transformation or redirecting of both human and natural resources towards willing participants in any cooperative venture.

The activities, goals and mission of leadership as a concept are formulated, synthesized and implemented through the authority of an individual referred to as a leader, manager or counselor. A leader has several functions but the main core is to make environment conducive to work through:

- Understanding individual members or participants of a group
- Motivating members to work enthusiastically
- Co-ordinating activities of a group so that targets and standards set are achieved
- Inculcating a sense of creativity in employees to work as a team
A leader is a link-pin between the top management and the work group, counseling workers to minimize stress, eliminating any barriers towards effective performance and ensures that there is emotional stability within the work place. A leader is also endowed with power and authority over the rest of the workers, of which he/she should use in a manner that would stimulate positive response from subordinates and; depending on the situation a leader should use different types of power, e.g. reward power, coercive power, legitimate power or expert/professional power.

Sims and Lorenzi (1992) outlined the evolution of four leadership strategies that have been dominant in the history of the United States namely: the strong man leader culture, the transactor leadership model, the visionary hero leadership model, and the superleader model. On looking at the evolution of leadership strategies and their characteristics, it is evident that leadership is dynamic and that at any one time in history there was a prevailing leadership paradigm.

According to Sims and Lorenzi (1992), the strong type of leadership prevailed in the early decades of the 20th century. The leader in this time tended to be arbitrary and autocratic, with a clearly top-down leadership model, i.e. “do it the way I tell you to do it”. This means that the leader’s word was law, and subordinates’ point of view was never openly sought at all.

McGregor in Riley (1994) points out that Transactor leadership style emerged dominantly after the World War II. During this period, organizations were on the basis of goals and objectives formulated by the leader. There were contingent material rewards for those who were faithful and successful performers, and punishments for violators of laid down guidelines. The power of transactional leader was drawn from the organization itself and formal authority which the leader had through holding particular post in the organization.

Visionary hero type of leadership culture dominated the end of the 20th century. In this type of leadership the leader communicated his vision and the subordinates were simply
to fulfill the vision of the leader. He was the source of wisdom and direction, just like the transactional and strongman leadership styles.

Sims and Lorenzi (1992) proposed a super leadership model for the 21st century. They referred to it as the new leadership style. According to them, super leadership describes the process of leading others to lead themselves. It focuses on self management which culminates into self-leaders. The source of wisdom and direction is mostly followers, then the leader. As opposed to strongman where subordinates' response is fear, based on compliance, the sub-ordinate in super leadership style is commitment, based on ownership. When characterized according to a control dimension, one end of the continuum would be strongman leader representing the extreme internal control or employee empowerment. When characterized according to humanitarianism the strongman leader is not a humanitarian while the super leader is a very humanitarian approach.

Sims and Lorenzi (1992) summarize the managerial tasks of a superleader as: to empower workers to solve and make decisions on their own, to cultivate in workers a sense of pride in effective work behaviour, to view leadership as a process of creating an environment for self-management, to share the financial results of work success but to emphasize accomplishment, recognition and realization of potential. The task of management today is therefore concerned with internal co-operation than competition, more with listening than just talking and more with empowering than over-powering employees (Ibid--).

From findings by Sims and Lorenzi (1992) it can be concluded that leadership manifests itself in many different forms and styles depending on the type of leader, manager or counselor, the situation at hand and the nature of organization or group in which leadership is exercised, e.g. public institutions, Government parastatal, private company, self-help group etc. Some of the characteristics of this kind of leadership are:

- It is a personal quality of character and behaviour of men which enables him to exert personal influence on others
It helps others choose and attain specified goals to maximum satisfaction of both the leader and the led (follower).

In leadership, a leader is able to establish good relationship between individuals and a group around some common interest.

Leadership has ability to direct, guide and influence people to do their best for the attainment of set goals.

Leadership is visionary and mostly is the fountain of original ideas for the benefit of a group; it is creative with the power of self-drive towards goal achievement.

There are common approaches on the study of leadership, namely Trait Approach, Contingency approach, Path-Goal leadership approach and Situational leadership approach. The following is an analysis of each of these approaches.

The Trait Theory on leadership also known as The Great Man Theory by Mondy et al (1988) states that the evaluation and selection of leaders is based on the leader’s physical, mental and psychological characteristics. The basis of the Trait theory is on the assumptions that:

- All human beings are classified into either leaders or followers
- Leaders are born and not made

This theory pre-supposes that certain inborn traits are prerequisites to good leadership. This is enhanced by the Great theory by Thomas Carlyle (1980) in Hanson (1985), “Lectures on Heroes, Hero Worship and Heroic in History”. Thomas Carlyle quotes Shakespeare who said,

"Some leaders are born great, some achieve greatness and some have greatness thrust upon them. Some purchase it, win it by strength, force or nepotism, and a few marry into it”

It can be concluded form the above arguments that:

- Leaders are born and not made
Leadership can be acquired
Leaders are both born and made
Leaders can use their leadership qualities to the best of abilities to succeed in their mission

According to Ghiselli (1971), there are thirteen trait factors which are fundamental in leadership, six of which are the most significant, namely Supervisory ability, Need for occupational achievement, Intelligence, Decisiveness, Self-assurance and Initiative.

Supervisory ability refers to the ability of performing basic management functions including planning, influencing and controlling the work of others. Need for occupational achievement is the seeking of responsibility and a natural desire to success. Intelligence includes creativity and verbal ability as well as high judgement, reasoning and thinking capacity. Decisiveness includes the ability to make decisions and solve problems ably and competently. Self-assurance refers to the extent to which an individual views himself/herself as capable of coping with challenges and problems. Initiative is the ability to act independently and develop courses of action not readily apparent to other people, i.e self-starters capable of finding new ways of doing things.

Stogdil (1948) found that leaders have possession of such characteristics as capacity, i.e. the ability to hold intelligence, alertness, originality; achievement, in terms of scholarship and knowledgeability; responsibility, i.e. responsible person who can be depended upon in initiativeness, persistence, aggressiveness, self-confident and desirous to excel; participation in activities with high sociability, co-operation and adaptability factors; status, i.e. a position in which one finds himself, mental level, skills, status, needs and interest of followers and objectives to be attained.

Contingency approach is associated with Fred Fiedler (!967) who argues that group performance in effectiveness is dependent upon interaction of leadership styles and the amount of control that the supervisor has over the situation. According to him the situation in which a leader operates relies on such factors as:
> Leader-member relations, i.e. the degree of confidence, trust and respect followers have for leaders
> Task-structure status, i.e. the degree to which tasks or assignments are clear to both the leader and the subordinates
> Position-power relationship, i.e. the amount of power attached to the leader’s position

According to this theory, leaders must have two basic orientations or directions; first relationship oriented, where leaders are lenient, people oriented and always concerned with accomplishment of tasks before them. These leaders are more effective in facilitating group performance when the situation is moderately favourable. The second is task oriented where leaders are only concerned with accomplishment of tasks at hand. The task oriented leader is more effective in securing group performance when the situation is either highly favourable or unfavourable (Figure 2).

Diagram 2. Fiedler’s model of leadership
Source: Fiedler (1967)
The Path-Goal leadership approach is based on the conviction that people are satisfied with their work and will work harder if they believe that their efforts would lead the achievement of goals that are highly valued. Managerial or leadership behaviour is a significant motivating factor in this theory in boosting goal attainment and clarifies the path direction towards accomplishing the set goals.

The path-goal theory recognizes various leader behaviour which are crucial, namely:

- **Supportive leadership** – This is where the leader shows concern for the wellbeing and personal needs of subordinates. The leader is friendly, social and approachable by those he leads.
- **Directive leadership** – The leader provides subordinates with specific guidance, standards and workplans, including rules and regulations.
- **Achievement-Oriented leadership** – The leader sets challenging goals and exhibits confidence that the subordinates will achieve high standards since they are endowed with the required potential.
- **Participative leadership** – The leader consults with the subordinates and embodies their suggestions in decision making. Figure 3 below summarizes the path-goal leadership theory.

Diagram 3. A summary of the path-goal theory.

Source: Fiedler (1967)
The study will therefore seek to establish the relationships and any parallels with the study and concept of leadership. The studies of leadership discussed above can be applied to the teaching profession in general. The school headteacher is the school leader who influences the activities of the group that they lead towards goal setting and goal achievement.

In accordance to the definition by Stogdill (1950), a competent headteacher should influence the activities of an organized group (school and everybody who works there, including teachers, students, support staff etc) in its efforts towards achieving the set goals of the school. The headteacher can accomplish this through encouraging teachers to work harder in order to achieve the school goals, paramount of which is attaining good end year examination results.

Transformational leadership was introduced into the study of leadership in the 1960s by Tom Burns who was a British political scientist (Statt, 1991). Burns used the term to describe a manager who is more concerned with the nature of the ends or goals of an organization than in the means of achieving them. He considered this type of leadership essential in reassessing the organizational goals and direction in which it is going as well as the empowerment of the work force to be creative in their job.

The headteacher's main function is to make the environment conducive to work. This could be done by studying teachers' attitudes individually to know their abilities and then instill in them interest to perform better. Due to diversity of opinion of teachers, the headteacher should be able to attend to the needs of all teachers, inculcating in them a sense of creativity by giving them freedom to initiate and make decisions.

McGregor in Riley (1994) exploring the concept of transformational leadership concluded that transformational leaders work to get staff transform their interest into broader organizational interest and goals. As leaders, they are democratic, people oriented and have participative decision making style. The leaders attribute their power to hardwork and interpersonal skills, rather than to their formal position in the organization.
Burns in Rausch and Wasbush (2000) adds that transformational leaders have sufficient influence on followers. They transform the followers to sub-ordinate their interest to the needs of the organization. Transformational leaders are inspirational, intellectually stimulating and considerate to the individual.

As a leader is a link-pin between management and the work group so is the headteacher between teachers and the Teachers Service Commission (TSC). He is the TSC representative and counselor to teachers, providing guidance and counseling to eliminate stress in school. The headteacher should also ensure that any stumbling blocks to effective performance are addressed, e.g. ensuring that there re enough reference books, classroom tools and other relevant materials.

Champoux (2001) also concurs that transformational leaders bring excitement to work place, and build strong emotional bonds between themselves and their sub-ordinates. They often bring dramatic changes to an organization’s culture. They achieve this through individualized consideration and intellectual stimulation. Individualized consideration means the leader shows a high degree of genuine interest in the sub-ordinate. He does this by recognizing variations in skills and abilities of his sub-ordinate and also offers individual counseling, guidance and support and constructively critiques a sub-ordinate’s performance. Intellectual stimulation refers to the transformational leader’s ability to build high awareness of problems and solutions. Such leaders induce changes in the values and beliefs of sub-ordinates. They stimulate sub-ordinates to imagine new and different future states for the group.

The headteacher should communicate the school’s policies, procedures and programmes regularly to all members of his school. This would enable the school staff to be appraised of their rights and whatever is required of them to achieve best results. He should give teachers advice and instruction and also co-ordinate school activities so that targets and standards are obtained.
Rosner in Riley (1994) developed the interactive leadership model as, “leadership which encourages participation, shares power and information, sees information as a two way process, enhances self-worth of others, has aversion to behaviour which sets him/her apart from others; and energizes others through his/her own enthusiasm for the job”. This means that the concept of self management is captured as there is sharing of information and power and building of the self-motivated employee. It also meet the demand of the workforce for increased participation.

Blackburn et al (2004) noted that there are three basic strategies available for use by educational leaders. These strategies include:

- Those of a hierarchical nature
- Those of a transformational nature
- Those of a facilitative nature

Hierarchical techniques are those that emphasize and support top-down management. This position creates the perception of the leader as supervisor, planner, analyst and the source of knowledge and information. Transformational techniques focus on shared visions, professional satisfaction, modeling of appropriate behaviours, and organizational vitality. These strategies emphasize the need for all organizational members to grow, experience satisfaction, and unite as a group. Facilitative techniques focus on organizational adaptability, performance improvement and problem solution. While the transformational leader is out in front of the organization, the facilitative leader is in the background, acting as the servant of those he leads, making facilitative almost synonymous with interactive model.

Basil (1972) research findings on skills and characteristics and mental abilities are required for the top level management from both male and female perspective. An effective and good headteacher is known by the overall performance of his school, exemplary students in terms of discipline and the hardworking spirit of teachers and the support staff. From the leadership studies, a good headteacher or leader should possess the following qualities:
➤ High supervisory ability – An effective leader should have the ability to plan, organize, influence and control the team members’ activities

➤ Focused towards occupational achievement – The leader who is in this study is the headteacher should seek responsibility and desire to succeed in the organizational goal, the major goal being excelling in examinations and achieving high discipline standards for the students

➤ Ability to make sound and intelligent judgements with authority and confidence, e.g. during crisis situations in schools like strikes

➤ High self-assurance with an element of originality and initiative, e.g. able to act independently and develop courses of action not readily apparent to other teachers

➤ Gives general direction, guidance and influences students to attain specified school goals, e.g. in examinations, sports, spirituality etc.

2.3 Women in Educational Administration and Leadership

Findings by Gordon and Stobber (1975) and Awori (1982) show that the field of education is not only different from the trend of low representation of women in management and leadership positions. In most countries in the world, teaching is a predominantly female occupation and yet when it comes to management and leadership, males seem to dominate. This trend is unbroken right from primary school to higher education levels.

Riley (1994) highlights that though there are variations in the pattern of representation of women in positions of educational management and leadership, both within the European and international communities, three common trends emerge, (a) That educational leaders are predominantly male (b) At all levels of education women are under-represented at managerial levels and (c) That the proportion of women employed in teaching declines as the age of the students rises. This last point is supported by Linda (1998) and Pala in Kanake (1998).
At primary level, within Europe, the percentage of female school teachers range from 80% in the United Kingdom to just under 50% in Germany. However, in the UK, women occupy just 40% of primary school leadership. In Denmark, women constitute 57% of primary school teachers but only 1% of principals are women. In Netherlands, 65% of primary teaching force is female but only 12% of principals are female (OECD, 1994).

At secondary level, women constitute about 50% of teaching force except in Netherlands where they form 27%. Again they are substantially under represented as principals. The percentage of women as secondary headteachers ranges from 4% in the Netherlands to 3.5% in Greece (Ibid).

Under-representation of women in management and leadership has implications among them: it causes lack of role models for girls in school and even for female recruits (Elimu Yetu, 2003); it causes lack of mentors for young women in management and leadership positions (Growe and Montegomery, 1999); it reinforces stereotypes in our society (Riley, 1994, Cubilo, 1999) when young women and men are not accustomed to seeing women in positions of authority and men in position of support, this limits their view about capabilities of women vis-à-vis men in as far as educational management and leadership is concerned. While in the mid 20th century, these feminine characteristics had been considered inappropriate in leaders.

Eagly and Johnson (1990) conducted a literature review involving 370 comparisons of leadership styles between men and women managers. They drew the following conclusions:

- Women generally adopted a more democratic or participative style of leadership compared to men who tended to prefer an autocratic or directive style.
- In contrived settings, men tended to be more task oriented than women, but in ordinary works situations, there were noticeable differences in task-oriented styles between the sexes.
- In contrived settings, e.g. assessments, women tended to be more interpersonally oriented than men, but again in the ordinary work place, no such difference
emerged. Eagly and Johnson concluded that there were fewer differences of leadership style in the workplace than might have been expected although women managers were much likely to adopt a democratic and participative style of leadership than their male counterparts.

A study carried out by Rosner in Riley (1994) on female and male leaders, suggested that women are more likely to be transformational and interactive leaders than men. According to Rosner, while men have had to appear competitive, strong, tough, decisive and in control, women have been allowed to be co-operative, emotional, supportive and vulnerable. Linda (1998) reports that this has socialized women into being interactive leaders. Women leaders tend to achieve identification with followers to self-direction and transcendence, and build and portray leadership ethos. This concurs with Neidhart and Carlin (2003), Doris (1996), Lamb (1996) and Berth (1996) that women are more likely to use participative and consultative style of leadership.

Fobbs in Riley (1994) examined leadership styles adopted by women presidents of two year public and private colleges in America. Fobbs examined whether the achievement styles of women fell into one of the three domains; direct, instrumental and relational domains. Direct domain was characterized by pursuit of activities designed to accomplish the tasks in hand through an approach which was often directly confrontational and competitive.

Instrumental domain was characterized by activities that used personal accomplishments or relationships as conduits to other achievements. Relational domain was characterized by activities which developed achievement by contributing to tasks and goals of others. The research revealed that most successful managers were in relational domain. It also revealed that 63% of women were in relational domain, 8% in instrumental domain and 24% in direct. The concept of effective leadership in the relational domain is in accord with other concepts of transformational, interactive and super leadership.
According to Growe and Montegomery (1999), Fagenson (1993), Funk (2004) and Cubilo (1999), the leadership characteristics of these women reveal that they are perceived by others as change agents, use interactive leadership, practice transformational leadership and provide a leadership advantage through webs of inclusion and nurturing. They exhibit empathy, intuition, sensitivity, caring, supporting, compassion, patience, organization, attention to detail and ability to integrate with people, to listen to them and to motivate them through non-monetary incentives.

Basil (1972) carried out research on special skills and characteristics, personality and mental abilities required for top level management, both males and females. He found out that men felt that the most important characteristics that top manger needed was decisiveness, while females felt that the most important characteristics was emotional stability. Both women and men agreed that attention to detail was not very important.

The research also noted that women possess four essential characteristics necessary for high ranking positions, i.e. perception and empathy, creativity, loyalty, interest in people and attention to detail. This shows that women can be great leaders.

According to Wood (1992) for organizations to survive, one has to be adoptive, intuitive and responsive to interpersonal needs; female values and characteristics ought to be encouraged and developed in tandem with some of the traditional male strengths. Therefore women must seek to compete with men in their own terms rather than to try to adopt what culture regards as masculine characteristics (Basil, 1972). Organizations that recognize and utilize the strengths of both male and female managers and works will remain viable in today’s changing culture (Fenn, 1978). UNESCO in Elimu Yetu Coalition (2003) adds its voice to this by noting that,

"Men and women both performs different roles. This leads to women and men having different experiences, knowledge, talents and needs. Gender analysis explores these differences, so policies, programs and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men".
For women to be empowered, they must be given roles, duties and responsibilities. In school management women must be encouraged as members of management. In particular, they should be encouraged to seek appointment and election in school administration and management (Wango, 2000).

2.4 Causes of Gender Disparity in School Administration and Leadership

El-Bakri and Besha (1986) in their findings of the proceedings of the workshop on women and development in Eastern Africa held in Nazareth, Ethiopia pointed out that what position women occupy and what status they are accorded in contemporary Africa, is to a large extent determined by the quality and quantity of the formal education they have access to. The fact that women in Kenya remain under privileged and under represented in all important authoritative and decision-making positions in their society, is primarily a function of the institutionalized and structural bias in the education system. The system ensures that the amount and type of education made accessible to themmajority of them is inappropriate and inadequate for participating in or occupying hegemonic positions in public life (Nzomo, 1985).

Education service has long provided a vehicle for employment and independence of women and has also provided an opportunity for some of these women leaders to exercise different forms of leadership and pursue varying goals (Riley, 1994). Basil (1972) noted that we need more educated and trained women to supplement our already badly strained resources.

Nzomo (1984) in her paper presented at a workshop on Democracy and Development in Africa claims that a part from the structural bias in Kenya’s educational system, there’s a high rate of female school drop out, particularly at the primary and secondary level. Consequently, Kenya has large numbers of illiterate and semi-illiterate females, with inadequate skills to engage in activities that could improve their status and their quality of life.
Research conducted on the above problem has identified three factors underlying the high rate of female school dropout in Kenya:

- The patrilineal family system, whereby when confronted with limited opportunities or resources for provision of education, parents generally favoured the education of male children. Linked with this is the traditional belief that women's proper place is the domestic environment and hence the irrelevance of much formal education.
- Poor performance due to the fact that after school, girls have to help in domestic chores and hence have no time for studies
- Pregnancy due to lack of sex education or due to mis-education. Many female school dropouts in Kenya are pregnancy casualties. After getting in the family way, many girls do not go back to school

The above points to the fact that the Kenya Government discriminates against women by punishing them for acts in which men, who equally participated in them are exempted. Estimates indicate that nearly 10,000 girls who become pregnant in schools are expected annually while males involved are not penalized. Some headteachers are not sympathetic enough to give the teenage mothers space in school (Wamahiu, 1996). When admitted the school fail to provide such students with environment conducive to learning with many stigmatized and shunned by their colleague and teachers.

The transition rate for girls to secondary schools in Kenya is still below that of boys. In 1990, girls were 43% and boys 46% (MOE, 1998). Boys enrolment in secondary school have remained higher than those of girls over the years as shown below.

Table 1. Percentage distribution of secondary school enrolment by gender, 1963 – 1998

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</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68.2</td>
<td>72.4</td>
<td>70.4</td>
<td>64.1</td>
<td>59.3</td>
<td>61.8</td>
<td>57.2</td>
<td>54.1</td>
<td>53.5</td>
</tr>
<tr>
<td>Female</td>
<td>31.8</td>
<td>27.6</td>
<td>29.6</td>
<td>35.9</td>
<td>40.7</td>
<td>38.2</td>
<td>42.8</td>
<td>45.9</td>
<td>46.7</td>
</tr>
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Source: Ministry of Education and Human Resource management
Based on these manifestations it is clear that most societies have made attempts to create the invincibility of women in the various social, economic, cultural and political environments.

Education for women has not been easy in any region of the world. The success are so narrow that it would seem that they are almost impassable women bear the brunt of educational discrimination in the face of parental poverty. Equal opportunities for both male and female off-spring are non-existent. In some cultures, it is even a taboo to educate female children because they are expected to be available for early marriage to elderly but affluent suitors. The money thus realized as bride price is presented to in-laws to be used for the education of the male siblings, since they are the ones to retain and propagate the family name. World population figures as recorded by UNESCO (1988) indicated that 63% of illiterate persons were females. This further highlights the degree of discrimination against women’s education.

Female illiteracy particularly in rural areas is higher than male illiteracy. Efforts to promote gender equity in education are confronted by challenges including poverty, misconceptions regarding education as well as the predictive approach to issues of gender equity in education.

Education service has long provided a vehicle for employment and independence of women and has also provided an opportunity for some of these women leaders to exercise different forms of leadership and pursue varying goals (Riley, 1994).

Basil (1972) noted that we need more education and trained women to supplement our already badly strained resources. Otieno (2001), Wano (2001), Ngome (2003) and Bunyi (2003) all agree with the UNESCO report that in Kenya, the higher the level of education, the wider the gender gap in favouring males. This means that one of the barriers to women for senior administrative positions is lower level of education. Bunyi (2003) noted that female enrolment in public universities rose faster than male in Kenya between 1990 – 2000 when the number of females increased by 4509 from 9324 in
1990 to 13833 in 2001 representing a rise of 48.4 percent while the male enrolment rose by 6,052 from 22,308 to 28,360 representing a 27.12 percent increase. From these figures it is evident that despite this high increase in female population, their total number is still about half that male population.

According to World Bank (1995), education provides a foundation for helping to alleviate poverty and improve social and economic development. Thus the evidence of benefits to education are well established as it raises the quality of life, improves health and productivity to work, increasing individual’s access to paid employment and often facilitates social and political participation (FAWE, 1998). This is clear evidence that the total benefits of education multiply when there is increased female participation in schooling.

Donald Kombo (2005) reveals that although it is a widely accepted dictum in Kenya that, “If you educate a man, you educate one person, but if you educate a woman, you educate the entire nation”, in practice this is rarely put in action. In many countries there are manifestations of gender disparities.

2.5 Professional Qualifications and Training

Oketch (1977) notes that school administration is not a job for all teachers. It requires knowledge and skills in educational leadership and the art of the organizational behaviour. Knowledge on how to manage human and financial resources of the school is important. Professionally, the headteacher should be the most qualified of all the teachers. The organization and management of the school expects the headteacher to have the knowledge of office administration, personnel management, educational practice, accounting and building management. Educational qualifications and training of women is part of the solution towards increasing work opportunities and placement in administration.

According to Kibera (1995), women must gain certain qualifications if they are to acquire managerial positions in schools. The higher the qualifications in education, the
higher the chances of advancement (International Labour Office, 1995). There is positive correlation between higher levels of employment and higher professional standards. Education is the only way to good occupations and advancement in career ladder (Wickham, 1986). Denial for access to higher education for girls is denial to higher ranks of employment. Studies carried out in Australia (1990) concluded that lack of qualifications and training was enough reason for non-appointment of women to managerial positions.

Administrative work of schools requires some advance training. Persons who seek to rise in an organization must seek developmental and training opportunities. Women who fail to seek such opportunities contribute to the stagnation of their career mobility. Dorsy (1989) concluded that the reason for poor representation of women in administration is simply because they have generally lower qualifications than men. When promotions are done on merit, more men than women qualify.

Women have not had access to training that would let them join administration at high levels. Before achieving the highest position in administration they ought to have trained as subject heads, deputies and other lower cadres so as to achieve the topmost in the process. This special attention should be given to encourage women to apply for posts particularly in high job groups in education which would enable them get promotions. In Kenya, gender gaps in educational opportunities exist in some communities due to cultural and economic factors. This translates into under representation of girls as compared to boys in schools, colleges and in employment. Studies carried out by Ilowi (1996) indicate that for women to increase job opportunities which would give them experience, they should excel in all fields of education especially in sciences which could help them develop analytical skills.

### 2.6 Gender Roles and Female Headship in Schools

Gender roles are socially determined behaviours, tasks, roles, duties and responsibilities that define male and female (Wango, 2001). Fenn (1978) pointed out that male and female role prescription is based on assumptions that domestic chores are basically for
women. This has led to job segregation where men dominate professions considered masculine while women take up careers that are traditionally considered for women.

Most women face constraints from dual career and roles arising from their homes and work place. No matter how much work women tackle, during the day, the family eagerly awaits her attention. It is usually not easy for women headteachers to cope with the management of homes as a mother, wife, home maker and the accompanying chaos; being absent on maternity leave as well as effectively administering her school. This is unlike the male headteacher who after a busy schedule has all the time to go to social and public places to relax.

Herring et al (1978) studied women leadership and concluded that women must recognize the difficult environment that they would face due to their sexual identities when they make decisions towards managerial careers. Research findings show that women managers are subjected to a number of related pressures compared to their male counterparts. Stress at work could affect an individual in her home and social environment. For one to lead effectively, one must be able to cope with stress and manage it.

2.7 Women in Management

Flanders (1994) claims that the expectations of men as bread winners are high, and thus social action is geared to the education, training and support of men in employment. In such situations the chances of women being able to gain management positions are poor, except in occupations such as infant teaching, nursing and social work, where women are employed in professional capacity.

Cole (2004) says that many nations, including Britain, have introduced legislation to prevent discrimination against women in the work place. Such legislation in itself could not bring about the changes sought by Governments, but could serve to influence male attitudes towards the roles of women at work. There is still much progress to be made especially in relation to appointment of women to middle and senior level management positions.
Davidson and Copper (1993) estimated that in UK, women hold less than 5% of senior management posts, and perhaps some 26% of all managerial type positions. There is need to bring about massive cultural change in organizations since there is hardly any aspect of management practice which cannot benefit from a greater involvement of women. Attitudes towards the role of women as home makers and career people vary from society to society. Some societies emphasize the woman’s role as wife, mother and home maker. Education for women tends to be geared towards these assumptions about a woman’s role.

In the UK, major efforts have been made over the past two decades to remove obstacles to women’s career development. Legislation such as the Sex Discrimination Act of 1975 and Equal Pay Act, 1970 were aimed at encouraging greater fairness towards women at work. Vinnicombe and Colwill (1995) point out other efforts to improve the lot of women employees include such development as WISE (Women In science and Engineering) and opportunity 2000 – 9 Programme launched in 1991 with the purpose of increasing the quality and quantity of women’s participation in the work force by the year 2000.

An official survey (Labour Force Survey, 1993) showed that women held about 33% of positions described as manager or administrator, but that many of these positions were in traditionally female occupations. In the most senior roles, women lag behind men and well out of proportion even to their presence in middle management.

Dougal and Briley (1993) in their study of women as managers put forward several reasons as to why women are poorly presented in management positions. These include:

- Social attitudes
- Conflict of combining work with family responsibilities
- Lack of provision of nursery facilities for working mothers
- Traditional structuring of work which is based on men’s needs for full time work and a career as principal bread winners
The need of many women for part-time or temporary work in order to juggle work with their domestic responsibilities – for children when they are younger and for elderly relatives when they are older.

The assumptions of many male managers that women are not interested in promotions and full-time careers

The need for many women to have extended career breaks precisely to bring up children and care for the elderly

The lack of effective social networks at senior and middle management levels

2.8 Cultural Organization

Flanders (1994) claims that if women are to make greater progress in obtaining managerial posts, work must be restructured to allow for greater flexibility of working, including part-time work for managers, agreed career breaks, improved arrangements for the reintroduction of women managers into the management hierarchy following a break, and other facilitating measures.

Flanders (1994) points out that male prejudice is another factor militating against women. Men in particular need to examine their current attitudes towards the employment of women managers. Since these attitudes may not always be based on sound evidence of a woman’s performance.

Reece (1999) points out that as a result of cultural, social and educational conditioning, some women are unaware of the range of opportunities open to them in today’s world. They may continue to seek jobs with limited potential for advancement or economic gain. To combat this conditioning, women preparing for their role in the 21st century should select role models that would help them break away from traditional expectations. Such role models are women who have the ability to:

- Know what they want and plan for the future
- Make decisions, live with the consequences, and learn from the process
- Realise that with equal rights come equal responsibilities
- Seek out opportunities that increase their abilities and personal fulfillment
Development of qualities of co-operation, dependability, self-control and expertise in a particular area

2.9 Cultural Barrier
There are various cultural practices that place women in an inferior position to men. Gordon and Strobber (1975) noted that scarcity of women managers is due to the inertia caused by tradition. In most African communities girls are forced to grow up differently from boys. This is especially so in Kenya where education is plagued by pedology of difference inherent in education, at home and at school (Fame, 1997). Fame (1997) has further stated that women and girls are marginalized and devalued in most African textbooks including those used in schools, gender bias feature prominently in them (Fame, 1990). Gender roles are socially determined, behaviours, tasks, roles, duties and responsibilities that define males and females (Wango, 2001). The domestic duties that women are still expected to do and typically want to fulfill for their families take significantly more time and energy than those that most men expect and want to do. This inequality is the chief persistent disadvantage that women suffer in seeking opportunities for advanced education and career advancement (Livingstone, 2004).

In terms of behaviour, girls learn to be feminine while boys masculine (UNESCO, 2000). Femininity is associated with submissiveness, gentleness, emotional dependence and quite not good at decision making and tactfulness while masculinity characteristics are dominance, aggressiveness, not emotional, blunt, independence, very good at decision making etc. This already affects how society prepares males and females for life issues, management and leadership inclusive. Gender remains an obstacle to women in obtaining leadership positions (Getskow in Gowe and Montgomery, 1999).

2.10 Personality Barrier
Personality refers to personal traits, characteristics, abilities or qualities, individual attitude such as self-image and confidence, motivation and aspirations. According to the meritocracy model or individual perspective model, which are psychological orientations by Estler and Schmuck in Gowe and Montemogery, 1999, note that women are not
assertive enough, do not want the power, lack self-confidence, do not aspire for line positions, are unwilling to play the game or work the system, and that they do not apply for the jobs (Tallerico and Burstyn in Growe and Montegomery, 1999). According to Fenn (1978) and Cubilo (1999) psychological barrier include lack of self-confidence / negative self-image, reliance on others to tell her how she is doing, and ambivalent feeling about herself.

Women express less confidence in their ability to assume leadership roles and have less confidence in their knowledge, skills and personal qualities (Outson et al in Riley, 1994). Low self confidence limits the woman's seeking exposure to new experiences. As a consequence women are inexperienced with risk assessment and limited in experience in decision making which are pertinent for management (Fenn, 1978). Lack of self-confidence is a barrier which is built right from childhood. From the time they are toddlers, women are screened from exposure and protected from risk-taking and when they are girls, they are limited in range as to both physical distance and experience (Fenn, 1978).

2.11 Social Barrier
This is the attitude of the community towards female headship of secondary schools. Social barrier is a barrier to progress in organization, Social barrier refers to the expectation for socially appropriate behavior as a woman. For instance women who insisted on equal chances as men were seen as immodest and pushy, lacking in the very qualities of charm and grace that made women nice to have around (Gordon and Strother, 1975).

Marie (1996) noted that women at their places of work experience harassment, discrimination, abuse, isolation and pain hinders women from rising into leadership positions.
2.12 Unfavourable Working Conditions

An organizational climate that over-reacts to failure can limit women’s willingness to take risks or get exposure in action with uncertain outcome (Fenn, 1978). Gerald Grace (1995) adds that the position of head teacher could become less attractive to women applicants because of the transformations which are taking place in the nature of school leadership. This transformations include the effects of new managerialism, an increased competitiveness in market ethos in schooling and the intensification of work pressure and its effects on personal and social life. Inflexible job requirements which bar women include, long irregular working hours, or specific experience requirements that career breaks may have made more difficult to gain, e.g. unwillingness to train or retrain women who returned to labour force after several years of full time child rearing (Riley, 1994). Gerald Grace (1995) points out that in Britain, women headteachers, along with their male colleagues have had to negotiate the new power relations with school leadership arising from the empowerment of school governing bodies. It was also noted that women headteachers encountered difficulties where male dominated governing bodies. Male dominative leadership has been an essential prerequisite for headship.

Gordon and Strobber (1975) surmises that lack of women in higher level positions precludes role models and opportunities for sponsorship from females. When women are few in number they feel excluded and enstranged.

2.13 Summary

Women have contributed to be under-represented in many areas including higher education management where they are heavily outnumbered by their male colleagues. In spite of the advances which women have made in many areas of public life, they are still a long way from participating on the same footing as men.

A paper published by UNESCO in 1993 indicated that there were several factors which interrupted the natural progression of women into higher management positions. These included:

- Limited access to higher education
Discriminatory appointment and promotion practices
Multiple traditional and professional roles and responsibilities
Attitudes of spouses which sometimes lead to career interruptions
Difficulties in pursuing research and gaining tenure
Stereotyping
Alienation from male culture
Male resistance to women in management positions
Absence of policies and legislation to ensure participation of women
The glass ceiling

If addressed the above problems would give a key to the realization of women’s higher access to leadership positions and therefore to contribute to the development not only of higher education management but to all departments that make up country.

Reece (1999) points out that as a result of cultural, social and educational conditioning, some women are unaware of the range of opportunities open to them in today’s world. They may continue to seek jobs with limited potential for advancement or economic gain. To combat this conditioning, women preparing for their role in the twenty first century should select role models that would help them break away from traditional expectations. Such role models are women who have the ability to:

- Know what they want and plan for the future
- Make decisions, live with the consequences and learn from the process
- Realize that with equal rights come equal responsibilities
- Seek out opportunities that increase their abilities and personal fulfillment
- Development qualities of co-operation, dependability, self-control and expertise in a particular area

It is therefore evident from the summary that the problem of gender disparity in school administration and leadership exists. Therefore the current research is set to investigate the phenomenon in Maraigushu and Maela divisions, Naivasha district.
CHAPTER III

3.0 Methodology of the Study
This chapter focuses on the research design, target population and the selection of sample size to be used in the study. It also focuses on the research instruments, piloting, data collection procedure and analysis.

3.1 Research Design
Kathuri (1993) describes research design as a plan or strategy for conducting research. It refers to the procedure used by a researcher to explore the relationship between variables, to form subjects into groups, administer the measures, apply treatment to the groups and analyse the data.

The type of research design that the researcher would adopt is the descriptive survey design. This design has been chosen because it involves collecting data in order to answer the questions raised and look at possible solutions to the constraints. This design would also help the researcher to gather facts and contain precise information concerning the current situation and where possible draw conclusions from the information obtained.

3.2 Study Locale
The sample size would be randomly selected from the population of primary and secondary schools within Naivasha division shown in Table 2. There are 100 schools in total out which 15 primary and 15 secondary schools would be used for the study. It is expected that a total of 30 headteachers and about 60 deputees would be given questionnaires to fill. Out of the total of 90 headteachers and their deputies, at least one third should be female teachers.
### Table 2. Population of primary and secondary schools within Naivasha District

<table>
<thead>
<tr>
<th></th>
<th>Public schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary (16 No.)</td>
<td>Secondary (7 No.)</td>
</tr>
<tr>
<td><strong>Mariaigushu Zone</strong></td>
<td>Male 95</td>
<td>Female 74</td>
</tr>
<tr>
<td>- Primary 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary -9</td>
<td>Boys 4827</td>
<td>Girls 4758</td>
</tr>
<tr>
<td>- Total - 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Central Zone</strong></td>
<td>Male 73</td>
<td>Female 132</td>
</tr>
<tr>
<td>- Primary 13+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary -7</td>
<td>Boys 5627</td>
<td>Girls 4791</td>
</tr>
<tr>
<td>- Total - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Longont Zone</strong></td>
<td>Male 44</td>
<td>Female 39</td>
</tr>
<tr>
<td>- Primary 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sec. - 7 +</td>
<td>Boys 2614</td>
<td>Girls 2567</td>
</tr>
<tr>
<td>- Total - 25+</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maella Zone</strong></td>
<td>Male 91</td>
<td>Female 75</td>
</tr>
<tr>
<td>- Primary 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary-2+</td>
<td>Boys 6890</td>
<td>Girls 6240</td>
</tr>
<tr>
<td>- Total - 28+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Primary (13 No.)</th>
<th>Secondary (3 No.)</th>
<th>Primary (4 No.)</th>
<th>Secondary (4 No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mariaigushu Zone</strong></td>
<td>Male 95</td>
<td>Female 74</td>
<td><strong>Total 169</strong></td>
<td><strong>Male 11</strong></td>
</tr>
<tr>
<td>- Primary 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary -9</td>
<td>Boys 4827</td>
<td>Girls 4758</td>
<td><strong>Total 9585</strong></td>
<td><strong>Male 219</strong></td>
</tr>
<tr>
<td>- Total - 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Central Zone</strong></td>
<td>Male 73</td>
<td>Female 132</td>
<td><strong>Total 205</strong></td>
<td><strong>Male 36</strong></td>
</tr>
<tr>
<td>- Primary 13+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary -7</td>
<td>Boys 5627</td>
<td>Girls 4791</td>
<td><strong>Total 10418</strong></td>
<td><strong>Male 454</strong></td>
</tr>
<tr>
<td>- Total - 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Longont Zone</strong></td>
<td>Male 44</td>
<td>Female 39</td>
<td><strong>Total 83</strong></td>
<td><strong>Male 25</strong></td>
</tr>
<tr>
<td>- Primary 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sec. - 7 +</td>
<td>Boys 2614</td>
<td>Girls 2567</td>
<td><strong>Total 5181</strong></td>
<td><strong>Male 387</strong></td>
</tr>
<tr>
<td>- Total - 25+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maella Zone</strong></td>
<td>Male 91</td>
<td>Female 75</td>
<td><strong>Total 166</strong></td>
<td><strong>Male 32</strong></td>
</tr>
<tr>
<td>- Primary 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary-2+</td>
<td>Boys 6890</td>
<td>Girls 6240</td>
<td><strong>Total 13730</strong></td>
<td><strong>Male 631</strong></td>
</tr>
<tr>
<td>- Total - 28+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study would be carried out in Naivasha district in Rift Valley Province of Kenya. In this district there are 13 secondary schools which are unevenly distributed in all divisions. The study would be confined within Naivasha district because of lack of adequate funds.

### 3.3 Target Population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. Borg and Gall (1989) define population as all the numbers of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. Orodho (2004) defines...
target population as a large population from whom a sample population would be selected. A sample population is a representative case from the large population.

The target population in this study would be female principals and assistant teachers of various primary and secondary schools within the district.

3.4 Sample and Sampling Procedure

A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population (Orodho, 2004). According to Mugenda and Mugenda (1999) a researcher selects a sample due to various limitations which may not allow researching the whole population. Due to limitations in time, funds and energy, a study could be carried out from a carefully selected sample to represent the entire population.

The researcher would use purposive sampling which include the selection of samples using set criteria such as type of schools. The researcher would sample the schools that are headed by female principals in each of the divisions within the sub-district. The schools would be categorized into either boarding girls, mixed day and boarding. All the teachers in each of the selected schools would be given an equal chance of inclusion. From each school sampled, one headteacher and four assistant teachers would be selected yielding to a sample size that is statistically representative.

3.5 Research Instruments

The researcher would use two sets of questionnaires for headteachers and assistant teachers. The questionnaires would consist both open and closed ended questions. The closed ended questions would measure the objective responses while the open ended questions measured subjective responses. The questionnaires would be divided into two parts; part one would contain questions on social demographics e.g. sex, age, marital status etc. Part two would contain items on employment and experience, qualifications etc. The questionnaires would use the Basil (1972) model, LOQ model (Miller, 1991) and Likert model (Muganda and Muganda, 2003) with modifications to fit the current study.
The use of questionnaires were considered appropriate because they permit wide coverage with minimum cost and effort. They also permit more considerate answers as they give the respondents a sense of confidentiality (Miller, 1991). The use of headteachers and their deputies as respondents is because the research is focusing on the challenges facing female headteachers, factors that hinder their advancement.

The researcher would also conduct interview schedules with selected educational managers and leaders at Nakuru educational offices, i.e. education officers from Nakuru education office, both male and female, systematically and randomly selected. This would give the researcher an opportunity to ask questions, seek clarifications and prompt and probe for more in-depth information.

3.6 Piloting

A pilot study would be conducted in two schools in Nakuru district to measure the validity and reliability of the research instruments. The schools selected for piloting would be part of the study sample.

3.6.1 Validity of the Instruments

According to Orodho (2004), validity should be concerned with establishing whether the questionnaire content is measuring what it / they are supposed to measure. Validity in this sense is the degree to which the empirical measures of the contents accurately measure the concept. It is the extent to which an instrument measures the characteristics or traits for which it was intended (Warsama, 1985). Instrument validity refers to the degree to which a research instruments yields consistently repeated trials (Mugenda et al, 1999). To ensure validity of the instruments therefore, the researcher would consult competent persons to assess the relevance of the content used in the questionnaire developed.

Questionnaires would be validated through the application of content validating procedures. The instruments would be given to a group of experts and supervisors to
judge validity, reliability and relevance of the competence items to elicit the anticipated responses.

3.6.2 Reliability of Instruments
Reliability of instruments is the extent to which an instrument produces the same results every time it is used. It is the degree to which an instrument will give similar results for the same individual at different times. Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). Test-retest method would be used to test the reliability of the research instruments. Pre-testing of the questionnaire is important because deficiencies in the research instruments would be detected and corrected before the actual study is conducted. The researcher would administer the developed questionnaires to a few subjects.

The answered questionnaires would be administered to the same group of subjects after a period of two weeks. The questionnaires’ responses would be scored manually. The two scores obtained would be compared through the use of a person’s product moment formula to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses everytime the instrument was administered.

3.7 Data collection procedure
A research permit would be sought from the Permanent Secretary in the Ministry of Education, Science and Technology (MOEST). The researcher would then get clearance from the District Education Officer to visit the sample schools to administer the research instruments. Questionnaires would be given to headteachers of schools after explicitly explaining the purpose of the study, procedures of data collection and the content of questionnaires.
3.8 Data Presentation and Analysis
Data would be subjected to both qualitative and quantitative analysis. Quantitative data would be analysed in narrative form while qualitative data would be analysed through descriptive statistics, tables and frequencies as well as to show how different subjects respond to different factors. The analysis would be done using the Statistical Package for Social Sciences (SPSS).

CHAPTER IV

4.0 Data analysis presentation and interpretation
This Chapter gives the status of women and men in leadership positions in Naivasha district schools based on appraisal and rationalization of demographic information obtained. It also gives identified and analysed factors hindering women from ascending to leadership and management positions. Challenges and constraints women in leadership and management positions encounter in schools are discussed.

4.1 Status of women and men in leadership and management positions
An appraisal and rationalization to establish the status of women and men in leadership positions in Nakuru district was based on several demographic information, namely professional and academic qualifications, leadership positions, gender, age bracket of teachers, marital status, teaching experience, category of school and constraints encountered in administration of schools.

Table 3 shows the number of girls, boys and mixed schools in Naivasha division, Nakuru district as well as the proportion of male and female teachers appointed as headteachers. Within Naivasha Division there are 13 public secondary schools out of which one (7.6 %) is a girl’s school and 12 (92.4%) are mixed schools. It was found that there was no single boys’ school. Out of the 13 schools there are only 3 (23%) female headteachers compared to 10 (77%) male headteachers.

It was also found that professional qualifications were not a requirement in the promotion of teachers into headship position. For instance, even though there were more female
teachers with higher academic qualifications, there were more male teachers in leadership positions with lesser academic qualifications. From the foregoing, it can be deduced that academic qualifications were not used as a criteria for promotion of teachers to leadership positions.

Table 3. Category of school and proportion of headteachers

<table>
<thead>
<tr>
<th>Category of School</th>
<th>F</th>
<th>%</th>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>1</td>
<td>7.6</td>
<td>Male</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>Boys</td>
<td>-</td>
<td>0</td>
<td>Female</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Mixed</td>
<td>12</td>
<td>92.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>100</td>
<td></td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 shows various categories of academic qualifications considered in establishing the proportion of male and female teachers. Out of a total population of 80 teachers interviewed, 20% and 50% of male and female teachers respectively were trained graduate teachers. This was generally the category with the highest proportion of teachers. Female teachers with diploma qualifications were many at 17.5% compared to male teachers who were 22.5%. Similarly 3.75% of female teachers had masters degree compared with only 1.25% of male teachers. Generally there were more female teachers in all professional qualifications than male and yet there were more male teachers in leadership positions than female teachers.

Table 4. Professional qualification of teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Trained Graduate</td>
<td>20</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Diploma Holder</td>
<td>2</td>
<td>2.5</td>
<td>14</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>1.25</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>28.75</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Table 5 gives findings of the proportion of male and female teachers holding positions of leadership, namely Deputy Principal, Head of Department, Senior Teacher, Games Teacher, Boarding Teacher and Club Patrons. Out of 23 male respondents 12.5% held the position of Deputy Principal compared to 4 females (5%) out of 57(63%) female respondents. There were more men in the position of Deputy Principal than females. There are more females in the heads of Department position probably because there were
more female teachers than males. There were more males in the position of Games Teacher (12.5%) than females (1.25%). It can be deduced that males are more outgoing in games than female teachers. There are more females in Boarding (3.75%) compared to males (1.25%). The number of teachers as boarding teachers is small which can be attributed to fewer boarding schools than day schools in Nakuru district. From the results, it is evident that there is significant under-presentation of women teachers in senior leadership positions in secondary schools in the division.

Table 5. Leadership position of male and female teachers

<table>
<thead>
<tr>
<th>Leadership position</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>10</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>2</td>
<td>2.5</td>
<td>8</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games Teacher</td>
<td>10</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>Boarding Teacher</td>
<td>1</td>
<td>1.25</td>
<td>3</td>
</tr>
<tr>
<td>Club Patrons</td>
<td>3</td>
<td>3.75</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>28.75</td>
<td>19</td>
</tr>
</tbody>
</table>

Headteachers and teachers gave responses on the appropriate age bracket within which male and female teachers can be appointed as headteachers in secondary schools (Table 6). 10% of male teachers and none of the female teachers thought that the appropriate age for a woman to hold administrative positions of a head teacher should be between 20 and 30 years while 30% male headteachers and 20% female headteachers said that the appropriate age for a woman to be appointed a head of department should be between 31-40 years. 30% male headteachers and 10% female headteachers were of the opinion that above 40 years was the appropriate age for a female teacher to be appointed head teacher. Many head teachers were of the opinion that the appropriate age was between 31 and 40 years.

For a female teacher to be appointed as a head teacher 5% of male and 18.8% of female teachers responded that the appropriate age should be between 20 - 30 years. 12.5% males and 27.5% of female teachers thought that the appropriate age should be between
31-40 years. The age bracket of over 40 years was considered appropriate for female teachers to be headteachers by 11.3% male and 12.5% female teachers respectively.

Table 6. Appropriate age for female teacher to be appointed headteacher

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Male F</th>
<th>Female F</th>
<th>Total F</th>
<th>Male F</th>
<th>Female F</th>
<th>Total F</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>9.75</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>30</td>
<td>33</td>
<td>50</td>
<td>12.5</td>
<td>63.75</td>
</tr>
<tr>
<td>Above 40</td>
<td>3</td>
<td>30</td>
<td>33</td>
<td>40</td>
<td>11.25</td>
<td>41.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>70</td>
<td>77</td>
<td>23</td>
<td>28.75</td>
<td>51.25</td>
</tr>
</tbody>
</table>

When asked whether female teachers can make good administrators, 64% of male respondents said no while 36% said yes. On the other hand, 70% of female respondents agreed that can make good headteachers compared to 30% who thought otherwise. According to male respondents, female teachers could not make good administrators because they are usually moody, emotional, transfer domestic issues to workplace, they are not firm, tend to keep grudges, have marital problems and have enormous family responsibilities. Majority of female respondents think female teachers can make good administrators since they are effective, more flexible, capable of coping with different and difficult situations, records show women have excelled since performance is based on acquired skills and ability. This is in spite cultural and religious bias and prejudice, disparity and unequal opportunities and societal stigmatization.

Table 7 shows the marital status of teachers interviewed. Out of the total population of 40 respondents 22.5%, 25%, 17.5%, 15% and 20% of the teachers are married, widowers widows, separated and divorced respectively. All the teachers interviewed indicated that they have children with 28.8% male and 71.3% female teachers.

Table 7. Marital and children status of teachers

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>F</th>
<th>%</th>
<th>Do you have children?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>9</td>
<td>22.5</td>
<td>F</td>
</tr>
<tr>
<td>Widowed</td>
<td>10</td>
<td>25</td>
<td>Male</td>
</tr>
<tr>
<td>Widow</td>
<td>7</td>
<td>17.5</td>
<td>Female</td>
</tr>
<tr>
<td>Separated</td>
<td>6</td>
<td>15</td>
<td>Total</td>
</tr>
<tr>
<td>Divorced</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1 gives findings of analysis of leadership problems encountered by headteachers based on leadership and administrative skills, financial management skills, political interference and socio-cultural interference. It was found that social-cultural interference had 10% interference in the headship by the male headteachers compared to 40% interference in female headteachers. This is evident that female headteachers are more affected by social-cultural factors in their leadership positions. Lack of leadership and administrative skills, financial management skills; and political interference was rated at 30% interference for the male headteacher while it was 30%, 10% and 20% respectively for female headteachers.

Table 8 gives results of the number of years worked before promotion and transfer of headteachers. The study revealed that there were no promotions into the post of principal before finishing five years in the profession. 7.6% of teachers were promoted and became principal after working for between 6 – 10 years. A similar number were promoted after being in the profession for between 11 – 15 years. The highest number of teachers (8 which is 61.5%) were promoted after teaching for between 21 – 25 years. In spite of availability of a clear policy for promotion, the above results indicate that it is hardly followed. Promotion into headship is not automatic neither does the number of years of experience a guarantee for promotion.
It was also found that 30% of head teachers have been head teachers in the same school for less than 5 years. 70% head teachers have been heading same schools between 11 - 15 years while no headteacher has ever been in the same schools for more then fifteen years.

Table 8. Duration in before becoming a principal and being transferred

<table>
<thead>
<tr>
<th>Before promotion</th>
<th>F</th>
<th>%</th>
<th>Before transfer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 5</td>
<td>0</td>
<td>0</td>
<td>&lt; 5</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>7.6</td>
<td>11-15</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>11 - 15</td>
<td>1</td>
<td>7.6</td>
<td>16-20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16 - 20</td>
<td>8</td>
<td>61.5</td>
<td>21-25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>21 - 25</td>
<td>3</td>
<td>23</td>
<td>&gt; 25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>&gt; 25</td>
<td>0</td>
<td>0</td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>99.7</td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2 shows that the highest number of headteachers (70%) was teaching Form 1 classes. This was because F1 one classes were less involving compared to the other classes. Head teachers preferred teaching lower classes to enable them interact with new students and to instill the school standards and culture. 10% of the teachers taught Forms 2, 3 and 4.

4.2 Factors hindering women rising to leadership positions

A set of thirteen criteria for qualities of good leadership namely academic qualifications, public relations, self-control, Biased, experience, financial management, time management, problem solving, cope with stress, decision makers, busy with domestics...
chores, willingness to apply for headship, ability to plan, level of dictation and community perception about women were used to interview respondents to establish critical factors that hinder female teachers’ ascension to positions of leadership. For each of the qualities of good leadership, the respondents either Strongly Agreed (SA), Agreed (A), Disagreed (D) or Strongly Disagreed (SD) that female teachers were limited in each quality.

Figure 3a and 3b shows that 100% of male respondents SA that lack of self-confidence, poor time management and overwhelming domestic chores hindered women from rising to leadership positions. This was in contrast to female respondents who attributed the situation to the cultural orientation of communities which do not appreciate women as being capable of heading institutions. 100% of male respondents Agreed that academic qualifications, experience, financial management skills, time management and tendency to dictate issues were responsible for female teachers not rising to headship positions in schools. On the other hand female respondents SD that biasness, lack academic qualifications, poor planning, poor approaches in solving problems, low inability to cope with stress and poor decision making hinder them from rising to leadership positions.
Figure 3a. Factors considered not barriers to leadership

Generally 21%, 15% and 12% SA that academic qualifications, mode of approach to problem solving and ability to cope with stress were significant in hindering female teachers from rising to leadership positions. 9% of respondents SA that female biasness, inadequacy in decision making and lack of community appreciation of female teachers hinder them from rising to these positions.
Male and female respondents ranked reasons that prevented women teachers from rising to management positions. This was based on six parameters, namely family commitments, confidence or inferiority complex, gender discrimination or lack of opportunity, lack of ambition, cultural orientation and corruption. As shown in Figure 4, the highest number of respondents thought that family commitments, responsibilities and duties; and gender bias or discrimination and lack of equal opportunities contributed significantly as barriers to women rising to management positions. 40% and 60% of male and female teachers respectively attributed family issues as a hindrance while 42% and 58% respectively attributed it to gender discrimination and unequal access to opportunities. Family responsibilities are overwhelming on working women especially when the children are still small. Marital status problems e.g. divorce and separation barred female teachers rising to leadership positions since these teachers were often ridiculed by society. Women therefore shy away from applying for leadership positions when opportunities arise.
Lack of aggressiveness made most female teachers complacent in classroom teaching position. They also suffered from inferiority complex, with society playing a major role in making female teachers feel that they are not fit for leadership. It was found that women fear responsibility due to cultural orientation of society. Right from childhood girls are taught that they have to be led, getting worse in marriage where husbands are considered heads of every family member and property.

The highest number of female respondents considered corruption and politics (80%), and lack of aggressiveness, ambition (86%) as the greatest factors contributing to stagnation of female teachers in non-management positions. It was found that politicians often influenced promotions, favouring male teachers who are politically aligned to them. 50% of male and female considered lack of confidence, and inferiority complex, and lack of economic power as a hindrance.

Generally, in descending order of importance gender discrimination, lack of equal opportunities, family commitments, corruption, non-aggressiveness, lack of ambition were the factors considered responsible for female teachers not rising to management positions.
Table 9 shows the overall proportion of respondents' reasons for many male teachers holding senior positions than female teachers. The proportion of male and female teachers for attributing various factors to this situation is also given. Male egoism or chauvinism, gender bias, unequal opportunities and cultural orientation of society was found to be the highest contributing factor for many male teachers holding senior positions than female at 35.3% followed by family responsibilities at 23.5%. 14.7% respondents attributed the situation to politics and corruption while only 8.8% respondents thought academic and professional qualifications contributed towards many male teachers holding senior positions than female teachers.

It was found that social cultural reasons enable more males to be in leadership position. Society was biased against women. Males were noted to be more flexible due to less family chores and therefore rose into leadership positions faster, thus perpetuating
preference of more men accessing education than female. Society also belief on male superiority and hence men are educated than females.

Political reasons favoured male teachers rising into leadership positions. Women suffer political harassment deterring than from rising. Kenya is a patriarchal society and that explains why many male teachers held senior positions than female teachers.

Table 9. Proportion of male and female teachers holding senior positions

<table>
<thead>
<tr>
<th>Factor</th>
<th>Male, %</th>
<th>Female, %</th>
<th>Total, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption/ bribery</td>
<td>40</td>
<td>60</td>
<td>14.7</td>
</tr>
<tr>
<td>Qualification</td>
<td>50</td>
<td>50</td>
<td>5.8</td>
</tr>
<tr>
<td>Role model</td>
<td>34</td>
<td>66</td>
<td>8.8</td>
</tr>
<tr>
<td>Culture/gender</td>
<td>44</td>
<td>56</td>
<td>35.3</td>
</tr>
<tr>
<td>bias/unequal opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics</td>
<td>40</td>
<td>60</td>
<td>14.7</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>34</td>
<td>66</td>
<td>23.5</td>
</tr>
</tbody>
</table>

An analysis of various qualities of good leadership for teachers was carried out (Figure 6). It was found that over 50% of respondents thought that female teachers are patient, flexible, competent, honest, adaptable, have self initiative, self-confident and decisive. About 30% of respondents said that female teachers performed fairly in motivating people, listening and integrity, although they performed comparatively better than male teachers. About 30% of respondents thought that male teachers performed well in decisiveness, confidence, emotional stability, objectivity, competency and flexibility. Majority of respondents thought that male teachers were not patient, motivational, inspirational, listeners, hardworking, passionate and of high integrity.

It was further established that female teachers have capacity of being leaders, with 5% of male respondents strongly agreed. 6.25% respondents strongly agreed that women are approachable a quality that lacks in most leaders. 3.75% of the respondents strongly agreed that women teachers are confident, disciplined, competent responsible respectable as well as inability to cope with stress.

The highest number of 9 (11.25%) female respondents agreed that women are competent in their work. Competence which is being able to do something well, means
that women can make good leaders and there should be given opportunities to exercise their potential. 8% of respondents agreed that female teachers have the integrity, are respectable, honest and are self disciplined and can therefore make good leaders since leaders also instill discipline in their institution. Discipline is the key to success of any school. A similar number 6 (8%) of female respondents agreed that women are transparent. Good leaders need to be transparent in any undertaking to create trust in people.

The highest number of male respondents 5 (6.25%) disagreed that women suffer from inability to cope with stress while 1 (1.25%) female teacher disagreed that female teachers are democratic compared to male respondents 6 (7.5%) who disagreed. Two (3%) of the total respondents disagreed that women are flexible in decision-making. More male than female teachers felt that women are not approachable and therefore cannot make good leaders. The total percentage of those who had similar feelings was 6.25%. Four (5%) male teaches disagreed with the statement that women are honest. The research shows that no female teacher disagree with the statement that they are honest which implies that female teachers felt that females are honest. Honesty is an important virtue in leadership. Two respondents (2.5%) strongly disagreed with the statement that female teachers are transparent.

The above analysis shows that men are more approachable than females and that it was a feeling of most respondents that women have more integrity compared to men. It was also noted that most male (13%) respondents felt that men are flexible in decision-making compared to women.
Figure 7 reveals that 49%, 28% and 23% of the respondents felt that children highly, moderately and lowly respectively interfered with female teachers’ work. In any African set up women spend more time with the children which hinder them from holding responsibility positions.
4.3 Challenges women in leadership and management positions encounter

Female teachers in leadership and management positions encounter a myriad challenges. These range from socio-cultural, governance and economic. Male respondents felt that teachers in leadership face:

- Prejudice and gender bias
- Opposition and non-acceptance by female teachers
- Insurbordination and contempt by teachers, students and parents
- Inability to identify priority projects
- Political and societal interference
- Indiscipline from teachers and students

Majority of female respondents thought that female teachers in positions of leadership encountered such challenges as:

- Ridicule by men and female; resistance/undermine by male; religious beliefs affect confidence; family roles; less opportunities for training/learning; insurbordination
- Male dominance; community perception that women are weak;
- Insubordination; lack of respect by parents; men underrate them
- Undermined by male teachers; community bias, belief in male leadership; women more committed at home
- Gender and socio-cultural beliefs that women are not rulers
- Political interference
- Corruption

High prevalence of prejudice against women on day to day administration of schools frustrate improved performance in national examinations. Political interference 10(13%) tended to influence administrative decisions, corruption was cited as a problem in a case when females teachers are compacted to tribe for them to get promotion, responsibilities are among the problems.
It was found that discrimination and prejudice against female leadership hampers achievement of equality e.g. equal pay for equal work protection for working mother's fairness in career advancement, equality of spouses with regard to family rights and recognition of everything that is part of the rights and duties of citizens in a democratic state therefore all leaders especially women must foster the need to promote girls education at every opportunity. There is lack of women empowerment seminars to motivate them to compete for leadership positions.

The society's attitude toward women leadership should be improved so that they accept them. Discrimination against women, politics and other malpractices in the promotion process should be stopped and men should be encouraged to participate more in domestic responsibilities to allow women time to advance themselves.

To empower female teachers take up leadership positions in schools, it was suggested that female teachers should train on managerial and leadership skills. They should improve their career by further training to gain confidence and to enable promotions more sponsorship to be accorded to women by all the educational stakeholders. It was also suggested that equal educational opportunities should be provided to enhance equitable affirmative action can help address gender disparity in secondary school administration.

The laid down procedures for recruiting deployment and promotion of teachers to be strictly followed and reviewed from time to time to avoid arbitrary promotion and transfer of teachers. KESI to be revitalized in terms of resources and personnel to meet the demands for management training for all educational institutions in the country.

Policy makers and planners, teachers, administrators, politicians etc. Must be made to understand through constant and thorough dialogue and communication, the advantages of incorporating woman's knowledge in development and leadership. This will boost the confidence in whatever they do and help them build a defense mechanism against exploitation by unscrupulous persons and institutions.
Educationists’ researchers, women and men should take the lead in helping build legitimacy of woman’s knowledge and capabilities by being committed to the idea of educating women in order to enable them understand the socio-economic nature of the society.

CHAPTER V

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

- Female teachers encounter difficulties rising into leadership and administrative positions due to prejudice, harassment, discrimination, abuse, isolation and lack of respect and corruption
- Training on managerial skills will help solve the administrative problems women face. Training and career advancement will make women confident and hence more assertive
- Women should apply for leadership positions whenever an opportunity arises. Girls should be encouraged to take careers thought to be for boys in order to get a venues to leadership and administrative positions

5.2 RECOMMENDATIONS

- Gender parity through equal opportunities, in knowledge and acquisition of skills in guidance and counseling should be considered as criteria in selection of school administration. Female teachers to be given equal opportunities with their male counterparts to head mixed schools as role models in the society
- The laid down procedures for recruiting, deployment and promotion of teachers to be strictly followed and reviewed from time to time to avoid arbitrary promotion and transfer of teachers
- More women need to be appointed to positions of leadership and responsibility particularly in education to act as role models for girls. Parents should be encouraged to find the girl child to school and value their education. Hence organizations and individuals who support girls education must monitor their progress and offer them
guidance to enhance completion rates. There is need to draw up guidelines to assist major actors and providers, Key players and agents in reducing gender biases and gaps in education. In addition, the girl-child should be targeted for affirmative action at all levels of education e.g. allocation of increased bursaries.

- The government should endeavour to eradicate the gender gap between male and female education officials. It should also reduce gender imbalance between females and male officers and managers of education.
- More women should be encouraged and supported to go for higher education and training so that they can take equal leadership positions as their male counterparts.
- Communities must be educated to appreciate and view women’s role in leadership to be as good as that of males.
APPENDIX I: QUESTIONNAIRE ON GENDER DISPARITY IN SCHOOL ADMINISTRATION AND LEADERSHIP

(TO BE FILLED BY THE TEACHERS)

Note: The objective of this study is to investigate the reasons for gender disparity in leadership positions in secondary schools in Naivasha district. This questionnaire is intended to collect necessary data that would help the researcher make policy recommendations to the relevant ministries to ensure that more female teachers are promoted to leadership positions.

All responses would be highly appreciated. To ensure confidentiality, Do Not write your name or that of your school on the questionnaire.

Please complete this questionnaire. Indicate your answer to each question by filling in the spaces provided by ticking the correct answer as appropriate.

PART A: DEMOGRAPHIC DATA AND GENERAL INFORMATION

1. Your Gender 
   Male [ ] 
   Female [ ]

2. How long have you been a teacher?---------------

3. When were you born?------------------

4. What is your marital status? Married [ ] Single [ ]

5. Please indicate your Academic Qualifications
   ◆ Certificate [ ]
   ◆ Diploma [ ]
   ◆ Degree [ ]
   ◆ Masters [ ]

6 (a). Do you hold any post in your school? Yes [ ] No [ ]
      (b) If Yes, which post do you hold?
         (i) Deputy Principal
         (ii) Head of Department
         (iii) Senior Teacher
(iv) Games Master/Mistress
(v) Boarding Master/Mistress
(vi) Others-------------------------
© If you were to be given responsibility, which one do you qualify for? ------------
-----------------------------------------------

7. How many teachers are there in your school including yourself?
   a. Male -------
   b. Female ------
   c. Total -------

8. How many Heads of Departments do you have in your school?
   d. Male -----------
   e. Female ---------
   f. Total ----------

PART B: STATUS OF WOMEN IN SECONDARY SCHOOL ADMINISTRATION

1. Some people hold that female headteachers cannot make good administrators. Please comment giving reasons.------------------------------------------------------------
..............................................................................................................................
..............................................................................................................................

2. Do you agree that male headteachers are more responsible than female headteachers?
   g. To some extent [ ]
   h. Yes [ ]
   i. No [ ]

3. In your opinion what barriers have resulted in low participation of women in educational management and leadership?
   a. Women have lagged behind in education [ ]
   b. Women lack self confidence [ ]
   c. Women are not good decision makers [ ]
   d. It is a man’s world [ ]
   e. Beliefs, attitudes and stereotyping [ ]
   f. Informal methods of hiring [ ]

65
4. What other related reasons prevent women teachers from rising to managerial positions in their schools?
   a.  
   b.  
   c.  
   d.  

5. Generally, why are there so many male teachers holding Senior positions of management in Secondary Schools as compared to female teachers?
   a.  
   b.  
   c.  
   d.  

6. According to your observations, what problems do women managers face in the process of running secondary schools?
   a.  
   b.  
   c.  
   d.  
   e.  

7. Suggest ways in which women could be empowered in order to take up challenges in managing secondary schools
   a.  
   b.  
   c.  
   d.  
APPENDIX II: ANALYSIS OF FACTORS AFFECTING WOMEN LEADERSHIP AND MANAGEMENT POSITIONS

INTRODUCTION AND INSTRUCTION
The information requested is expected to contribute towards proper management of secondary schools in Naivasha district and elsewhere in Kenya. Kindly respond to the questionnaire as honestly as possible. To safeguard confidentiality, please do not write your name or the name of your school anywhere. Respond either by writing or putting a tick where required. There is no correct or wrong answer.

Part I: GENERAL INFORMATION.
Please tick in the appropriate box as it applies to you

1. Type of school: Girls school [ ]
   Boys school [ ]
   Mixed school [ ]

2. Your gender: Male [ ]
   Female [ ]

3. Your age in years: Below 30 years [ ]
   31 to 40 years [ ]
   41 to 50 years [ ]
   Over 51 years [ ]

4. Marital status: Single [ ]
   Married [ ]
   Widowed [ ]
   Separated [ ]
   Divorced [ ]

Do you have children? YES [ ]  NO [ ] If Yes, do they interfere with your work?
   ▶ A lot
   ▶ Moderately

67
5. Highest professional qualifications:
   - Masters in Education
   - Bachelor of Education
   - Bachelor of Arts
   - Approved Teacher Scale (ATS)
   - Diploma Holder
   - Secondary School Teacher Grade I

6. Your title grade as Headteacher:
   - Principal headteacher
   - Senior headteacher grade I
   - Assistant headteacher grade II
   - Headteacher
   - Any other, specify

7. How did you get this appointment?
   - Interview by TSC?
   - Nominated by BOGs?
   - Nominated by PTA?
   - Both interview and nomination?

8. How many years have you been in the teaching profession?
   - 1 – 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - 21 – 25 years
   - 26 – 30 years
   - Over 30 years

9. How many years have you been a headteacher?
   - 1 – 5 years
10. How long had you taught before promotion to headship?
   - Below 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - 21 – 25 years
   - Over 25 years

11. How long have been headteacher in this school?
   - Below 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - Over 20 years

12. In how schools have been headteacher other than this one?
   - 1
   - 2
   - 3
   - 4
   - Over 4

13. Have you held any other job other than teaching?
   - Yes
   - No

If yes? Type of job | Number of years
-------------------|------------------
                    |                  
-------------------|------------------
14. What classes if any do you teach?

15. Have you attended any course organized by Kenya Education Staff Institute?
   Yes  No
   (b) If Yes, how many times?
   Once  Twice  More than twice

© Give titles of the courses you attended at KESI

What group of people do you prefer to head?
   ❖ Women
   ❖ Men
   ❖ Both
   (b) For each answer given above, give reasons to support your choice
      i. ............................................................................................
      ii. .............................................................................................
      iii. .............................................................................................

PART 2. ESTABLISHING CHALLENGES FACING WOMEN IN LEADERSHIP AND MANAGEMENT

1. What main constraints do female headteachers face in Naivasha district secondary schools?
   i. .................................................................................................
   ii. .................................................................................................
   iii. .................................................................................................

2. What main constraints do male headteachers face in Naivasha district secondary schools?
   i. .................................................................................................
   ii. .................................................................................................
3. Does your marital status interfere with your work?
   a. YES [ ]  NO [ ]

4. Would you wish to be promoted?  YES [ ]  NO [ ] If yes, have you applied for it? YES [ ]  NO [ ]  How many times?............. NO [ ]. Why?

5. Have you had any leadership or management training?  YES [ ]  NO [ ] If Yes, specify
   a. Area of training........................................
   b. Duration of training.........................
   c. Was it Pre-Service?......................; In-Service..............

6. What strategies would you consider important to improve the participation of women in educational management and leadership?

7. Listed below are statements on challenges that may be faced by headteachers. To what extent are these challenges perceived to be hinderances to women’s appointments to headship of secondary schools?
   ❖ SA – Strongly Agree
   ❖ A- Agree
   ❖ D – Disagree
   ❖ SD – Strongly Disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of academic qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Poor public relations</td>
<td></td>
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<tr>
<td>3. Lack of self-control (Being emotional)</td>
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<tr>
<td>4. Being biased</td>
<td></td>
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<tr>
<td>5. Lack of experience</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. Lack of financial management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Poor time management</td>
<td></td>
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<td></td>
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<tr>
<td>8. Poor in problem solving approach</td>
<td></td>
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<tr>
<td>9. Inability to cope with stress</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
10. Poor decision makers
11. Too busy with domestic chores
12. Most women never apply for headship positions
13. Poor planners
14. Dictators
15. Most communities devalue female headship

PART 3. QUALITIES OF GOOD LEADERSHIP

1. The following are qualities of good leadership. How best do female teachers possess these qualities?

- SA – Strongly Agree
- A – Agree
- D – Disagree
- SD – Strongly Disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are democratic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. They are flexible in decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>3. They have the capacity of being leaders</td>
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<td>4. They are approachable</td>
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<td>5. They have the integrity</td>
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<td>6. They are confident</td>
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<td>7. They are respectable</td>
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<td>8. They are self disciplined</td>
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<td>9. Inability to cope with stress</td>
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<td>10. They are responsible</td>
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<td>11. They are honest</td>
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<tr>
<td>12. They are competent</td>
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<td>13. They are transparent</td>
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</table>

2. Which of the following qualities would you consider important to educational leaders in relation to leadership and management? (Respond by encircling the BEST choice that describes the best quality fit for female and male leaders using the key below)

1. Not Important
2. Of Little Importance
3. Important
4. Extremely Important
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<thead>
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<th>Quality</th>
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<tr>
<td>Integrity</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Passion</td>
<td>1 2 3 4 5</td>
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<td>Hardwork</td>
<td>1 2 3 4 5</td>
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<td>Listening</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Objectivity</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Inspirational</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>Motivating</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Flexible</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Patience</td>
<td>1 2 3 4 5</td>
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</table>

3. In your opinion what would be the appropriate age for a woman to be a headteacher?
   - 20 – 30 years
   - 31 – 40 years
   - 41 – 50 years
   - Over 51 years

   (b) Give reasons for your preference

4. In your opinion, what would be the appropriate age for a man to be a headteacher?
   - 20 – 30 years
   - 31 – 40 years
   - 41 – 50 years
   - Over 51 years

   (b) Give reasons for your preference
5. In your opinion, why are there more men heads than female heads in Nakuru secondary schools?

6. In your opinion, who does the community prefer to be head of secondary schools?
   - Male
   - Female
   - Both

7. In your opinion, what is the importance of bringing women into policy and decision making levels in education?
   - Role models
   - Improve quality of decisions
   - Add to management talents and skills
   - Mentors for young female recruits
   - Increase participation of women

8. Suggest ways in which women could be empowered in order to take up challenges in managing secondary schools.

.................................................................
INTERVIEW SCHEDULE for Provincial, District Education Officers and District Quality Assurance Officers

Q1. What is your designation?
   (i) Provincial Education Officer, PEO [ ]
   (ii) District Education Officer, DEO [ ]
   (iii) District Quality Assurance Officer, DQAO [ ]

Q2. In your opinion, who makes a good headteacher?
   (i) Male headteacher [ ]
   (ii) Female headteacher [ ]

Q3. In your opinion, why do we have fewer female headteachers within Nakuru district
   (i) They are not interested in leadership positions [ ]
   (ii) Due to African traditional beliefs and practices [ ]
   (iii) It is a man's world [ ]
   (iv) Women have lagged behind in education [ ]
   (v) Women lack self confidence [ ]

Q4. Please identify some of the strengths and weaknesses in women in leadership
   (i) People oriented [ ]
   (ii) Democratic [ ]
   (iii) Sensitive [ ]
   (iv) Insensitive [ ]

Q5. In your opinion, what is the importance of including women in educational leadership
   (i) Increase participation of women in leadership [ ]
   (ii) Will add to management talents [ ]
   (iii) Mentors for young female recruits [ ]
   (iv) Will add to educational development [ ]
Q6. From your observation, what is the main challenge facing women

(i) Family responsibilities

(ii) Long working hours

(iii) Students indiscipline

(iv) Lack of proper leadership qualities
## APPENDIX I: ANALYSING FACTORS AFFECTING WOMEN LEADERSHIP AND MANAGEMENT

### Table 1a. DEMOGRAPHIC DATA AND GENERAL INFORMATION

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<th>Age (Years)</th>
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<td>If given opportunity, which position do you qualify</td>
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<th>How many teachers are you (HT inclusive)?</th>
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</table>
PART B: FACTORS AFFECTING WOMEN LEADERSHIP AND MANAGEMENT POSITIONS

8. Some people hold that female headteachers cannot make good administrators. Please comment giving reasons.

9. Do you agree that male headteachers are more responsible than female headteachers?
   a. To some extent [ ]
   b. Yes [ ]
   c. No [ ]

10. In your opinion what barriers have resulted in low participation of women in educational management and leadership?
   a. Women have lagged behind in education [ ]
   b. Women lack self confidence [ ]
   c. Women are not good decision makers [ ]
   d. It is a man's world [ ]
   e. Beliefs, attitudes and stereotyping [ ]
   f. Informal methods of hiring [ ]

11. What other related reasons prevent women teachers from rising to managerial positions in their schools?
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________

12. Generally, why are there so many male teachers holding Senior positions of management in Secondary Schools as compared to female teachers?
   a. ______________________
   b. ______________________
13. According to your observations, what problems do women managers face in the process of running secondary schools?
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

14. Suggest ways in which women could be empowered in order to take up challenges in managing secondary schools
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
APPENDIX II: STATUS OF WOMEN IN SECONDARY SCHOOL ADMINISTRATION

INTRODUCTION AND INSTRUCTION
The information requested is expected to contribute towards proper management of secondary schools in Naivasha district and elsewhere in Kenya. Kindly respond to the questionnaire as honestly as possible. To safeguard confidentiality, please do not write your name or the name of your school anywhere. Respond either by writing or putting a tick where required. There is no correct or wrong answer.

Part I: GENERAL INFORMATION.
Please tick in the appropriate box as it applies to you

16. Type of school: Girls school [ ]
   Boys school [ ]
   Mixed school [ ]

17. Your gender: Male [ ]
    Female [ ]

18. Your age in years: Below 30 years [ ]
    31 to 40 years [ ]
    41 to 50 years [ ]
    Over 51 years [ ]

19. Marital status: Single [ ]
    Married [ ]
    Widowed [ ]
    Separated [ ]
    Divorced [ ]

Do you have children? YES [ ]
   NO [ ] If Yes, do they interfere with your work?
   ➢ A lot
   ➢ Moderately
20. Highest professional qualifications:
   ➢ Masters in Education
   ➢ Bachelor of Education
   ➢ Bachelor of Arts
   ➢ Approved Teacher Scale (ATS)
   ➢ Diploma Holder
   ➢ Secondary School Teacher Grade I

21. Your title grade as Headteacher:
   ➢ Principal headteacher
   ➢ Senior headteacher grade I
   ➢ Assistant headteacher grade II
   ➢ Headteacher
   ➢ Any other, specify

22. How did you get this appointment?
   ➢ Interview by TSC?
   ➢ Nominated by BOGs?
   ➢ Nominated by PTA?
   ➢ Both interview and nomination?

23. How many years have you been in the teaching profession?
   ☐ 1 – 5 years
   ☐ 6 – 10 years
   ☐ 11 – 15 years
   ☐ 16 – 20 years
   ☐ 21 – 25 years
   ☐ 26 – 30 years
   ☐ Over 30 years

24. How many years have you been a headteacher?
   ☐ 1 – 5 years
25. How long had you taught before promotion to headship?
   - Below 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - 21 – 25 years
   - Over 25 years

26. How long have been headteacher in this school?
   - Below 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - Over 20 years

27. In how schools have been headteacher other than this one?
   - 1
   - 2
   - 3
   - 4
   - Over 4

28. Have you held any other job other than teaching?
   - Yes
   - No

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<thead>
<tr>
<th>If yes? Type of job</th>
<th>Number of years</th>
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</table>
29. What classes if any do you teach?


30. Have you attended any course organized by Kenya Education Staff Institute?

Yes   No

(b) If Yes, how many times?
Once   Twice   More than twice

© Give titles of the courses you attended at KESI


31. What group of people do you prefer to head?

❖ Women
❖ Men
❖ Both

(b) For each answer given above, give reasons to support your choice

i. .................................................................

ii. .................................................................

iii. .................................................................

PART 2. FACTORS THAT HINDER WOMEN INTO APPOINTMENT TO HEADSHIP

1. What main constraints do female headteachers face in Naivasha district secondary schools?

ii. .................................................................

iii. .................................................................

iv. .................................................................

9. What main constraints do male headteachers face in Naivasha district secondary schools?

i. .................................................................

ii. .................................................................
10. Does your marital status interfere with your work?
   a. YES [ ] NO [ ]

11. Would you wish to be promoted? YES [ ] NO [ ] If yes, have you applied for it? YES [ ]. How many times?.............. NO [ ]. Why?

12. Have you had any leadership or management training? YES [ ] NO [ ] If Yes, specify
   a. Area of training.................................
   b. Duration of training......................
   c. Was it Pre-Service?......................; In-Service..............

13. What strategies would you consider important to improve the participation of women in educational management and leadership?

14. Listed below are statements on challenges that may be faced by headteachers. To what extent are these challenges perceived to be hinderances to women’s appointments to headship of secondary schools?
   ❖ SA – Strongly Agree
   ❖ A – Agree
   ❖ D – Disagree
   ❖ SD – Strongly Disagree

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<th>A</th>
<th>D</th>
<th>SD</th>
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<td>2. Poor public relations</td>
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<td>3. Lack of self-control (Being emotional)</td>
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<td>4. Being biased</td>
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<td>5. Lack of experience</td>
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<td>6. Lack of financial management skills</td>
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<td>7. Poor time management</td>
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<td>8. Poor in problem solving approach</td>
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84
9. Inability to cope with stress
10. Poor decision makers
11. Too busy with domestic chores
12. Most women never apply for headship positions
13. Poor planners
14. Dictators
15. Most communities devalue female headship

PART 3. QUALITIES OF GOOD LEADERSHIP

1. The following are qualities of good leadership. How best do female teachers possess these qualities?

   ◆ SA – Strongly Agree
   ◆ A - Agree
   ◆ D – Disagree
   ◆ SD – Strongly Disagree

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<td>2. They are flexible in decision making</td>
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<td>5. They have the integrity</td>
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<td>6. They are confident</td>
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<tr>
<td>7. They are respectable</td>
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<tr>
<td>8. They are self disciplined</td>
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<tr>
<td>9. Inability to cope with stress</td>
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<tr>
<td>10. They are responsible</td>
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<tr>
<td>11. They are honest</td>
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<tr>
<td>12. They are competent</td>
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<tr>
<td>13. They are transparent</td>
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</tbody>
</table>

2. Which of the following qualities would you consider important to educational leaders in relation to leadership and management? (Respond by encircling the BEST choice that describes the best quality fit for female and male leaders using the key below)

1. Not Important
2. Of Little Importance
3. Important
4. Extremely Important
<table>
<thead>
<tr>
<th>Quality</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Decisiveness</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td></td>
<td>5</td>
<td>1</td>
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<tr>
<td>Self-confidence</td>
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<td>3</td>
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<tr>
<td></td>
<td>4</td>
<td>5</td>
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<tr>
<td>Initiative</td>
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<td>4</td>
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<tr>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>Adaptability</td>
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<td>1</td>
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<tr>
<td>Emotional stability</td>
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<tr>
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<td>standards</td>
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<td>Integrity</td>
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<td>Flexible</td>
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<td>Patience</td>
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<td>2</td>
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</tbody>
</table>

3. In your opinion what would be the appropriate age for a woman to be a headteacher?
   - 20 – 30 years
   - 31 – 40 years
   - 41 – 50 years
   - Over 51 years

(b) Give reasons for your preference

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4. In your opinion, what would be the appropriate age for a man to be a headteacher?
   - 20 – 30 years
   - 31 – 40 years
   - 41 – 50 years
   - Over 51 years

(b) Give reasons for your preference

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......................................................................................................
5. In your opinion, why are there more men heads than female heads in Nakuru secondary schools?

6. In your opinion, who does the community prefer to be head of secondary schools?
   - Male
   - Female
   - Both

7. In your opinion, what is the importance of bringing women into policy and decision making levels in education?
   - Role models [ ]
   - Improve quality of decisions [ ]
   - Add to management talents and skills [ ]
   - Mentors for young female recruits [ ]
   - Increase participation of women [ ]

15. Suggest ways in which women could be empowered in order to take up challenges in managing secondary schools.
INTERVIEW SCHEDULE for Provincial, District Education Officers and District Quality Assurance Officers

Q1. What is your designation?
   (i) Provincial Education Officer, PEO [ ]
   (ii) District Education Officer, DEO [ ]
   (iii) District Quality Assurance Officer, DQAO [ ]

Q2. In your opinion, who makes a good headteacher?
   (i) Male headteacher [ ]
   (ii) Female headteacher [ ]

Q3. In your opinion, why do we have fewer female headteachers within Nakuru district
   (i) They are not interested in leadership positions [ ]
   (ii) Due to African traditional beliefs and practices [ ]
   (iii) It is a man’s world [ ]
   (iv) Women have lagged behind in education [ ]
   (v) Women lack self confidence [ ]

Q4. Please identify some of the strengths and weaknesses in women in leadership
   (i) People oriented [ ]
   (ii) Democratic [ ]
   (iii) Sensitive [ ]
   (iv) Insensitive [ ]

Q5. In your opinion, what is the importance of including women in educational leadership
   (i) Increase participation of women in leadership [ ]
   (ii) Will add to management talents [ ]
   (iii) Mentors for young female recruits [ ]
   (iv) Will add to educational development [ ]
Q6. From your observation, what is the main challenge facing women

(v) Family responsibilities

(vi) Long working hours

(vii) Students indiscipline

(viii) Lack of proper leadership qualities