CAREER MOBILITY OF WOMEN ADMINISTRATORS IN
PUBLIC SECONDARY SCHOOLS IN KIRINYAGA COUNTY,
KENYA

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THIS PROJECT IS SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES, SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

JUNE, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other university/ institution for consideration. This Project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken word), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

This project is dedicated to my mum, Mrs. Margaret Kareu; your love and support has brought me this far. Thank you mum
ACKNOWLEDGEMENTS

To Almighty God; it is utterly impossible without Him.

I would like to express my sincere gratitude to my supervisors Dr. Martin Ogola and Dr. G. A. Onyango for their tireless effort in assisting me and for being my valuable source of both encouragement and inspiration.

I am grateful to the staff of Garbatula High School, in one way or another; my colleagues at Garbatula are a source of inspiration. A special word of thanks goes to Edward Mongare. Edward, you are a star.

My special gratitude goes to my beloved family. I thank my mum; Margaret, my two sisters; Mumbi and Emma and my brother Dominic for their emotional support from the beginning to the end of my study. Without your love and support, this research is just not possible.

To Karanja M.M, my classmate and husband; your contribution has made all the difference.
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ABBREVIATIONS

H.O.D  Head of Department
B.O.G  Board of Governors
NGO   Non Governmental Organizations
TSC   Teachers Service Commission
ABSTRACT

The purpose of this study was to examine the factors that affect the mobility of women to administrative positions in public secondary schools in Kirinyaga County. The study was guided by the following objectives: To establish the effect of cultural factors such as gender roles on mobility of women administrators in secondary schools in Kirinyaga County. Moreover, personal and organizational factors and their effect on mobility of women administrators in secondary schools in Kirinyaga were also part of the objectives. The population of this study was male and female Principals, deputy principals and head of department of the public secondary schools in the entire Kirinyaga County. They were randomly selected using the stratified random sampling method. Out of the possible 1000 administrators, a total of 227 were selected. The research instrument was a self-constructed questionnaire that was mailed to the respondents. It was designed to collect information related to factors that affect mobility of women administrators in public schools in Kirinyaga County. Descriptive Statistics was used to describe the profile of the respondents. This includes their personal factors, cultural factors and organizational factors that influence the mobility pattern of female administrators. The data gathered were analyzed using statistical package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean and standard deviation was used to analyze data. The analyzed data were then presented in form of frequency tables, bar graphs and pie charts. The study found that cultural factors cause gender in balance in education mobility of women administrators in public schools in Kirinyaga County. This was evidenced by the findings that majority of the respondents indicated that female teachers were few in the school management positions. The study also found that personal factors have an impact on mobility of women administrators in public schools in Kirinyaga County. Organizational factors had a moderate effect on gender imbalance in education administration among teachers as indicated by the respondents. The study therefore concluded that cultural factors, personal factors and organizational factors all had an impact on mobility of women administrators in public schools in Kirinyaga County. The study recommended that female teachers should share gender roles with their spouses to allow them to rise in to the leadership positions in schools. The researcher recommends further research to be done to carry out a detailed survey on how successful female administrators overcome the barriers and attain their career goals.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Customarily, the role of women in the society was viewed as only housewives who were only expected to stay back at home and look after their husbands, children as well the extended family. On the other hand, there have been recorded an increase in the number of women joining formal employment as a result increased rights and chances of women to choose to study (Asplund, 1988). Currently, the participation of women is seen in many spheres of including politics, business, science as well as in the corporate world. Despite the rise in the number of women joining formal employment, only few have managed to reach top positions of administration (Borg & Gall, 1989). Men have continued to domineer in the managerial positions over their women counterparts with the same qualifications. Women constitute about half of the world population according to a labor report of the year 1998 but they have not attained much equality in any country in the whole world. The report showed that although over 40% of the global workforce constitute of women, only 25 had managed to become presidents by then.

Gender imbalance is very common in most employment sectors. Information reveal that women are represented in a large number in business administration positions and the speedy development of this sector have enabled women to get a good share of lower as well as middle level administration posts (Burnard, 2008). Women however meet many barriers in their quest to advance to top positions in administration. Women advancement to top positions in the financial and professional service sector is still seriously limited although they have the same or
more qualifications that their male counterparts who hold these positions. In fact in
the corporate world women hold a small share of top positions despite being
qualified to hold these positions. This condition has developed slowly particularly
after independence. Women first joined the formal employment particularly the
education sector after some of them decided to attend schools. They set an example
which saw others follow suit to their footsteps. Women became determined to
overcome the societal barriers and achieve career success (Shakeshaft, 2009). In the
same way, a large part of women started engaging in teaching as untrained in early
1970s. Since that time a steady rise in the number of women joining the civil service
has been recorded. Most of these women opted to join the education sector as
teachers, in hospitals as well as other jobs associated with feminine nature such as
typists, secretaries and social workers (Burnard, 2008).

Women in Kenya have been engaging in some form of employment for a very long
time. Traditionally, women in Kenya have been participating in business and
economic activities like farming, sewing as well as selling commodities in the local
markets (Coombs, 1970). However they have only been dealing with these unpaid
jobs or domestic responsibilities while shunning away from formal employment.
Later on with the social and economic development in the country women started
engaging slowly in paid employment. As a matter of fact, the number of women
engaging in paid employment was very small at the time. A research that was
conducted on the status of Kenyan women in four Kenyan universities, private and
public recognized that only a few women hold senior positions in employment. The
only senior post where gender equality was seen was that of a librarian, with high
number of women depicted in many other parts of the world. It was also noted that
in one of the most popular universities there was only one permanent female professor. This is a clear indication that the gap of women in top positions in the education sector is still wide.

Several factors have led to the rise in numbers of women participating in the formal employment sector. The main factor contributing to this increase is education. Women have decided to acquire knowledge by getting education so that they can earn and contribute to the development of their families as well as the country (Shakeshaft, 2009). The other factor that has led to this rise is the change in perception of parents towards the girl child as they have decided to educate women to become better members of the society. Currently women are motivated as well as encouraged by their parents and husbands to pursue their dream careers as their in turn pay back to the community by engaging in development activities (Shakeshaft, 2009). These factors have contributed a lot in seeing women pursue higher education and engage in formal employment. Women now have better chances of entering in to formal employment with the increased availability of basic education, knowhow and experience. This also changed their way of thinking about the obstacles of becoming professional women rather than performing only domestic roles. To balance the effort of the agencies of the government, many NGOs dealing with women matters like Forum of Africa Women have been set up in many places across the country. These women based NGOs have put in to practice wide variety of activities as well as programs with the objective of promoting the interest of women. From that time the number of women joining the employment sector has continued to rise steadily. The number of employed women has also intensively increased in line with the economic development.
### Table 1.1: Number of Primary School Teachers by Sex, 2003 -2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>75,461</td>
<td>103,439</td>
<td>178,900</td>
<td>42.2</td>
</tr>
<tr>
<td>2004</td>
<td>74,491</td>
<td>106,369</td>
<td>180,860</td>
<td>41.2</td>
</tr>
<tr>
<td>2005</td>
<td>73,380</td>
<td>104,658</td>
<td>178,037</td>
<td>41.2</td>
</tr>
<tr>
<td>2006</td>
<td>73,972</td>
<td>104,650</td>
<td>178,622</td>
<td>41.4</td>
</tr>
<tr>
<td>2007</td>
<td>79,042</td>
<td>99,142</td>
<td>178,184</td>
<td>44.4</td>
</tr>
<tr>
<td>2008</td>
<td>75,926</td>
<td>95,107</td>
<td>171,033</td>
<td>44.4</td>
</tr>
<tr>
<td>2009</td>
<td>72,752</td>
<td>90,241</td>
<td>162,993</td>
<td>44.6</td>
</tr>
<tr>
<td>2010</td>
<td>78,893</td>
<td>94,264</td>
<td>173,157</td>
<td>45.6</td>
</tr>
<tr>
<td>2011</td>
<td>78,301</td>
<td>91,758</td>
<td>170,059</td>
<td>46</td>
</tr>
</tbody>
</table>


### Table 1.2: Number of Secondary School Teachers by Sex, 2003 -2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>14,017</td>
<td>26,073</td>
<td>40,090</td>
<td>35.0</td>
</tr>
<tr>
<td>2004</td>
<td>15,711</td>
<td>29,144</td>
<td>44,855</td>
<td>35.0</td>
</tr>
<tr>
<td>2005</td>
<td>16,077</td>
<td>29,824</td>
<td>45,901</td>
<td>35.0</td>
</tr>
<tr>
<td>2006</td>
<td>17,361</td>
<td>29,674</td>
<td>47,035</td>
<td>36.9</td>
</tr>
<tr>
<td>2007</td>
<td>16,390</td>
<td>31,194</td>
<td>47,584</td>
<td>34.4</td>
</tr>
<tr>
<td>2008</td>
<td>16,478</td>
<td>30,957</td>
<td>47,435</td>
<td>34.7</td>
</tr>
<tr>
<td>2009</td>
<td>14,961</td>
<td>27,442</td>
<td>42,403</td>
<td>35.3</td>
</tr>
<tr>
<td>2010</td>
<td>15,761</td>
<td>28,544</td>
<td>44,305</td>
<td>35.6</td>
</tr>
<tr>
<td>2011</td>
<td>15,178</td>
<td>27,838</td>
<td>43,016</td>
<td>35.3</td>
</tr>
</tbody>
</table>

Women in countries like Korea hold a very little percentage of the post of school administrators. The trend is the same in China where women hold only 13% of all the administration posts in the education sector. Female teachers in South Africa hold only lower positions in the teaching profession. The number of women in the teaching profession is more than men although this is only depicted in the low level positions. The positions of principal and deputy principals are mostly held by men leaving very little vacancies to women. Socialization and role associated to a specific gender in the society in these countries are viewed as powerful factors associated with gender inequality in administration positions among teachers (Shakeshaft, 2009). Although there is no law discriminating against women in Kenya, the situation is the same as in other countries. An analysis of gender inequality that was conducted in the year 2000 indicated gender gaps. As mentioned above female teachers are only allocated low level positions in schools while their male counterparts dominate the positions of principals in boys as well as mixed schools. Considering the shortage of highly qualified managers which is experienced, glass ceiling still continues in the era of fairness policies as well as better educational chances for women. This exists although women have shown their intellectual ability, resourcefulness and administration capability in many aspects of life. The challenges that women face as they try to advance and occupy high administrative position are not pure economic but as a result of discrimination, education and political issues (Logan, 1998). To this end the research seek to analyze the factors affecting the progression of women to high level administrative positions in public secondary schools in Kirinyaga County.
1.2 Statement of the Problem

In Kenya, teaching is considered as the most suitable career a woman can pursue due to the nature of the job as well as less working hours. This perception is what has led to the ever rising number of women in this profession. On the other hand, it has been noted that despite the large entry of women in to the teaching profession, only a few have been given the chance to serve in the top administrative positions. It is therefore of great interest for the researcher to conduct this study in effort to understand this trend. If there is a clear understanding on the issues which obstructs the advancement of women in the education sector especially in Kirinyaga County, strategies can be devised to overcome this obstacles. The gender unfairness in high administrative positions has blocked the progress of women in educational administrative careers (MOEST, 2000). As a result of this, female teachers do not play an important role in the process of decision making in public secondary schools in Kenya. Although the girl child is expected to be the future women leader, does not have a mentor who is significant for the reason of increasing self-confidence by being a role model. A study is therefore necessary in addressing the factors affecting mobility of women in administrative positions in Kirinyaga County.

1.3 Purpose of the Study

Based on the problem stated, the primary purpose of this study was to investigate the factors that affect mobility of women administrators in the education sector in Kirinyaga County. The study was seeking to establish the effect of gender roles, gender stereotype, and role of mentors, self-perception and educational qualifications among other factors on mobility of women administrators. This was critical because women constitute a significant population in the teaching fraternity.
1.4 Research Objectives

i. To establish the effect of cultural factors on mobility of women administrators in secondary schools in Kirinyaga County

ii. To find out the relationship between personal factors and mobility of women administrators in secondary schools in Kirinyaga County

iii. To determine the extent to which organization factors affect the mobility of women administrators in secondary schools in Kirinyaga County

1.5 Research Questions

i. What impact do gender roles, socialization and gender stereotypes have on mobility of women in education administration in public secondary schools in Kirinyaga County?

ii. What has female teachers’ self-perception, educational qualification and training affected their mobility in public secondary schools in Kirinyaga County?

iii. What do organizational factors have an impact on mobility of women administrators in secondary schools in Kirinyaga County?

1.6 Assumptions of the Study

While carrying out this study, the researcher assumed that;

i. There are women occupying administrative positions in public secondary schools.

ii. The female teachers are ambitious and aspire for high administrative positions in education

iii. There is an official criterion for promotion of teachers without gender bias.
1.7 Limitations of the Study

i. This study limited itself to women administrators in public secondary schools in Kirinyaga County. For more conclusive results, all secondary schools in the republic or at least central Province would have been considered. However due to time factors, the researcher considered to limit it to the senior women administrators in secondary schools in Kirinyaga County. The researcher settled on the woman administrators in the secondary schools comprising of the Principals, deputy principals, H.O.Ds and subjects heads in the public secondary schools headed by female principals in Kirinyaga County.

ii. The study was conducted between the month of December 2013 and April 2014. The maximum time available to the researcher to spend on data collection process including running the pilot test was about three months only.

1.8 Delimitation of the Study

The private schools in Kirinyaga County were precluded in this study. This was because they do not enjoy direct government support particularly in provision of teaching staff. The target population for this study comprised only of female head teachers, deputy heads, head of departments and subjects heads. Other stakeholders in school administration such as teachers, Board of Governors, parents and members of the Parent Teachers Association (PTA) were not included because of insufficient time and resources.
1.9 **Significance of the Study**

Firstly, it was hoped that this study would help to generate knowledge about the factors that influence the mobility of woman administrators in the secondary schools in Kenya. It was anticipated that the results would be useful especially to female teachers to create a better understanding and positive attitude towards their career planning, opportunities and advancement as school administrators. The profiles developed and the patterns discovered would serve as a career development aid by which they may assess and aim their ascent.

Secondly, it was also hoped that this study would generate data and information which would help the policy makers and implementers in the Ministry of Education, TSC and County Education Offices to manage the policy formulation, program planning and implementation towards better and fairer mobility advancement among women administrators, just as their male counterparts.

Thirdly, it was further hoped that this study would serve other future researchers to develop a new framework or hypothesis to the research problem in the context of the current progress in Kenya. Information gathered through this research would stimulate the formation of a new set of questionnaire or instrument which would be used to measure the specific indicators in an attempt to look out for other factors, differences or similarities between female and male administrators’ mobility.
1.10 Theoretical Framework

Sicherman and Galor Career Mobility Theory, 1990. Career Mobility Theory analyzes hypothetically and empirically the function and occupational mobility of one’s career in the labor market. The theory puts more emphasis on how experience can be transferred across different occupations permits for differences in the order of professions that forms the person’s career path. The career mobility theory states that it is easy to retain employees in an organization who are not promoted as promoted individuals pose many chances of leaving the organization. The level of education of a person determines the career path as well as the chance of being awarded a promotion. In addition, the theory depicts that the pace of career mobility goes on decreasing with the time one has been in the labor market. Therefore persons with a lot of experience are more likely to move within a firm than across firms. This theory played a very important role in the study of factors affecting career mobility of female teachers in public secondary school in Kirinyaga County. This theory highlighted that there are elusive obstacles within the chain of command of organizations that hinder women from achieving high level administrative positions. These obstacles are part of the glass ceiling trend. The glass ceiling which was invented in mid 1980s, described the vague obstacles which prevented women and minorities from getting promotions as well as high level leadership positions. The principle of the glass ceiling has three major points. The first one was the discrimination against women which is proven by statistics, which reflects the unfair treatment given to women in power. The second point was the declaration that discrimination was illogical, therefore the organization do not fully utilize the talents of women and do not optimize their workforce. Lastly, the crushing of the glass ceiling is a possibility which can be achieved by overcoming organizational measures that get rid of the obstacles hindering women advancement. Therefore, these theories will play a significant role in investigating the factors affecting career mobility of women administrators in public secondary schools.
1.11 Conceptual Framework

**Cultural factors**
- Family responsibility
- Size of family
- Role of wife
- Spouse support

**Personal Factors**
- Level of education
- Years of experience
- Professional training
  - Female self perception
- Confidence
- Self esteem

**Organizational factors**

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

**Enhanced women career mobility**

Source: Researcher, 2015

Figure 1.1: Factors that affect the mobility of women in school administration
The structure which was used as a guide to this study was arranged in three stages. The first one assumed the role of gender and socialization. They ordered on whether women should aspire or accept senior positions of administration when promoted.

The women self perception which lead to low self esteem is as a result of socialization which depicts leadership as a field of men. In this study, the sovereign variable was the one manipulated by the researcher and altered it so as to determine its effect on dependent variables. This could have either positive or negative results. It was the alleged cause of dependent variables. Lack of self confidence is more likely to be reported in women aspiring for high level administrative positions than in women already in those posts. Women wait until someone points the gap for them and encourage them to apply. Socialization and gender role typecasts are all barriers to gender balance in the administration of the education sector. Mentors and role models are important to women aspiring to become educational administrators as they offer them encouragement. The educational qualification of a woman as well as the level of training receives prays a vital role in preparing women as future leaders.

The makers of educational policy need to put into consideration the special needs of women. Women who are well educated and trained have better opportunities of progressing that those without training.
1.12 Operational Definition Terms

Glass Ceiling: This is an insubstantial obstacle, within the chain of command of education administration, which hinders women and other minorities from achieving high-level positions.

Gender: is a socially accepted characteristic of a person in relation to his or her sex. This study refers to social connection between male and females, sharing of roles, rights and the obligations of women in the education sector.

Gender roles: are roles and responsibilities which the society consider appropriate for men and women.

Mobility: refers to the upward movement in the profession of the school administrators calculated by the promotion, recruitment and retention of teachers in the education sector.

School Administrators: refers to the Principals, deputy principals, head of unit and Subject heads.
CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter focuses on an evaluation of the literature that is associated with the factors affecting the mobility of women supervisors in the sector of education. This was significance for the purpose of identifying the knowledge gaps that exists as well as creating an entry chance for women for the purpose of study. The idea of gender in education management, roles of gender in the education sector, female self-perception, and the influence of a role model as well as a mentor in relation to educational training are some of the issues to be discussed in this section.

Lack of enough female representatives in the education sectors is linked to the studies which compare women and men. Globally, women are underrepresented as objects of study in the sector of education administration. For instance, the study of gender and administration in the U.S between the year 1985 and 2000 constituted to only 9%. In Kenya the situations of gender imbalance in the study of education administration as well as positions of administrations is clearly there (MOEST, 2000) this is what drove the researcher to conduct a literature review associated to the area of study both in the region as well as globally.

2.2 The Concept of Gender

Gender refers to the common roles as well as responsibilities which are created and equally accepted by our societies and cultures. The idea includes what is expected of a man or a woman by the society. A person conduct should not be contrary to the expectations of the society. These roles are carried from one generation to the other
which is a clear indicator that culture is inherited. Although culture is passed from one generation to the next, it is not determined biologically nor is it fixed for eternity. It can be altered in order to achieve equity and fairness for both women and men. Therefore meaning of gender is expected to vary from community to community since it is created. The reason is because gender carries the ideologies of socio-cultural background in which it is founded (UNESCO 2003). Women subordination is the common denominator of gender in all communities. Therefore this gives men the feeling of superiority as they are given all the chances to take part in all aspects of life. The impression of gender is very important as it indicates how women subordination and men domination has been developed by the society. Gender mainstreaming is therefore very important in order to overcome this. This will assist women in having the same chances as men in all aspects of life as none is supposed to be superior to the other. Competence development is an important tool in main streaming gender. This is by creating awareness skills, commitment as well as the ability necessary to slot in gender perspectives into substantive job among skilled staff (UNESCO, 2003).

Women contribute a lot in developing the education sector but their contribution in education administration is insignificant because they are not given fair chances to do so. The reason as to why women are not well represented in the administration of education is a concern all over the world (Miles, 1985). This is highly contributed by personal factors such as the level of education of a woman, objectives as well as family commitments. Putting into practice gender mainstreaming as well as situational factors such as role models and mentors are significant to bringing gender balance in administration of education among teachers. It is vital to include women
in the administration of education as they make a large population in the globe. It is important to include women in educational administration so that the girl child can follow their footsteps.

2.3 Cultural factors and Mobility of Women in Education Administration

The commitment of a woman to the family as well as environment circumstances is some of the factors that affect women in their quest to achieve their career success. This is because it sometimes become challenging for a woman to juggle between family commitment and their careers. Employers also believe that these family commitments may at times hinder the woman from performing in the same manner as their male counterparts therefore denying them administrative positions. According to a study conducted on women professional teachers, they shy from administration positions for fear of not delivering to the expectations of their employers because of family responsibilities (Hewit, 1989). A study of the same nature of Native American women in Montana also recognized family responsibilities as one of the major factor hindering the entry of women into administration positions in the education sector hence career mobility (Brown, 2004).

Women experience a lot of uneasiness between time demands on their careers and their roles in the family. This makes women enter into administration later than men. The opposition and responsibilities of a woman in the family continues to contribute a lot in gender imbalance experienced in education administration currently. Traditionally, women are not supposed to engage in formal employment but are expected to remain at home and look after the children as well as the husband who is
expected to be in formal employment. In this case, women from Turkey do not
desire to hold administrative positions as these positions demand a lot of their time.
Resistance from their husbands as well as challenging conditions has blocked gender
equality in education administration. Similarly, Kenyan women have preferred not
to take managerial positions because of the travel time associated with such
positions.

Resistance from the husbands as well as heavy domestic roles is recognized as some
of the factors hindering women to take up administration positions. Feminine
conviction and the thought of a perfect family have a great impact on the thought of
women about work as well as their career lives. It has an impact on the way women
choose their career path as well as choose how to balance between employment and
family life. It also influences women personalities as well as their sense of
satisfaction as mothers, partners, wives and qualified career workers. Women in the
teaching profession, who wish to avoid administrative positions because of their
responsibilities in the family, choose to remain in the practitioner career. This
enables them to combine their paid professional employment and unpaid family
duties as they stay away from promotion which seems to be an extremely rational
choice. Women who choose to go for linear career and compete for higher positions
are forced to oppose the ideology of having a perfect family where she will always
be there for her children and husband. This is so because these strong ideological
powers have a controlling influence on career aspiration of women as well as
mobility.
The responsibilities of a woman in a family pose exceptional challenges to women who want to advance to administration positions in their careers. Women continue to be responsible for many of family responsibilities such as caring for dependent children. In line with this, the time spent by a woman in fulfilling her responsibilities in the family is time that she cannot spend at work. Additionally, women believe that their role in the family is a big hindrance to advancement of their careers and this makes it hard for them to be promoted to administrative positions. This is because it affects the viewpoint of their co-workers as well as of their employers. This perception creates a highway for discrimination against women thus creating a barrier to advancement of professional women particularly mothers (Walker, 2003).

Being a mother influences a woman on the use of financial resources like training and many more. This is specifically associated to the high demands a woman has to meet in training as extra time will be needed, a lot of travelling as well as commitment in the place of work. This is very challenging for a woman with a family as the society expects her to balance both family and employment life. Employed mothers are perceived by their employers and fellow employees to spend more time with their children than in the work place. They are also viewed as under-committed with their work therefore denied managerial positions which are awarded to their male counterparts. On the other hand, men should be encouraged to support their wives in order to be able to multitask on practical responsibilities of gender as well as demands of profession without having to wait until their children are mature so as to enter in administration.
2.4 Effects of Personal Factors on Mobility of Women in Education Administration

Lacks of self-confidence and poor esteem in women have led to their low number in administration positions in the education sector. Women do not believe in themselves and they wait until someone else points the gap and encourage them before deciding to take up the role of administrators in the education sector. Women require more affirmation than their male counterparts before proceeding in administration which has led to their numbers remaining at a very low level. A considerable level of low self-esteem was recorded in women aspiring to become administrators in the education sector. Women holding administrative positions hardly view themselves as qualified to hold the positions and they showed lack of confidence in considering themselves at the top. Lack of confidence and low self-esteem may be associated to leadership identity which goes along with gender inequality. This is a sense of belonging to a group of leaders and feeling significant within the circle. Lack of leadership characters may result to a feeling of isolation as well as being an outsider.

Women do not view themselves as leaders and consider it necessary to develop their leadership identity more than their male counterparts. Women are further pushed to seek for more knowledge, education as well as classroom skills before they are able to vie for administrative positions. There is an opinion that women who are willing to be considered and treated the same way as men should be more prepared than the male counterpart she is competing for the same post with. Gender inequality in education is likely to be caused by low self-esteem and lack of confidence in respect to management abilities (Grogan, 1996). For instance in Uganda, women who are
more glued to their responsibilities in the family indicated low confidence in their capabilities to perform duties outside their domestic responsibilities. Few women who have made it to the top and become administrators despite the fact that they have to overcome many obstacles are reported to use some strategies.

Women who have managed to get administrative positions have a strong sense of self confidence, particularly their own voice and inspiration to be leaders in their own countries. Despite the fact that women meet many obstacle as well as hostile conditions from their countries, women who are self-reliant still make it to become administrators. Moral support as well as trust from their families is what women need in order to believe in their abilities and go for managerial positions especially in the education sector. Traditional values also need to be changed as well as the societal expectations of a woman as these reduce the confidence of a woman to perform other duties outside the domestic ones. Many women have kept away from public events thus lack of experience which many have mistaken to be lack of self-confidence.

The obstruction of self-opinion can be overcome by acquiring more information, education and skills before seeking for managerial positions. Women who already hold administrative positions should be role model to others wishing to get to that level by mentoring and encouraging them so as to assist them build self-confidence. School administration is a position that needs experience and organization. More women participate in certification or internship programs in the preparation for administration positions than their male counterparts although this is not reflected in the top administration. This is a result of the traditional deterrent of
employing women which are still in existence. The education sector is supposed to re-assess as adjust gender fairness strategies which will bring about equitable employment for all. The educational programs that prepare women as administrators in the education sector must realize the special needs of a woman as well as the obstacles she has to overcome on her career path which need to be addressed in the career preparation programs. The Kenyan education system has not done much to change the education and career expectations for the girl child as they go through the system of education. It is seen as if girls have a different curriculum from boys because of the inequalities viewed when it comes to educational as well as career expectations.

2.5 Organizational Factors In Relation To Mobility Of Women In Administration

Socialization and sex-role typecasts act as barriers to gender equality in administrative positions in schools. Women have not been able to advance to high level positions of leadership because they are soaked with a societal message of women inferiority complex. This has resulted into the society judging women on how womanly they are when they conduct themselves weakly and stay away from top positions. Gender imbalance in the education sector has been encouraged by negative typecasts of women by their fellow teachers as well as board members. Some perceive that women do not have the capability to discipline students, watch over other adults as well as manage finances like men.

School board members do not have confidence in a female principal over the supervision of school projects. Despite all these obstacles, women have made it to
the top and managed to be in administrative positions in education sector. Having a vision as well as a career path that is well planned is significant in moving up to top positions as a woman. Past literature has highlighted the absence of a role model as an obstacle to the entry of women to higher positions of administration. Mentors provide career growth functions that involve training, sponsoring as well as advancement (Patton, 2009). Women aspiring for high level education leadership positions have female principals as their role models and mentors.

2.6 Summary of Literature Review

It is significant to note that the review of literature is a global issue which is drawn from developed as well as developing countries like Kenya. From this literature review, it is evident that there is a worldwide gender inequality in the position of administration in the education sector among teachers at all stages. The obstructing factors vary from definition of gender roles, socialization, and education qualification to the absence of mentors and role models. Past studies reveal that female administrators are young, highly trained and motivated. However, their main obstruction is not lack of competence but the absence of a proper working environment. The literature reviewed has motivated the researcher powerfully to examine the factors contributing to the small number of women in administrative positions, particularly principals in public secondary schools in Kirinyaga County.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This study aimed at investigating the factors that affect the mobility of women administrators in education sector in Kirinyaga County with particular reference to public secondary schools. This chapter looked at the research design, target population, sample size, research implement, data collection and data analysis.

3.2 Research Design
In this study, the research intended to utilize descriptive design in gathering data. These methods have been considered because they encompasses more than the survey method. The methods are also useful particularly in reaching out to the administrators who are busy since they can fill questionnaires at will. Descriptive survey designs are used in preliminary and exploratory studies, in this case it was preferred because it allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification.

3.3 Locale of the Study
This study was conducted in Kirinyaga County. The decision was made on the basis of familiarity with the locale which offers an advantage of entry into the field. Additionally, due to the limited number of females holding positions in secondary schools administration in Kirinyaga County, the researcher considered the county most relevant for this study. Although statistics on gender imbalance in education administration was not available from the statistics in the Ministry of Education in Kirinyaga County, there were chances of finding more at the school level through
use of questionnaires for the principal and male and female teachers. This was because it was at that level where the administrators were distributed by gender and there were those who aspired to be promoted. At this level female aspirants who qualify for promotions were expected to give information on factors contributing to the status quo.

3.4 Target Population

3.4.1 Schools

The study drew its target population form all secondary schools in Kirinyaga County. The schools were few and manageable - 105 and as such the researcher found no need to reduce the population through sampling.

3.4.2 Respondents

This study targeted male and female administrators in public secondary schools in Kirinyaga County. This included principals, deputy principals and head of departments. The target population was as below:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Male</th>
<th>Female</th>
<th>Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>85</td>
<td>20</td>
<td>105</td>
</tr>
<tr>
<td>Deputy principals</td>
<td>59</td>
<td>46</td>
<td>105</td>
</tr>
<tr>
<td>H. O.Ds</td>
<td>660</td>
<td>130</td>
<td>790</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>804</strong></td>
<td><strong>196</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

*Source: Kirinyaga County education staffing office*
3.5 Sampling Design and Sample Size

3.5.1 Sampling Techniques

Proportionate allocation under stratified random sampling technique which was recommended by Orodho (2009) was used. As its name implies, it involved a process of stratification or segregation, followed by a random selection of subjects for each stratum.

3.5.2 Sample Size

The study got its sample size from the target population of 1000 administrators.

Sampling fraction: \( n/N \)

\[
250/1000 = 0.25
\]

However, female principals were very few and hence all were selected.

Table 3.2: Sample Design

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Female Sample Size</th>
<th>Male Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Deputy principals</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>H. O.Ds</td>
<td>33</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>162</strong></td>
</tr>
</tbody>
</table>

Source: researcher 2014

3.6 Research Instrument

The researcher collected data by means of a self-constructed questionnaire which was delivered physically to the subjects (Appendix III). The instruments contained questionnaires for principals, male teachers and female teachers. This was important because each category of respondents had a different opinion on the issue on mobility of women in education administration. The questionnaire allowed
anonymity, efficient use of time and confidentiality since it was done on a piece of paper with no respondents’ identity hence no chance of bias (Orodho, 2002). It was constructed and designed to reflect the research objectives mentioned earlier. Considering the fact that everyone in the population of study was well-versed in English, the questionnaire was not translated in any other language. A cover letter, explaining the purpose of the study, the researcher’s address and mobile phone numbers accompanied the research implements.

The questionnaire contained both open ended questions and close ended questions. Open-ended questionnaires gave the respondent an opportunity to express their views, experiences and suggestions fully. The closed ended questionnaires were easier to code responses and analyze them by use of computer.

3.7 Validity and Reliability

3.7.1 Validity

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

3.7.2 Reliability

In order to test for the reliability, a pilot test was carried out prior to the full scale study. White (1992) emphasized that reliability is concerned with the ‘replicability of findings and consistency between independent measures of the same phenomenon.’
The questionnaires were given during piloting process in the presence of the researcher in order to see if they would experience any problem in filling them. The test-retest method was used to establish the extent to which the contents of the questionnaire were consistent in getting same responses every time the instrument was administered. The spearman rank order correlation will then be used to establish reliability.

3.8 Piloting

Piloting was done in three schools in Kirinyaga County. The schools were selected through simple random sampling where every school in the population had an equal chance of being selected (Orodho, 2003).

Piloting was crucial for identification of vague questions through getting variety of answers. It gave room for respondents to comment and give suggestions concerning instruments for improvement (Mugenda and Mugenda, 1999).

3.9 Data Collection Procedures

According to Allen (1990), data can be collected in a variety of ways: face-to-face interviews, telephone interviews, questionnaires that are either personally administered, sent through the mail, or electronically administered; observation of individuals and events with or without videotaping or audio recording; and a variety of other motivational techniques such as projective tests.

The researcher opted to deliver the questionnaire to the respondents personally. The method had the advantage of obtaining data more efficiently in terms of time, energy
and costs. Additionally, the return rate was likely to be high since any doubts faced by the respondents were clarified instantly.

3.10 Data Analysis
Data was then analyzed by objectives using descriptive statistics: frequency, percentage, mean and standard deviation. The descriptions first included the frequencies, mean and standard deviation. The data was then presented in tables, bar graphs and pie charts for easy interpretation. The analyzed data was then presented in form of tables, pie-charts and bar-graphs as applicable.

3.11 Logistical and Ethical Considerations
The first step before embarking on this study was to seek permission from Kenyatta University graduate school, as well as NACOSTI. Before distributing the sets of questionnaire items, permission to conduct the study was sought from the County Director of education in Kirinyaga County. Consent was also sought from schools heads before involving other administrators (H.O.D). Similarly, the respondents were given an assurance with respect to the confidentiality of the information they provide.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of this study was to examine the factors that affect the mobility of women to administrative positions in public secondary schools in Kirinyaga County. The chapter presents the analysis and the findings of the study. It identifies cultural, personal and organizational factors affecting the mobility of women administrators in public secondary schools in Kirinyaga County. The findings are presented under the following thematic areas:

i. The effect of cultural factors on mobility of women administrators in secondary schools in Kirinyaga County

ii. The relationship between personal factors and mobility of women administrators in secondary schools in Kirinyaga County

iii. The extent to which organization factors affect the mobility of women administrators in secondary schools in Kirinyaga County

Out of the possible 1000 administrators, a total of 227 were selected. The researcher got 100% response from the targeted respondents. The data obtained was analyzed using the Statistical Package for Social Science (SPSS). The findings of the study were presented as per the objectives in the following sections.

4.2 Background Information

The following section presents the personal attributes of individual respondents.
Table 4.1: Distribution of the Respondents by Gender

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>71.37</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>28.63</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

The total number of school heads and deputy school heads in Kirinyaga County was not equally distributed between genders. The study shows that men were more as males were captured in the survey than females. To capture the understanding of the background of the data, the survey collected data on gender of the respondent before continuing with the rest of the questionnaire. The table shows that there was a greater proportion of males as school heads when compared to females. From the data, 71.37% of the respondents were males and 28.63% females.

After issuing the whole population with the questionnaires, the study found out that majority of those who failed to respond were the school principals. However, the frequencies representing the principals and the deputy principals were almost equal. The analysis showed that 91.7% of the population agrees while 8.3 disagrees. The proportion of those who believed that it was important to have more women as school managers was almost 100% were it not for a very small group.

4.3 Effect of Cultural Factors on Mobility of Women Administrators in Public Secondary Schools in Kirinyaga County

The purpose of this study was to examine the factors that affect the mobility of women to administrative positions in public secondary schools in Kirinyaga County. It was therefore paramount to look into the effect of cultural factors on mobility of women in public secondary schools in Kirinyaga County.
Culture was found to have great effect on the mobility of women administrators in secondary schools in Kirinyaga County. With regards to the research objective of finding the effect of cultural factors on mobility of women administrators in secondary schools in Kirinyaga County, the study first investigated the current problems. It was believed that many of the factors affecting the women administrators were the roots of the problems in their progress through their careers as administrators.

**Table: 4.2: Cultural Related Challenges Faced by Women as they Progress in their Career as Administrators**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family related</td>
<td>151</td>
<td>66.7</td>
</tr>
<tr>
<td>Work related</td>
<td>68</td>
<td>30.0</td>
</tr>
<tr>
<td>Community related</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

The study analysis of the data showed that 66.7%, 30%, and 3.3% of the problems faced by women as they progress in their careers as administrators are family related, work related and community related respectively.

In a further analysis to establish the effect of cultural factors on mobility of women administrators in secondary schools in Kirinyaga County, the question on whether the local community considered gender as a factor in their choice of leaders was asked. The analysis revealed that indeed, the local community at Kirinyaga County strongly considered gender as a factor in their choice of leaders.
Table 4.3: Response on Whether Local Community Considers Gender as a Factor in Choice of Leaders

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>211</td>
<td>92.96</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>7.04</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, 92.96% of the respondents agreed while 7.04% of the respondents disagreed to the belief that the local community considered gender as a factor in the choice of their leaders.

Table 4.4: Comparison of Gender Preference by the Local Community

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>204</td>
<td>90.0</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table Table 4:4 the local community at Kirinyaga County preferred male teacher more than female teachers in heading their secondary schools. 90.0% and 10.0% of the respondents argued that the local community in Kirinyaga County preferred males and females teachers respectively.

4.4 Relationship Between Personal Factors and Mobility of Women Administrators in Public Secondary Schools in Kirinyaga County

In order to carry out analysis to find out the relationship between personal factors and mobility of women administrators in secondary schools in Kirinyaga County,
information was collected on women behaviours believed to be influenced by their personal factors. The analysis revealed that indeed there was a relationship between the personal factors and mobility of women administrators in secondary schools in the County.

**Table 4.5: Response on whether Female Teachers Avail Themselves to Attend Seminars and Professional Workshops**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>492</td>
<td>1.7</td>
</tr>
<tr>
<td>No</td>
<td>178</td>
<td>78.3</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

The Table 4.5: shows that 21.7% of the secondary school heads have in mind that female teachers avail themselves to attend seminars and professional workshops while 78.3% never agrees.

![Figure 4.1: Responses on the Availability of Female Teachers to Attend Seminars and Professional Workshops](image)

**Figure 4.1: Responses on the Availability of Female Teachers to Attend Seminars and Professional Workshops**
About 78.3% of female teachers never availed themselves to attend seminars and professional workshops and this image was confirmed by a pie chart with a very big sector representing the proportion of those who never agreed to the research believe that female teachers avail themselves to attend seminars and professional workshops.

The researcher sought to know whether women applied for promotions.

**Table 4.6: Responses on Whether Women Applied for Promotions**

<table>
<thead>
<tr>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>127</td>
</tr>
<tr>
<td>No</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
</tr>
</tbody>
</table>

As shown in Table 4.6, 56.7% and 43.3% of the respondents said yes and no to the research question respectively.

**Table 4.7: Factors Considered By School Managers When Delegating Responsibilities**

<table>
<thead>
<tr>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>45</td>
</tr>
<tr>
<td>Qualification</td>
<td>114</td>
</tr>
<tr>
<td>Experience</td>
<td>61</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
</tr>
</tbody>
</table>
The researcher enquired on the factors that school managers considered when delegating responsibilities to teachers. Qualification was the leading factor that was considered by school managers when delegating responsibilities. This was represented by a proportion of 50% of the total respondents in the survey. A proportion of 20% of the school managers considered gender factor when delegating responsibilities, 26.7% considered experience factor while 3.3% considered other factors when delegating responsibilities.

![Graph](image)

**Figure 4.2: The Frequency Distribution of Factors Considered by School Managers When Delegating Responsibilities**

The graph below is a representation of the analysed result.

**Table 4.8: Response on Whether Female Teachers readily take Administrative Responsibilities when given by the TSC**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>185</td>
<td>81.7</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>18.3</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher further sought to know whether female teachers are ready to take up responsibilities when offered by TSC. The table above show that female teachers readily take administrative responsibilities whenever they are given by the Teacher Service Commission. 81.7% and 18.3 % were the responses for yes and no respectively. Failure of female teachers to readily take up administrative responsibilities would be taken as a great hindrance to their progress. However, many women were very much interested in the administrative responsibilities and are ready and willing to take them when given to them.

4.5 Extent to Which Organization Factors Affect the Mobility of Women Administrators in Public Secondary Schools in Kirinyaga County

The analysis to fulfil the research objective of determining the extent to which organization factors affect the mobility of women administrators in secondary schools in Kirinyaga County successfully revealed a lot of relevant information. The first organisation to be analysed was the Teachers service Commission. The study found out that when allocating the administrative positions, TSC considers gender to a very less extent. Indeed there were other factors greatly considered such as qualification and experience.

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>6.7</td>
</tr>
<tr>
<td>No</td>
<td>212</td>
<td>93.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>
The analysis showed that there was more of what the TSC considered most and not the gender factor in allocation of the administrative positions.

Above all, many of the respondents agreed that there was a need to have equal numbers of males and female administrators in schools. Majority considered gender biasedness as a very outdated practice and argued that none of the organisation should favour a particular gender.

Table 4.10: Response as to Having a Mentor in the Career as an Administrator

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>212</td>
<td>93.3</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher sought to know whether teachers had people to mentor them in their career. The analysis showed that many heads of schools had mentors in the career as administrators. The analysis output 93.3% and 6.7% for the yes and no responses respectively.

Table 4.11: Response on whether Administrators Mentor Other Teachers

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>
Further, the researcher asked whether secondary school administrators had a role to play as mentors for future male and female administrators. The analysis showed 100% for the yes and no responses respectively. Basically, the administrators were all mentoring their teachers for future promotions. The analysis revealed a 100% acceptance to the research question.

![Figure 4.3: Response on whether Administrators Mentor Other Teachers](image)

The response for those who supported the research belief was represented by the whole circle.

The researcher wished to know whether teachers were allowed opportunity to advance in education and training.

**Table 4.12: Schools Offering Opportunities for Further Advancements in Education and Training**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>975</td>
</tr>
<tr>
<td>No</td>
<td>58</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>
As indicated in the table, schools offered opportunities for further advancement in education and training. 75% of the support in the offering of the opportunities for further advancement in education and training was confirmed by the study through the analysis. The proportion that believed that the schools never offered opportunities for further advancement in education and training was equated to 25%. This made the researcher seek to know which gender advances more in education. The results are shown in the table below.

Table 4.13: Responses on which gender Advances in Education in Large Numbers

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>15</td>
<td>6.7</td>
</tr>
<tr>
<td>Men</td>
<td>132</td>
<td>58.3</td>
</tr>
<tr>
<td>Equal numbers of men and women</td>
<td>80</td>
<td>35.0</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100</td>
</tr>
</tbody>
</table>

Men advanced more in education. 58.3% supports this position while 35% says that the advancement was done in equal numbers of men and women. 6.7% believed that females advanced in large numbers. A greater proportion equivalent to 58.3% supports the argument that men advanced more in education while fairly average proportion indicates that the advancement was done in equal numbers of men and women. A small proportion (6.7%) believed that females advanced in large numbers.
Table 4.14: Level of Education the Respondents at Appointment and Currently

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Male Teacher</th>
<th>Female Teacher</th>
<th>Principal Teachers</th>
<th>Male Teacher</th>
<th>Female Teacher</th>
<th>Principal Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>22%</td>
<td>31%</td>
<td>0%</td>
<td>9%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Degree</td>
<td>68%</td>
<td>67%</td>
<td>94%</td>
<td>65%</td>
<td>56%</td>
<td>94%</td>
</tr>
<tr>
<td>Masters</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>4%</td>
<td>0</td>
<td>6%</td>
<td>9%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table 4.14 65% of the male teachers respondents were degree holders and 9% had other forms of qualification like postgraduate diploma and untrained teachers as their current levels of education. The female teachers “respondents” current qualification stood at 56% for graduate and 2% for other forms of qualification. For the principals it stands at 94% as degree holders and 6% for other forms of qualification.

The absence of diploma holders as principals is attributed by the fact that diploma teachers were deployed to primary schools by the ministry of education. Further there are more male graduate teachers than female, this can be attributed to the fact that women play multiple roles like gender roles hence at times advancing in education is a challenge. This is in contrast with findings of Logan, who observed that there are more women than men who participated in educational programs in preparation for administration jobs but this is not reflected in top administration (Logan, 1998). This is because of the traditional
deterrents of hiring women are still in operation. There is still presence of cultural perception of administration being a province of men (Celikten, 2005).

Table 4.15: Application for Promotion by Female Teachers

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>193</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that majority of female teachers (85%) does not apply for promotion while 15% indicated that they never apply for promotion. This could be attributed by the many family duties that are performed by women. This is an indication that women do aspire for promotions to leadership positions but fail to succeed fully because of the gender roles. This is agreement with the findings of Celikten, who observed that in traditional societies women were expected to be more responsible to their families, remain close to the children, husband and the extended family (Celikten, 2005).
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary, conclusion and recommendations of the study. Suggestions for further research have also been provided.

5.2 Summary of the Study

The purpose of this study was to examine the factors that affect the mobility of women to administrative positions in public secondary schools in Kirinyaga County. The study was guided by the following objectives: To establish the effect of cultural factors such as gender roles on mobility of women administrators in secondary schools in Kirinyaga County. Moreover, personal and organization factors and their effect on mobility of women administrators in secondary schools in Kirinyaga was also part of the objectives. The population of this study was male and female Principals, deputy principals and head of department of the public secondary schools in the entire Kirinyaga County. They were randomly selected using the stratified random sampling method. Out of the possible 1000 administrators, a total of 227 were selected. The research instrument was a self-constructed questionnaire. It was designed to collect information related to factors that affect mobility of women administrators in public schools in Kirinyaga County. Descriptive Statistics was used to describe the profile of the respondents. This includes their personal factors, cultural factors and organizational factors that influence the mobility pattern of female administrators. The data gathered was analyzed using statistical package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean
and standard deviation were used to analyze data. The analyzed data was then presented in form of frequency tables, bar graphs and pie charts.

5.3 Summary of Findings

Cultural Factors and their Effect on Career Mobility of Women In Education Sector

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

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

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

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

**Personal Factors and Career Mobility of Women in Education**

**Sector**

According to the findings of the study it emerged that female teachers do not see the need of having more female administrators in schools. The study revealed that women have moderate confidence levels. This could be there as on behind the failure to see the need of having more women in position of management. Further the non support for need for more women in management positions can be due to negative self perception which makes women perceive themselves as inferior compared to men.

According to the findings women were found to be fewer in administrative positions as compared to men because they opted to care for the family first. In addition to this, women also shared their working time with family duties. Due to this, women were noted to have low access of chances of promotion as compared to men.
Organizational Factors Effect on Career Mobility of Women in Education Sector

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

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

The study revealed that when allocating the administrative positions, insignificantly TSC considered gender factor. This meant that there were other factors greatly considered in allocation of responsibilities such as qualification and experience. A need to have equal numbers of male administrators in schools was a major point that was concluded by this study.

5.4 Conclusions of the Study

From the findings it can be concluded that cultural factors have dominant effect on the career mobility of women in education sector. This means that cultural attitudes need to be changed to allow women more space for administrative duties. In addition, teachers personal factors affects their career mobility in education administration because it affects their confidence levels and self-esteem. Confidence building is crucial through the successful women...
revealed that unfavorable organizational factors can result in imbalance in career mobility among teachers. Gender sensitization is critical in schools to demystify the traditional beliefs about the roles played by men and women. Regarding the role of models and mentors the study revealed that availability of role models and mentors can be a big boost in career mobility for women in education sector. There is a need for women in leadership positions in schools to mentor their colleagues and set a model for girls.

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

5.5 Recommendations of the Study

The following are the recommendations of the study

1. There is need for aggressive campaigns on gender equality. The general public need to get education on gender equality and campaigns on equal capabilities across the two genders implemented. Statements such as “what a man can do, a woman can do better” need to be installed in the minds of the society to reduce the levels of under rating subjected to the women.

2. The study recommends to the female teachers that they should seek further advancement in their careers since the schools have greater needs that they can provide solutions to.

3. The secondary school principals and deputy principals are recommended by this study to ensure that they perfectly play their role as mentors for future male and
female administrators. This would help in mentoring their teachers for future promotions.

4. The study also recommends increased opportunities for further advancement in education and training to the female teachers in order to balance the numbers of the qualified teachers between genders.

5. Education institutions need to expand greatly since the management by women managers has been confirmed by this study to be fruitful too. This has increased the number of the qualified and available manager to manage the many secondary schools to cater for the expanding population.

6. The stakeholders in secondary schools should seek advices from the experts in the management departments on the best ways to filter the most competitive managers without gender biasness. The ministry of education need to seek advice on the best course combination at tertiary levels in order to produce highly qualified graduates capable of managing the secondary schools without any bias on gender. The advice can also be utilized to help in admission distribution of new students to most demanding courses. The institutions also need to adjust their policy makers since the policies were very ineffective as revealed by the survey.

7. Policy makers need to put policies and rules aiming at balancing the gender issue in the management of secondary schools not only in Kirinyaga County but also in the whole nation. This is because the study considered gender biasedness as a very outdated act and argued that none of the organization should favor a particular gender.
5.6 Suggestion for Further Research

1. This study carried research only in Kirinyaga County. Therefore a recommendation for a broader research cutting across the whole nation in presented by this study in order to out show the general picture for the whole nation about the study topic. If possible the research can also be extended to all other parts of the world to provide a better comparison of the effects of explanatory variables among many regions.

2. Asashemergedfromthestudysomewomenhaveasuccessstoryinattainmentofdecisi on making positions in education administration despite the presence of barriers which have existed. There is need to carry out a detailed survey on how the successful women have overcome the barriers and attained career goals.

3. Lastly, an investigation on career mobility of women in education sector which include private schools should be carried out to determine whether they are affected by similar factors like those in public schools.
REFERENCES


APPENDICES

APPENDIX I: QUESTIONNAIRES

Cover Letter
The Principal
All Secondary Schools,
Kirinyaga county,
Dear sir/ Madam

The undersigned, a graduate student in Kenyatta University, is currently undertaking research entitled “factors that affect the mobility of women administrators in education sector.” in partial fulfillment of the requirements for a master’s degree in education Administration. The main purpose of this study is to draw a profile of the secondary school administrators in Kirinyaga County with an emphasis on the females. Permission to conduct this study has been obtained from the county director of education.

In the context of this study, the school administrators include the Principals, deputy principals, head of departments and Subject heads. In line with this, may I request for your cooperation by responding to my questionnaire which is attached herein. Your cooperation is also requested to deliver the other sets of questionnaires to the deputy principal and Heads of Departments in your school.

Your responses shall be held in STRICTEST CONFIDENCE and will in NO way affect your position as you will not be identified individually and results will be in statistical summaries. It will be a great pleasure if you could return your responses before 15th March, 2014.

Your cooperation is highly appreciated and thanks you very much.

Yours sincerely,

MERCY WAITHIRA MUGOH.
Questionnaire School Heads (for Principals and Deputy Principals)

Please answer the questions below. It is important to note that the information given is meant for research purposes only and will be treated with strict confidence.

1. What is your gender?
   Male [ ]   Female [ ]

2. What is your present designation?
   Principal [ ]   Deputy Principal [ ]

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

4. From a school administrator point of view, do you think it is important to have more women as school managers?
   Yes [ ]   No [ ]

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

5. Do women apply for promotions?
   Yes [ ]   No [ ]

6. If no, why do you think they do not

8. (a) Do female teachers avail themselves to attend seminars and professional workshops?
   Yes [ ]   No [ ]
9. In your opinion, what is the difference between a male and a female school manager?

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Qualification</th>
<th>Experience</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

11. In your opinion, what are the qualities of a good school female administrator?

12. (a) Do female teachers readily take administrative responsibilities when given by the Teacher Service Commission?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(b) If no, why do you think they decline?

13. (a) From your experience as a school administrator, do you think the local community considers gender as a factor in choice of leaders?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(b) If yes, do they prefer male or female leaders?

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(c) If males, why do you think they prefer them?

13. (a) Do you think it is important to have women in decision making positions?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
(b) Give reasons for your answer.................................................................

14. (a) Does the Teacher service commission consider gender in allocation of administrative positions?
Yes [ ] No [ ]

(b) If no, what do you think the commission should do? .................................

15. (a) From your experience as an administrator, do you think we need to have equal numbers of male and female administrators in schools?
Yes [ ] No [ ]

(b) Give reason for your answer........................................................................

16. (a) Do you have a mentor in your career as an administrator?
Yes [ ] No [ ]

17. (b) If yes, for what purpose? ........................................................................

18. (a) Do you think you have a role to play as a mentor for future male and female administrators?
Yes [ ] No [ ]

(b) Kindly explain your answer...........................................................................

19. (a) As an administrator, do you mentor your teachers for future promotion?
Yes [ ] No [ ]

20. (b) Whom do you prefer to be your mentor....................................................

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

Diploma [ ]  Degree [ ]  Masters [ ]

Others ........................................................................................................................................

23. (a) Do you attend professional courses and conferences?

Yes [ ]  No [ ]

24. (b) If yes, for what importance? ................................................................................................

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

Yes [ ]  No [ ]

26. If yes, who advances in large numbers?

Women [ ]  Men [ ]

Equal numbers of men and women [ ]
Questionnaire for Male Teachers (Heads of Departments)

INSTRUCTIONS

Please answer the questions below. It is important to note the information given is meant for research purposes only and will be treated with strict confidence.

1. In your view what problems do male teachers face as they progress into school management positions?
   Work related [ ] Family related [ ]

2. (a) If you were to be given a choice, would you like to work under a male or a female school manager?
   Male [ ] Female [ ]

   (b) Give reason for your answer .................................................................

3. (a) Do you think there is a difference between a male and a female school manager?
   Yes [ ] No [ ]

   (b) Give a reason for your answer ................................................................

4. (a) Do you share your family responsibilities with your spouse?
   Yes [ ] No [ ]

   (b) If yes, for what importance? .................................................................

5. (a) Do you think women with young children should take administrative positions?
   Yes [ ] No [ ]

   (b) If no, then give the reason for your answer ..........................................
6. (a) In your view do you think it is important to have more women as school administrator?
Yes [ ] No [ ]

(b) If yes, for what purpose? .................................................................

7. (a) Do you think both men and women stand equal chances of promotion?
Yes [ ] No [ ]

(b) If no, who stands a higher chance......................................................
Men [ ] Women [ ]

(c) Give reason for your answer ............................................................
Yes [ ] No [ ]

8. Suppose your spouse was given a promotion as school administrator, would you support her to take it up?
Yes [ ] No [ ]

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

9. Besides each of the statements presented below, please indicate the answer that describes your feelings about a male and a female school administrator.

1=strongly disagree  2=disagree  3=neutral  4=agree  5=strongly agree

10. (a) Men have higher confidence levels than women
1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]
(b) Men are more aggressive on work issues than women

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

c) Men have higher organizing ability

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

(d) Men have better leadership qualities as compared to women

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

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

Yes [ ] No [ ]

If yes, for what purpose? ..............................................................

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

Male [ ] Female [ ]

13. Give reason for your answer ..........................................................

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

Diploma [ ] Degree [ ] Masters [ ]

Others ..................................................................................................

15. What is your current level of education?

Diploma [ ] Degree [ ] Masters

Others ..................................................................................................

16. How often do you attend professional workshops and seminars
17. Do you think the workshops are important?

Yes [ ]      No [ ]

If yes, what is the importance?

Career development [ ]      Improve promotion chances [ ]
Socialization [ ]      None of the above [ ]

18. (a) Do you attend interviews for promotion?

Yes [ ]      No [ ]

(b) If yes, have you been promoted? ..............................................

Yes [ ]      No [ ]

(c) If you have not been promoted, what do you think could be the reason?

Lack of qualification [ ]      Chances are few [ ]
Criteria for promotion not clear [ ]      Others ..............................................

19. (a) Do you think there is a relationship between promotion and academic advancement?

Yes [ ]      No [ ]

(b) If no, give reason for your answer..........................................................
Questionnaire for Female Teachers (Heads of Department)

Please answer the questions below. It is important to note that the information given is meant for research purposes only and will be treated with strict confidence.

1. (a) From a female point view, do you think women administrators in schools are few or many?
   Few [ ] Many [ ]

   (b) If few, why do you think they are few ..................................................
       Are not qualified [ ] Are not ambitious [ ]
       Other reasons .................................................................................................

2. (a) Suppose you were to be given a position of principal or deputy principal, would you take it?
   Yes [ ] No [ ]

   (b) If no, why would you decline? ........................................................................

3. In your opinion what factors do you think hinder movement of women to top management positions .................................................................................................

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

5. 5a.Suppose you were promoted and the new position requires you to move away from home, would you take it?
   Yes [ ] No [ ]

6. (b) If no, why would you decline? ...........................................................................
Read the statements indicated below, and please indicate your level of satisfaction.

1=extremely satisfied  2=dissatisfied  3=satisfied
4=extremely dissatisfied

7. (a) How satisfied are you with your current position as a teacher.
   1 [ ]  2 [ ]  3 [ ]  4 [ ]  5 [ ]

   b) As a head of department
   1 [ ]  2 [ ]  3 [ ]  4 [ ]  5 [ ]

   (a) In your opinion as a female teacher, do you think we need more women in school management positions?
   Yes [ ]  No [ ]

   (b) Give reason for your answer ..........................................................

8. (a) How would you rate the level of commitment of male school managers?
   Committed [ ]  Very committed [ ]
   Not committed [ ]

9. How would you rate the level of commitment of female school managers?
   Committed [ ]  Very committed [ ]
   Not committed [ ]

10. Suppose you were to be given a choice, would you prefer to work with a male or a female school administrator?
    Male [ ]  Female [ ]

11. Give reason for your answer...........................................................................
12. (a) From a female point of view, do you think the local community support women as leaders in schools?

Yes [ ] No [ ]

(b) If no, why do you think there is no support? .................................................................

Read the statements presented below, and indicate the level of agreement. Indicate your choice by a tick.

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

13. (a) Female teachers aspire for promotion to administrative positions

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

(b) Female teachers have conflict between career and family responsibility.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

(c) Female teachers prefer to teach in class and not administration duties.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

(d) Female teachers are resistance to move when they get a promotion.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

14. (a) Do you think female teachers are as good as male teachers in decision making?

Yes [ ] No [ ]

(b) If no, give reason for your answer ......................................................................................
15. (a) Do you have a mentor in your career as a teacher?
   Yes [ ] No [ ]

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

17. As a female teacher do you think there are enough mentors for the future female administrators?
   Are few [ ] Not enough [ ] Not there [ ]

18. (a) Do you think those in management positions are playing a mentor role to the teachers?
   Yes [ ] No [ ]
   (b) If no, give reason for your answer

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

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

21. (a) How often do you attend professional workshops and seminar?
   Often [ ] Rarely [ ] Not at all [ ]

22. (b) How do you rate the importance of the professional workshops and seminars
   Very important [ ] Important [ ] Not important [ ]
23. (a) Do you apply for promotions?

Yes [ ]  No [ ]

(b) If yes, have you been promoted for the last three years?

Yes [ ]  No [ ]

(c) If no, why do you think you have not been promoted?
## APPENDIX II: WORK PLAN

<table>
<thead>
<tr>
<th>Time/Activity</th>
<th>Problem Identification</th>
<th>Proposal Writing</th>
<th>Data Collection</th>
<th>Data Analysis</th>
<th>Final report</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
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<tr>
<td>July-August</td>
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<td>September-October</td>
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<td>November</td>
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</tr>
<tr>
<td>December</td>
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</tr>
</tbody>
</table>
# APPENDIX III: BUDGET

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Particulars</th>
<th>No</th>
<th>Unit Cost (Ksh)</th>
<th>Total Cost (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal preparation</td>
<td>Ream of foolscap</td>
<td>2</td>
<td>500</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Ream Photocopying papers</td>
<td>2</td>
<td>600</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td>Printing services</td>
<td>120</td>
<td>30</td>
<td>3600</td>
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<tr>
<td></td>
<td>Binding</td>
<td>4</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Flash Disks</td>
<td>1</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td>Browsing</td>
<td>-</td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td><strong>Sub – total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>10200</strong></td>
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<tr>
<td>Data collection</td>
<td>Postage cost</td>
<td>266</td>
<td>100</td>
<td>26600</td>
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<tr>
<td></td>
<td>Printing Services</td>
<td>500</td>
<td>30</td>
<td>15000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>51,800</strong></td>
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<tr>
<td>10% of total</td>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td><strong>5,180</strong></td>
</tr>
<tr>
<td><strong>Grand</strong></td>
<td>Budget total</td>
<td></td>
<td></td>
<td><strong>56,980</strong></td>
</tr>
</tbody>
</table>
APPENDIX IV: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/14/6928/3386
Date: 16th October, 2014

Mercy Waithira Mugoh
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Career mobility of women administrators in education sector: A case of public secondary schools in Kirinyaga County,” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 3rd December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kirinyaga County.