CHALLENGES FACING FEMALE PRINCIPALS IN SECONDARY SCHOOL ADMINISTRATION IN GITHUNGURI, KIAMBU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

JULY, 2016
DECLARATION

I confirm that this research project is my original work and has not been presented for the award of a degree in any other university/ institution. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This project is dedicated to all the females, young or old, who are in the process of accomplishing their goals. Challenges are there to prepare us to be resilient, hence be encouraged.
ACKNOWLEDGEMENTS

I am grateful to several people who have made this paper possible. First, I would like to thank my husband David G. Ellis who has been extremely supportive of my graduate studies from the very beginning. Thank you for allowing me to reach my dreams and for your unwavering belief in my ability to attain them. My two girls Maureen and Natalie, my mother and father – Teresa and Geoffrey Mbugua who have strived over the years to give me the most valuable and enduring treasure ever; good education. To my dearest sisters and brothers.

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<tr>
<td>ASALs</td>
<td>Arid and Semi-Arid Lands</td>
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<tr>
<td>BOM</td>
<td>Board of management</td>
</tr>
<tr>
<td>CEB</td>
<td>County Education Board</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission of Science Technology and Innovation</td>
</tr>
<tr>
<td>ODL</td>
<td>Open and Distance Learning</td>
</tr>
<tr>
<td>SSA</td>
<td>Sub-Saharan Region of Africa</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

The study intended to determine challenges that confront women in the field of educational administration in Githunguri sub-county. With the promulgation of the new constitution, administrative positions were allocated to both genders, to bring about gender parity and balance. However, cultural and social obstacles have affected the female inclusion rate in school administration. Stereotypes propagated by men and the society have discriminated against women and discouraged them from taking up the positions. The study sought to investigate: challenges encountered by female administrators in secondary schools; the professional preparedness of females for administrative positions, the effectiveness of the support services provided to female administrators to enhance their school administration; and the teachers and students' perceptions on the effectiveness of female administrators. This study will major significance in the professional development of female school administrators as it sought to identify the dilemmas and blockade they encounter in their duties. By use of a descriptive survey and purposeful sampling, the data collected was taken as an indicator of what is being encountered by female administrators, especially in the rural areas. The target population included eleven female principals in the secondary schools in Githunguri sub-county, eight female deputy principals, and the DEO who was personally interviewed. The quantitative data collected from the questionnaires were analyzed descriptively with the aid of SPSS computer program. The data were then presented using descriptive statistics such as frequency tables and percentages. Qualitative data obtained from the interview schedule were organized into relevant themes and discussed based on the research objectives. The findings indicated that administration of secondary schools was mainly dominated by males than females and the challenges faced by female principals were unique to them. Hence the researcher recommended that females should be given unique training as per their challenges. short courses, workshops and support groups that would create platforms to exchange ideas, while family issues should be a consideration when promoting and transferring the administrators to avoid role conflicts.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the context of the study in terms of its background, the statement, purpose, objectives, research questions and the significance of the study.

1.1 Background to the Study

The perception of gender equity has been a burden and concern, not only in Kenya, but within the Africa region and globally in general. Throughout history, leadership roles were generally held by men (Sloan, 1999). Statistics shows that women are not represented adequately in management positions in education (Davies, 2000). This is despite the fact that women create a larger percentage of teaching force in education. (Blackmore, 2005).

In different disciplines, research has indicated that women are exposed differently from men in terms of their career development. Differences in income and property ownership, particularly in the Sub-Saharan region of Africa (SSA) have been a considerable developmental challenge (Krotz, 2006). There exists a dominant difference in women's status across all classes, religions and rural-urban classes in these geographic regions. This is primarily because of the uneven socio-economic development and the impact of tribal, primitive and ancestral establishments on women's lives. This social attitude has made women to be afraid to pursue higher educational and administrative positions.
Developmental guidelines and programmes have had differing effects on women and men, culminating to gender differences in access to education, health services, economic resources and inclusion in political decision making at all levels of their lives – including family, community and societal level as indicated by (Engender Health, 2005).

In Africa, generally there are major differences in attainment to and participation in education, relative to specific countries, regions and different disciplines. Mugenda et al (2010) confirmed that women are also seriously under-represented in rural areas and females from low income groups and Arid and Semi-Arid Lands (ASALs) are even less represented when compared to their urban and middle-class peers at different levels of education.

Expansion in the field of education has been an objective of the Government of Kenya (GOK) since its Independence in 1963 (Shiffield, 2000). The aims of Millennium Development Goals (MDG) are clear because many participants do consider education as both basic right and societal responsibilities too (Muchungu, 2003). In Kenya, under-representation of females in top educational management and leadership positions has had adverse effects on government processes. The girl child has also trailed behind in education due to lack of positive female role models (Republic of Kenya, 2007). Women teachers have also lacked guiding light making the scenario to be habitual. (Growe & Montgomery, 2000; Otieno, 2001; Gachukia, 2002).

With the new constitution promulgated in 2010, the Government of Kenya introduced affirmative action policies intended to boost women’s participation
including in educational leadership (Republic of Kenya Constitution, 2010). Other departmental policies were created to keep pace with the constitution. The Basic Education Act of (2013) indicates clearly the bodies that are to be formed and the expected gender representation to be achieved. Such policies help in streamlining gender parity. All of these policies are meant to bring about gender conformity in the education sector, and this has almost been achieved. However, it has not been interpreted into Educational Administration, very few women have attained leadership positions, while many who were inspired to apply for such positions were discouraged by the diverse challenges facing them according to (The Kenya National Commission on Human Rights, 2011).

Essentially, the administrative leadership of the school is a crucial element in its effectiveness as a school (Wallace, 1992). Several writers and scholars see leadership as a key concept in understanding and improving organizations such as schools and other learning institutions. Effective principals are seen to be a significant element in the direction that schools take. In Kenya, school administration is the responsibility of the principals (Markely, 1996). The accomplishment of any educational institution depends on the effectiveness and efficiency the principal carries out the administrative tasks (Thomas, 1988; Day & Lord, 1988).

Nevertheless, in performing these activities, the principals are faced with enormous encounters including: discipline issues among the personnel and students, finances, community hostility and management of the few physical resources available. They are also expected to plan, organize, coordinate and control all these activities so as to
achieve the school objectives and goals. This amplifies the challenges notably when the principals are not trained in educational administration (Kamau, 2004).

It has however been noted that although both gender face the same challenges, the female principals have exclusive challenges. Several study cases conducted have yielded results such as: poor self-image, lack of assertiveness, less career orientation, lack of confidence and discrimination, among others (Mathipa and Tsoka, 2001). Studies in Turkey by Celikten (2004) indicated that female principals are charged with societal needs and traditions that males do not face including housework, marriage, children care and the society negative attitude towards women who become principals.

Hoff and Mitchell (2008) have revealed that in the USA women in leadership including principals are faced with complicated responsibilities of balancing family responsibilities and those at workplace. This is because the society expectations on women are different from those on men. In Kenya, studies conducted by Nzeli and Kamau (2004) indicate that stereotype, insecurity, personal issues, traditional and administration conflicts are among the major unique problems facing the female principals.

Pointing out to women’s leadership capacity to serve as school leaders, some research has hinted that women and men have differing leadership styles (Nogay & Beebe, 1997). Women have been alleged as creatures that lack confidence and suffer from a destructive self-image. These assumptions have weakened the ability to attain the qualifications and capabilities of women to conquer senior administrative positions and to participate in decision-making roles. This cultural barricade
indicates that women are responsible for their own downfall. Grogan and Shakeshaft (2011) indicate that applying the ethic of care to leadership practices produces a leadership style marked by nurturing capacity building and sharing of power. Hence, they appear to be more interested in personal contacts, are driven to achieve interpersonal harmony and their tendency to work and play in teams or groups. This is contrary to men’s sensitivity to social dominance and their need to succeed and achieve high personal status.

Women are correspondingly capable of carrying out processes and tasks just like men. They can impartially contribute to the national development. Famous female leaders like Margaret Thatcher of UK, Indira Gandhi of India and Benazir Bhutto of Pakistan have all been Prime-Ministers who brought global and national change. Queen Elizabeth II of Great Britain is currently one of the most prestigious and globally respected female leaders. Unfortunately there are only two African female national presidents; Liberian President Ellen Johnson Sirleaf and Malawian President Joyce Banda.

Given the same openings and cooperation, female leadership styles tend to be more transformative and inclusive than that of their male counterparts. Scott and Brown (2006) observe that leadership styles that are based on gender contributes positively to the recognition and caliber of a principal, especially a female in a male dominance area. In Kenya, several schools starting from the national schools are led by women Principals. According to the Education Sector Strategic Plan (ESSP), there is a necessity to increase learning institutions which has concurrently led to the rise in the numbers of secondary schools in response to the introduction of the Free Primary Education (FPE). The increased transition rate from primary to secondary
schools has produced a need for more educational institutions. A report issued by the Southern & Eastern Africa Consortium for Monitoring Education Quality (2010) revealed that less than 15% of secondary schools in Kenya are administered and managed by female Principals.

Attention being raised is that there is no clear-cut degree programme for secondary school administration and management, apart from post-graduate level and in-service training programmes. Inconsiderable research has been carried out on female principals and school leadership in Kenya. Furthermore, studies on gender issues only provide information on enrolment and progression rates on girls and boys. All the same, several supporters appear to largely appreciate that gender variables are significant in leadership and research, and as much as the leadership styles maybe disputed upon, it is compelling to raise anxiety when administrative performance of male principals is used as a benchmark against which female achievement is always measured.

Hence, it has been binding to study and not take a broad view about education administration so as to avoid risks that the ambience and realities, as they currently exists in schools, are compulsorily assumed to win out for both male and female led institutions. The extensive and vast efforts by female principals should be aided and held out as an example across the country as to why there should be a justifiable number of female principals, administrators and leaders across the educational sector. It is against this background therefore, that it is important to study some of the administrative challenges of those females who have become principals and deputy principals for other competent Kenyan women to follow in steps.
1.2 Statement of the Problem

The advocacy of women empowerment as conveyed in the performance pointers of the MDG has a large impact on the achievement of the other goals. The low number of females accessing education is a considerable factor contributing to the weak position of women in social, economic and political circles of national development. The cultural and social barricades have also affected the female inclusion rate in school administration. The female stereotype generated by men, that women are sensitive, emotional and irrational has discriminated against women achieving employment and reaching decision making positions and leadership roles. Women are confronted with dilemmas that complicate their roles as leaders. It is demanding for them to balance work and home life, finding gurus that they can emulate and the sex role stereotyping by men which bounds a woman to mid-level leadership, also known as the “Glass Ceiling” (Glazer Raymo, 1999).

Societal anticipations of a woman generate role conflict and ambiguity, as a female she is expected to be a leader, mother, wife and teacher – all at the same time. Being a female principal, the responsibilities conferred upon her, demands for some leadership style that is taken by society as rude and proud. Also, women leaders who are independent are professed as divorcees, single or from an unstable marriage. Some are even perceived as climbing the management hierarchy by other means than their worth and qualifications. Regardless of these hindrances, some courageous female in society have taken on the mantle to conquer the high leadership positions currently controlled by men. It is with this background therefore, that this study sought to investigate challenges faced by these female administrators particularly in Githunguri Sub-County.
1.3 Purpose of the Study

This Study was mainly to investigate challenges encountered by secondary school female administrators during their day-to-day work of administration. Specifically, the study tried to establish the restraints faced by these female administrators as they carry out their management roles.

1.4 Objectives of the study

This study sought to:

i. Establish the level of participation of females in the administration of schools located within the sub-county of Githunguri;

ii. Determine challenges that women face in performing various administrative tasks;

iii. Establish the professional development needs of female principals and

iv. Determine the methods female principals use to confront the challenges.

1.5 Research Questions

The research was guided by the following research questions:

i. What professional preparation have the female principals received to prepare them for managing a school?

ii. What challenges do female administrators face when undertaking the various tasks required by their position?

iii. What support services are available to female principals to help them maximize their performance?

iv. What approaches do female principals use in confronting and minimizing their unique challenges?
1.6  **Significance of the Study**

This study will be useful in several ways to various participants in the education sector and policy makers. The findings may help to analyze the professional development desires of the female school administrators as well as the training needed. Identification of the dilemmas and blockade that they encounter in the several operational task areas. This study will also come up with ideas and apparatus to conquer these challenges.

The findings may also devote to the provision of knowledge on women and their involvement in educational management in Kenya through the literature provided, and encourage the acceptance of women to be better administrators. Lastly, the exposure that the study will give to prospective female candidates will strengthen them in their endeavors for high positions despite the inhibitions by the cultural, conventional and social aspects rampant in our society today.

1.7  **Assumptions of the Study**

The research took the following assumptions into account:

i. Family responsibilities frustrate the administration of schools by female Principals and that there is need for them to be prepared in administrative tasks and roles;

ii. Socio-cultural factors affect the administration of secondary schools by female administrators and

iii. School communities including students, staff, parents and sponsors have different apprehensions of the administrator and this is a basis for various role conflicts.
1.8 Limitations of the Study

The following factors limited the study;

i. Inadequate finances affected the study, hence the sample size was small and

ii. Limited time available to research also influenced the research since it was carried out during the school academic program.

1.9 Delimitations of the Study

i. The scope of this study involved female administration in secondary schools, in Githunguri sub-county. It would have been ideal to cover a larger area such as the whole of Kiambu County, or even the whole country;

ii. The samples were drawn from the secondary school level and this restricted the participation of female representation in other levels of education, such as pre-primary, primary and universities and

iii. The involvement of female administrators hindered their male colleagues opinions and involvements.

1.10 Theoretical Framework of the Study

Mouton (1998) directs that a theoretical framework indicates a thought process by which research is incorporated into existing body of knowledge relevant to the topic being investigated. It attempts to combine thought and its application. Theoretical framework serves to provide the relationship between crucial influences being researched such as gender discrimination and transformation in secondary schools.

The investigation was based upon the administrative management theory. The Administrative Management Theory was developed by Henri Fayol in 1916 also referred to Fayol Administrative Theory (Onkor, 2009). It outlines main principles
on business management and general management while it introduces six abilities of management namely; forecasting, planning, organization, commanding, coordinating, monitoring (Shake, 2008; Grey 2005). Hence administration refers to the management of affairs of an organization i.e. the practice of organizing resources in the direction of the achievement of organizational goals. It comprises of cooperation, goal or purpose, means or ways of meeting the realization of the set goals and rational actions to be taken to boost the realization of the anticipated goals efficiently and effectively. It is perceived as part of the wider management that is concerned with the implementation of practices and policies set by the management.

As African politicians and leaders are displaying backing of female led administrations, social change could make women to assess themselves in the right context. This indicates that they are accountable for the transformation of the mindset of people around them. They have to echo on their own history, be patient, set goals and work methodically towards change and be devoted to their cause. They have to resist capitalist exploitation, whereby women are only included in high positions just for window dressing and conformity to affirmative action. Women want to be placed in these positions because they are capable and competent and not just to be unfairly affirmed.
1.11 Conceptual Framework of the Study

Women principals' participation in administration and leadership in Kenya Secondary schools is affected by several factors classified as administrative, economic, social and cultural.

**Independent Variables**

- **Administrative Factors**
  - Retrenchment
  - Job Description
  - Retirement
  - Nature of Job
  - Need for Performance

- **Social Cultural Factors**
  - Religious Beliefs and Preservations
  - Community Approach and Taboos
  - Cultural Practices
  - Lack of Role Models

- **Economic Factors**
  - Shortage of resources
  - Salary
  - Inflation
  - Redundancy

**Dependent Variables**

- Women participation in school management and leadership

**Figure 1.1: Conceptual Framework**

A gender role is a theoretical concept that denotes a set of social behavioral standards within a specific culture that are suitable for a specific gender. The conceptualization that certain gender of people should or should not be assigned certain kind of tasks is a key influence that has affected the women participation in educational management.
1.12 Operational Definitions of Key Terms

Administration is the coordination of all the activities and efforts of all the available resources both physical and financial to achieve the educational institutes’ objectives and goals.

Administrative functions include the process taken to bring all the administrative activities into achieving the institutional objectives and goals including: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting and Evaluation.

Administrative tasks are the activities that are carried out in order to perform the administrative functions, including 5 operational areas; finance, personnel, school plant, curriculum and instruction, lastly, community relations.

Curriculum involves all the academic activities organized by the school for the learners to be able to be educated.

Leadership is the process of directing and influencing the resources especially personnel available in school with the intention of providing best quality services.

Principals are the secondary school head teachers who are in charge of administration and management of the school curriculum.

Professional roles are the responsibilities undertaken by individuals in relation to their careers.

School Administration is the process of planning, organizing, coordinating and controlling the available resources in a school.

Strategies are the methods and activities used to achieve set objectives.

Traditional roles are the responsibilities of individuals in relation to their gender.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with literature related to this study. This includes studies carried out on female gender administration in education. The main areas of focus are:

i. Functions and task areas of school management
ii. Gender and Leadership.
iii. Factors that affect the representation of women in leadership.
iv. Strategies for women to advance professionally.

2.1 Functions of Administration

The Educational Administration process is based upon several theories that are categorized as classical or scientific theories. Adelakun (2004) describes that Classic management theories were originated by four main theorists, namely - Frederick W. Taylor, Henri Fayol, Luther Gullick and Max Weber. They were divided into two: Scientific Management and Administrative Management, the Scientific Management was pioneered by Frederick Taylor (1856-1917) and focused on the management of work and workers.

A major contribution was made by Henri Fayol (1841-1925). Out of his scientific approach he developed six main managerial functions also referred to as Administrative Process, which he called them; Forecast, Plan, Organize, Command, Coordinate, Control (Onkar, 2009). These functions were amplified by Luther Gullick and Lyndall Urwick (1892) in answer to the question – “What is the work of the Chief Executive?” Gullick responded with “POSDCoRB”, this is an acronym for...
his seven administrative procedures, namely - Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. Hence all these functions and procedures make up the best administrative functions.

2.2 Administrative Task Areas

It is generally accepted that one strategic component influencing school effectiveness is the nature and quality of leadership and management provided by each school head. Markley (1996) indicates that effective principals are the most crucial factor in the direction a school takes. These roles range from: School community relations to financial management, Pupil management, management of teaching and non-teaching staff, Curriculum management and instruction, and the Management of physical facilities (Adelakun, 2004). The said roles offer the institutional heads with a foundation of practical ideas on how they can turn into good managers of educational establishments.

The responsibilities do not denote only to the school head teachers. They also apply to those educational officers that are given the responsibility of managing educational institutions and programs such as DEOs, county directors (CED), deputy head principals and other teachers who have been conferred with powers of responsibility. The areas concerned include:

2.2.1 Managing Physical Facilities

Fagbulu (1972) asserts that the school head is charged with the responsibility of maintaining all school property, in most cases these physical facilities include school buildings, classrooms, library, laboratory, workshops, stores, dining hall, Motor vehicles and all physical assets found in the school. The school grounds, playing
fields and gardens are also part of physical facilities. The head teacher must also ensure the availability of all of the property and infrastructure throughout the year. Heller (2002) elaborates that equipment needed for effective teaching and learning processes must be maintained to the highest standard. This should be realized by strict adherence to the laid down policies and rules. Supervision and inspection should be regular, ensuring the health and safety of any person entering or using the physical facilities of the institution. Infrastructure should be maintained in accordance with the prescribed maintenance policy.

2.2.2 Staff / Personnel Management

This refers to the teachers, support staff, administrators and all people who facilitate teaching and learning in institutions. Northhouse (2010) says the manager should ensure that there is procedure in place for dealing with staff appointment, promotion and dismissal and should encourage staff performance, management and professional development. While Acetone (2003) advocates for a policy that will deal with personnel discipline, and welfare by making sure all the staff are at ease and have a conducive working environment for them to carry out teaching. Moreover, they should create effective networks for communication and handling of complaints. And this is done by providing the teaching staff physical, material and professional support. Principals are also recommended to include the teaching and administrative staff in working together in creating the institution guidelines.

The teachers and support staff should have a clear understanding of school rules, terms and conditions of their employment and individual job descriptions. Every school head teacher is also a human resource manager, dealing with staff appointment, promotion, interviewing, and development and dismissal functions.
Nyongesa (2007) adds that he/she must then be familiar with procedures and plans of personnel management in terms of determining staff functions, a school manager needs to deliberate the basic features of the position the staff member is anticipated to hold and the obligatory credentials for that position.

2.2.3 School Community Relations

A school principal creates a conducive relationship between the school and the neighboring community. Foster & Goddard (2003) Lock, Budgen & Lunay (2012) indicate that, principals have to deal with tensions that sometimes spill into school from the community groups. Amanuel (1996) states some of the reasons why such a community relationship should be nurtured. In most African schools, the community contributes to the starting of the school by providing land, school equipment and manpower. Education and education infrastructure is also financed by public money through the payment of taxes, so the parents and community at large have some right to know how their tax money is being spent.

In general, with regard to the school community relations, the head teacher should consider the desires and aspirations of the community members or citizens, as far as education is concerned. Their desires and aspirations will differ from place to place. This can be noted by considering certain observable indicators, like professions, culture and geographical location. Hence principals who do not share social, political, historical and cultural or ethnical familiarity with the school are usually viewed with suspicion by the community (Keddie & Niesche, 2012) Therefore, the head teacher should make every effort to enhance the development of a positive attitude of the community towards the school.
2.2.4 Pupil/Student Management

This is the management of all services provided to all the pupils while in school. Emetarom (2002) observed that students’ personnel management refers to the planning, organizing, directing, supervising, coordinating and controlling the activities and welfare of the learners. This refers to all activities carried out by the school administration to ensure students derive the best from the school curriculum and co-curriculum activities (Westheimer, 2006). The Administrator has to integrate all the services and conditions provided by the school so as to ensure that it is commensurate with the needs and expectations of the students. Some of the areas to be considered include; keeping of enrolment registers to determine the activities and number of teaching and non-teaching staff required. In most schools, there are personal services to be provided for example; guidance and Counseling, other areas should involve teachers in inspiring students to have their own student councils to govern and create guidelines for the rest. Students are key participants within the school (Waweru, 2008). Hence, their management requires to be clearly programmed as a combined part of the complete human resource management structure.

2.2.5 Financial Management

Prudent and efficient management of the financial resources is an important task for head teachers so as to achieve value for money while ensuring transparency and accountability (Teklemariam, 2009). As a financial manager the principal should be acquainted with budgeting, cost benefit scrutiny, financial accounting and auditing. In order to complement government resources, the principal should also organize income generating undertakings, writing of proposals for funding, and may also
advance funds from the school's alumni. Systematic audits of the schools financial registers should be carried and should reveal transparency and accountability. The principal should also go all-out to use minimum finances to guarantee extreme quality of service.

2.2.6 Curriculum and Instruction

Curriculum refers to all planned and unplanned activities or experiences, which are offered by the school to learners. Education and Manpower Bureau (2006) indicates that the other task of the principal is ensuring the curriculum design is in line with the government education policies. This includes activities that take place in classes that are within the curriculum and outside classroom which are the co-curricular activities. The school manager is responsible for ensuring the involvement of the teaching staff in the development of curriculum through the national body like the Kenya Institute of Curriculum Development, (KICD) which prepares the curriculum for the nation and The Basic education Act (2013). The head teacher should be able to ensure the text books are provided and syllabus followed to the letter. The teachers are equipped with well written schemes of work and lesson plans. This help to ensure that the school performs well.

2.3 Gender and Leadership

As this study concentrates on the women in managerial positions, it is imperative to consider some leadership abilities. Organizations have laid considerations to leadership styles, holding the conviction that leadership is a significant influence in attaining success. Educational leadership refers to the leadership influence through the generation and dissemination of educational knowledge and instructional
information, development of teaching programmes and supervision of teaching performance. (Shum & Cheng, 1997).

Previous studies by Blount, (1998), Eagly and Karau, (2002), and Eagly, (2007) have specified challenges facing female principals especially in attaining the higher levels of administration found differences in leadership. Indications point out that different qualities and styles of leadership between men and women have been regarded as Masculine and Feminine. Scott & Brown (2006) claim that leadership styles that are founded on gender basis contribute positively to the acceptance of female principals in a male dominated section. High masculinity results to a bold approach while the feminist leads to a more compassionate attitude. In Macho cultures the weight is on assertiveness and acquisition of money and other material resources. In femininity the stress is on building relationships among personnel, concern for others and the quality of the working atmosphere.

Applying the ethic of care to leadership practices is believed to yield a leadership style displayed by nurturing, capacity building, the sharing of power which is relational leadership (Grogan and Shakeshaft, 2011). In the 1990s, management literature suggests styles such as employee participation, teamwork and flexibility and encourages the feminization of management. This means deliberation of values, meanings or qualities related with females. Behaviors such as nurturing, caring, interpersonal sensitivity and open and cooperative relationships have been supported as the most effective answers to changes in organizations and environments (Colwill & Townsend, 1999). In schools, women head teachers have been found to identify with collaborative people oriented style of leadership.
In the education sector, female principals most apply transformational leadership which can be described as motivating others by transforming their discrete interests into the goals of the school. This type of leadership contributes to female values established through socialization progressions that comprise building relationships, communications, consensus building, power as inspiration and working together for a common resolution. Women are good in interpersonal and communication skills, which is an important feature in the creation of an approachable and accommodative working environment in schools. Women believe that people perform at their best when they feel good about themselves and their work; hence they try to craft circumstances that contribute to those feelings. Therefore, the masculine power of decision making, issuing orders and being obeyed is slowly being replaced by feminine leadership in schools.

2.4 Level of Participation of Women in Administrative Positions

The insignificant figure of female representation in secondary schools' administrative positions has donated to challenges faced by the female principals. This is credited to several aspects such as;

2.4.1 Inadequate Support and Poor Networking

Eckman (2004); Gosmire, Morrison & VanOsdel (2010) have had studies that indicate the factors that limit female candidates from serving as secondary school principals. Lack of male backing to their female contenders and female inadequacy in joining male familiar networking systems that give male candidates an upper hand over female applicants. Although some women benefit from male help and endeavor to progress in the field through established male networks, others lack that support and are forced to create their own reimbursing systems (Nogay & Beebe, 2008).
Eckman continues to argue that it’s not an objective system where the best person gets to the right places. It’s still a good “old boy network” with all kinds of favoritism, demonstrated in all kinds of ways. Hence female generally do not benefit from the bounty of male administrators.

Clark & Stevens (2009) elaborate on how these principals struggle in networking with other principals, especially when their schools are based in rural areas. A teacher in search of an administrative position requires to publicize his/her proficiency. Having personal contacts with other administrators is vital as they can voice their support and therefore help the candidate safeguard an interview and possibly reach an administrative position.

2.4.2 Presumed Incompetence

This is another perception that restricts women admittance to secondary schools’ administrative positions. It is falsified by African culture that they lack the capacity to effectively handle discipline issues. Rusch and Marshall (2006) indicate that despite years of affirmative laws and policies, historically men or women, who lead using traditional male-oriented approaches, steadily are financed or given available administrative positions. Regrettably, research shows that some women believe that they indeed are not qualified for management position (Van Eck et al, 1996). It follows that women who have adopted the traditional female gender role maybe less attracted to leadership roles and therefore be less likely to strive for promotion into such positions (Bosak and Sczesnys, 2008).
2.4.3 Gender Stereotypes

Sex-role stereotypes negatively govern the perception of the school governing bodies (BOM) about the quality of a female principals’ job performance (Ayman & Korabik, 2010). They also contribute as a factor when they refuse to admit females as possible aspirants for these positions just because the candidate is female (Rusch and Marshall, 2006). Contrary to this, females in assumed male positions, including secondary school principals, could be seen as less than appropriate leaders based mainly on context (Ayman and Korabik, 2010). Ryan, Haslam, Hersby, and Bongiorno (2011) note that research has proved that the experience of female leaders is very different from that of male leaders. Consequently, female administrators receive less considerable appraisals compared to their male partners even for the same responsibilities.

2.5 Support Services to Advance Professionally

Although they are faced with all the complications, women succeed in achieving leadership roles within schools. Some observations indicate that the main obstacle is not structural or societal attitudes, but women’s low self-esteem and lack of confidence. Chabaya (2009) found that all women described in his study are pushed into principalship by others. However, Davies (1990) suggests that the hitches experienced by women in attaining promotion are caused by other factors and not women’s self-belief. Hertz and Shapira (2005) suggested that the leadership applied by female Arab teachers in Israel allowed them to impact on their families and the educational system, and all regarded themselves as representatives of social change within their communities.
When women lack self-esteem, it may be due to the obligation of traditional male supremacy at the macro-level, and the male-controlled culture at the meso-level. Evidence also verified that the fear of failure is likely to be reduced once women are conscious of the rules of the game. Fear of the unknown is scarcely unexpected, given women's practical exclusion for so long from the male-dominated world of educational administration (Cubillo & Brown, 2003). Therefore, there is need for education and training. Even in highly patriarchal societies women can realize liberation and leadership through high levels of education. Oplatka (2006) argues that, to achieve more equitable representation in educational administration, women teachers mainly must acquire education and training programmes.

Subsequently, there is need for encouraging substitutional approaches to leadership. For example, dissemination of responsibilities to teachers within schools (Grant, 2005). Collective approaches to leadership emphasize that school improvement and effectiveness can be achieved if a variety of people work together. More inclusive forms of leadership are argued to be more attractive to women, supporting both their entry into their tenure as school leaders (Ryan, 2006).

2.6 Summary and Gap Identification

This chapter dealt with functions and task areas of school management, gender and leadership, factors that affect representation of women in leadership management and strategies for women to advance professionally.

While it is important to appreciate work done by other scholars in highlighting the challenges that women administrators face, it is also notable that not much work has been done to bring out the challenges that African women administrators face which
are assumed to be unique. It is in this basis that the researcher took the responsibility of carrying out the research on the challenges facing female administrators particularly in Githunguri sub-county, Kiambu county, Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter concentrates on the research procedures used in this study comprising the research design, target population and sampling procedures, the development and design of the research instruments, piloting, data collection procedures and data analysis.

3.1 Research Design

The research design that was used in this study was descriptive survey design. Gay (1992) explains that a descriptive survey sample includes the collection of data in order to answer questions concerning the present status of a subject under study. It is aimed at determining the nature of the phenomenon at the time of the study. This design interprets, synthesizes and assembles all the data, points to implications and relations, so it is useful for investigating various educational problems, including assessment of attitudes, opinions, demographic information, conditions and procedures, therefore making it appropriate for this study.

He also adds that, the design is helpful in showing situations as they are (Gay, 2000). Descriptive data is usually collected through questionnaires, interviews and observations. It involves asking a large number of individuals exactly the same questions. One of the advantages gained is that it provides a great deal of information from a large sample group and therefore a broad spectrum.
3.2 Research Locale

The researcher chose Githunguri sub-county for this study. Githunguri sub-county is bordered by Lari sub-county to the north, Gatundu South to the east, Kambaa to the south and Limuru to the west. The major economic activity of the people of the sub-county is farming, with tea and coffee being the major cash crops. There are also industries that process the agricultural produce like milk from the farms in Githunguri. Administratively, Githunguri sub-county is made up of five county assembly wards (County Education Director, 2014).

Several reasons including those that have been given influenced the choice of the locale, these include; Firstly, the researcher is familiar with this area. Secondly, the secondary schools in this area were among institutions that were affected by the Affirmative Action Policy which involved balancing the gender participation in school administration systems. There were transfers and appointments made to ensure that the headship and deputy headship were held by either genders. Lastly, the larger part of Githunguri sub-County is in the rural area where females are conventionally observed as better home-makers and not administrators, hence this study sought to establish the causes of fear, apprehension and lack of motivation in these teachers.

3.3 Target Population

Githunguri sub-county office (2014) attest that Githunguri sub-County is made up of fifty seven secondary schools. Twenty nine of these schools are headed by females or by males with a female deputy (County TSC Director, 2014). This study sought to involve the female principals and deputies principals involved in the school
administration. The deputy principal’s opinion too, was crucial so as to receive their perceptions or the effect of a female administrators in these educational institutions.

3.4 Sample and Sampling Procedures

The Githunguri Sub-County has fifty seven secondary schools. Seventeen schools are headed by female principals and twelve are deputized by female deputies. The researcher carried out the research in nineteen schools, among them 11 which were headed by female principals and constitute 20% of the 17 total female principals and eight schools that had female deputy principals which constituted 20% of the 12 total deputy principals. In selecting the secondary schools in this study, purposive sampling of all the secondary schools was preferred to enable choosing people who have experience and understand the circumstances since they were headed by female principals (Creswell, 2007).

The names of the selected schools were written down and a random sampling technique was used to select the eleven principals who participated in the study. The same random sampling was used to select the eight deputy principals. The Githunguri sub-county Education Director/DEO was also included in the study. In total, the sample size was made up of 11 principals, eight deputy principals and the DEO, making a total size of 20 respondents for the study.
Table 3.1: Sample Matrix

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Target population (N)</th>
<th>Sample Size (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female principals</td>
<td>17</td>
<td>11</td>
<td>36.67</td>
</tr>
<tr>
<td>Female Deputy principals</td>
<td>12</td>
<td>8</td>
<td>26.67</td>
</tr>
<tr>
<td>DEO</td>
<td>3.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

Two instruments of data collection were used in this study:

3.5.1 Principals /Deputy Principals’ Questionnaires

A questionnaire consists of a number of questions that are printed or typed in a definite order or form (Kothari, 2004). Similar questionnaires were used for the principals and Deputy Principals. The questionnaires were chosen because they benefit the researcher to collect a bulky amount of information in large areas within a short time, thus saving time for the study. The questionnaires contained both open-ended questions to answer subjective questions and closed ended questions to answer specific questions based on the research questions and objectives.

3.5.2 Sub-County Education Officer’s Interview Schedule

In this research, interviews on women management styles, challenges and suggestions were conducted in order to attain relevant information. Cormac (2000) defines an interview as a purposeful interaction between two or more people who communicate, converse and negotiate for a specific aim associated with some agreed subject matter. The main aim of the interview was to obtain detailed information
about how women managers perceive their role and responsibilities as managers, what factors impede on their performance and how they cope with discrimination in transformation (Merrian, 1998). This was guided by the questions in the interview schedule prepared by the researcher.

3.6 Validity and Reliability of Research Instruments

Validity is the degree to which a test measures what it purports to be measuring (Orodho 2004). A research instrument is said to be valid if it measures what is supposed to measure (Kombo and Tromp, 2006). On the other hand, reliability of the instrument is the consistency in producing a reliable result (Orodho, 2004).

3.6.1 Validity of Research Instruments

Fick (1995) outlines validity as the degree to which a survey instrument assesses what it purports to measure. This indicates that what is intended to be measured is in-deed measured. Hence, the research instruments were prepared by the researcher and validated by the supervisors who are professionals in studied section. A pilot study carried out established a tolerable validity and the recommendation of the experts assisted in adapting the final questionnaire and the interview schedules.

3.6.2 Reliability of Research Instruments

Mugenda and Mugenda (1999) explain that reliability is a measure of degree to which a research instrument produces the consistent results or data after an accepted number of repeated trials. Reliability of the instrument is the consistency of producing a reliable result (Orodho, 2004). This can only be reached over test and re-test technique of assessing the reliability of research instruments being used to enable eliminating biasness so as to properly fit in the necessary objectives.
The test-retest method was applied in the study to define reliability of the questionnaire prepared. The questionnaires were administered to two principals and a deputy principal twice at an interval of two weeks and the results were recorded manually. An evaluation of the responses from the two events was sort out using the Spearman Rank order correlation to determine the correlation co-efficient so as to find the degree to which the content of the questionnaires was consistent. A correlation \( r \) of about 0.75 and above was considered sufficient to evaluate the reliability of the instruments (Orodho, 2004). The reliability for the questionnaires was 0.8 for both the principals and the deputies.

3.7 **Data Collection Procedure**

The study sought legal documents that mandated the carrying out of the study activities. The researcher applied for a permit from the NACOSTI after receiving the consent letter from the University's Graduate School. Consequently, additional authority was sought in time from the County Education Director and the Sub-County Education Officer/DEO. The researcher also booked for an appointment with the DEO and continued to visit schools so as to establish a rapport with the principals and deputy principals concerned, enlightening them on the purpose of the study and how their support and participation would be significant. Questionnaires were administered to all the concerned respondents and considerable amount of time was assigned for the administration of the study. A face to face interview sitting with the DEO was conducted in his office for the collection of data.
3.8 Data Analysis

The data collected was analyzed using the following procedures: after editing the data to identify spelling mistakes, ambiguous responses, ensuring that all the questionnaires were satisfactorily completed, checking that they were properly responded to and the removal of those not properly completed, the researcher used tallying, coding system and code sheet in exploring the data. The questionnaires were organized and allocated serial numbers so as to ensure they did not get lost, misplaced or damaged. Data was coded so as to be able to summarize, quantify and classify in preparation for the writing of the study outcomes. It was then keyed into a computer and analyzed using the Statistical Package of Social Sciences (SPSS). Calculations of frequency distribution and percentages were processed and data was presented in descriptive statistics then results in form of frequencies and percentage. Qualitative data was analyzed thematically and presented by use of narratives (Orodho, 2012).
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.0 Introduction

In this chapter the findings of the study are presented, interpreted and discussed. The results are analyzed and presented in tables and in a descriptive manner according to the research objectives.

This study aimed at the discovery of challenges facing female Principals in Secondary School Administration in Githunguri sub-county, Kiambu County, Kenya. The objectives of the study were to:

i. Establish the level of participation of females in the administration of schools located within the sub-county of Githunguri.

ii. Determine challenges that women face in various administrative tasks

iii. Establish the professional development needs of female Principals.

iv. Determine the methods female Principals use to confront the challenges.

4.1 Demographic Information of Respondents

This section answers the first question on the participation level of the female principals as well as presents the characteristics of personal attributes of individual respondents. General information about both the female principals and female deputy principals in Githunguri sub-county included their ages and marital status.
The study raised the question of the participation level of the female principals and deputy principals. The number of female principals was at 30% while that of deputy principals was at 21%. The study reveals that the participation of females in school administration is still low. This could be due to the traditional stereotypes directed towards women through social and cultural factors (Hart, 1995).

Table 4.2: Principal’s Ages

<table>
<thead>
<tr>
<th>Ages (years)</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 45</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>46 – 56</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

The ages of the principals ranged from 36 to 56 years with none of principals with the age of below 35 years and none was above 56 years. Age can be divided into chronological age, functional age, psychological age and organizational age. During this study, the researcher took into consideration the chronological age of the administrators which was represented by their calendar age. The results for the deputy principals’ age are as shown in the two tables below:
Table 4.3: Deputy Principals' age

<table>
<thead>
<tr>
<th>Ages (years)</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 – 56</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

All the deputy principals were aged between 46 – 56 years. Hence the principals and deputy principals age is between 36-56 years. Belal et al (2010) concluded that age and gender have their impact on leadership while Kearney (2008) states that teams are more open to older leaders due to their transformational behaviors leading to more acceptances. Suggestions that relate age and leadership can still be established in professions that involve an extensive degree of focused knowledge and experience including the education sector.

The above tabulation exposes that many females take up administration positions after mid age, an indication that it’s the time they are through with reproduction, also have acquired notable experience and maturity in their professional field. War (1992) elaborates those activities that support positive effect, self-concept and identity rises with age resulting in increased work motivation in jobs that offer opportunities for strengthened sense of identity. This explains very well the concept that most of the administrators had the age of above 45 years.

Table 4.4: Principals' Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

35
All the Principals were married and none of the Principals was single.

Table 4.5: Marital Status of Deputy Principals

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

All the deputy principals were married and none of the deputy principals was single. Married principals and deputy principals have responsibilities to the school and their families; hence they have to double their efforts to strike a balance. In the meantime, while having children and family responsibilities could have significant impact on their aspiration to become school administrators. Several deputy principals also experience increased workloads both at school and home.

4.2 Level of Professional Preparation Received by Female Administrators

Teacher education is a program that imparts proficiency and professionalism in an individual. Education administrators, however, do more than just passing the knowledge to the learners since they are also involved in the management of the process and physical facilities that make it possible to pass knowledge. This therefore calls for the need for the education administrators to go through an additional training on management. The researcher therefore sought to find out the level of professional training of the female principals and the female deputy principals.
Table 4.6: Level of Professional Qualifications for the Principals

<table>
<thead>
<tr>
<th>Level of professional training</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. / B.SC / B.ED</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>MBA / MSC / M.ED</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

All the Principals had a professional training in the Bachelors of Education as their first degree and half had Masters in Education. According to Gullick and Urwick (1892) administrative procedures include: planning, organizing, staffing, directing, coordinating, reporting and budgeting. The implementation of all these administrative duties is improved when one undergoes proper training. According to the findings in the table 4.6 it is evident that all the principals and their deputies had undergone proper training which aided in the jurisdiction of their duties. This enabled them to establish the challenges and on the other hand, were able to handle the challenges they faced in the management of secondary schools.

Table 4.7: Level of Professional Training of the Deputy Principals

<table>
<thead>
<tr>
<th>Level of professional training</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. / B.SC / B.ED</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>MBA / MSC / M.ED</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

All the Deputy Principals had professional training with a majority at the level of Bachelor of Education and 20% with Masters of Education. Generally, this indicates that both the female principals and the deputy principals in Githunguri had necessary
appropriate educational level for administration (MOE, 2002). This is very important for their administrative function, in order to achieve more equitable representation in educational administration, women teachers in particular need education and training programs (Oplatka, 2006). It is therefore, agreeable that there is need for education and training even in highly patriarchal societies, women can achieve independence and leadership through high levels of education.

Administrative roles are always evolving with emerging issues in the society. This in turn, leads to evolution of the challenges faced by the administrators: To counter this, administrators have to undergo training from time to time. This research sought to find out whether the principals and their deputies from Githunguri sub-county had staff development arrangements in place. The findings about these are presented in tables 4.8 and 4.9.

Table 4.8: Attendance of Educational Management Short Courses by Principals

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

All the female Principals had attended training in education management offered by Kenya Education Management Institute (KEMI). This is in line with the concerns raised earlier in chapter one that there is no specific degree programme for secondary school administration and management.
Table 4.9: Attendance of Educational Management Short Courses by Deputy Principals

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 80% of the deputy principals had attended training in education management and they had all attended this training at Kenya Education Management Institute (KEMI), while 20% had not received any management training.

Education Management is a social process which is concerned with creating, maintaining, stimulating, controlling and unifying both formally and informally the organized human, financial and material energies with a system so as to accomplish predetermined educational objectives. Therefore, time should be created for education administrators to acquire the knowledge that would enable it. Of great concern should be how to help administrators to further education on administration. It is necessary therefore that the educational leaders should be given training on the same.

4.3 Challenges Faced by Female Administrators when Undertaking their Tasks

School Principals are faced with several challenges including: discipline issues among the personnel and students, finances, community hostility and management of the few physical resources available. The women Principals have however unique challenges as shown in 4.10 below.
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>·7</td>
<td>53.8</td>
</tr>
<tr>
<td>Lack of self esteem</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Not paying fees</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Laziness (lack of seriousness)</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Technological influence</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Low academic grades</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Defiance</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Drugs</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Strikes</td>
<td>1</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Some of the challenges experienced by the female principals and deputy principals included; 53.8% of the respondents talked about learners skipped going to school, which affected the academic performance, 15.4% cited lack of self-esteem and 61.5% gave key among the challenges as unpaid fees. Most of the administrators expressed their concern since the high levels of absenteeism were triggered by lack of fees. The unpaid fees balances and the late fee payments had made it hard for them to manage some areas in school like putting up development of projects. This scenario had been made worse by the government delaying funds disbursements, hence portrayed them as less development minded. The above view was however different from the sub-county office’s view. It was felt that the schools managed by the female Principals were better managed financially as compared to those managed by their male counterparts.
Moreover, statistics showed 15.4% of their challenges with the learners was caused by peer pressure, 23.1% indicated that the students were affected by lack of seriousness in the academics, 7.7% suggested of acute technology influence and 7.7% felt that low academic performance was a challenge. In addition, 23.1% related the challenges to defiance, 7.7% to drugs and 7.7% to strikes. Davis (2002) explains that the work of the principals is very challenging particularly when dealing with learners from diverse social-economic backgrounds. Hence the tabulation suggests that they faced the several encounters since the students were in their teen’s stage and were facing personality problems.

In line with this, the administrators suggested different methods of getting to the students in order to address the challenges in Table 4.9. The methods that were employed by the administrators in the study included:

- Guidance and counseling
- Barazas
- Class meetings
- Assembly meetings
- Student councils
- Welfare departments
- Peer meetings (family meetings)
The results in Table 4.11 show that 15.4% of the respondents encountered superiority complex from some teachers who tried establishing their authority, 38.5% experienced negative attitude from male and female teachers especially with those who didn’t like working under women, 15.4% encountered arrogance, 7.7% came across laziness problems, 7.7% faced higher job group issues that led to undermining the administrators, 7.7% experienced teachers age factor especially those that were older than them, 15.4% of the challenges emanated from rebellion, 7.7% met drug abuse challenges and the highest number of 46.2% felt that most of the teachers had wrong or misplaced priorities that created conflicts between them and the administrators.

An important note is that every school head teacher is a human resource manager. So the relationship between the administration and the teachers will determine the extent to which the institutional objectives will be achieved. The above findings
indicate that though there were challenges, they were not major. Colwill and Townsend (1999) observed that women are good in interactive and communication skills, which is a vital characteristic in the formation of a friendly and accommodative working atmosphere in schools.

Table 4:12: Attitude towards the Female Administrators from the Male Support Staff

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely co-operative</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Somewhat co-operative</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A majority of the Principals and Deputy Principals had an extremely co-operative subordinate staff. The study results indicated that 76.9% experienced extremely co-operative attitude from the teachers while 23.1% experienced somewhat cooperative. The few who faced challenges in this section attributed the somewhat attitude to the negative approach towards female administrators. The principals with the cooperative staff reported to be highly motivated with the cooperation which resulted in high self esteem. Wolfram, Morh and Schyns (2007) agree that there are established staff chauvinisms against female administrators. They further maintain that female administrators are at risk of getting not as much of professional respect from their male workforce.

4.4 Role Conflicts Experienced by the Female School Administrators

The role conflicts experienced by the female administrators differed from one administrator to the other as shown in the Table 4.13.
Table 4.13: Table Showing the Role Conflicts Experienced by the Female Administrators

<table>
<thead>
<tr>
<th>Type of conflict</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibility</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Marital status</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Lack of support from husbands</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Posting far away from home</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Cultural barriers</td>
<td>5</td>
<td>38</td>
</tr>
</tbody>
</table>

There are gender obstacles that pose challenges to female principals that their male partners do not encounter. A majority of the female administrators expressed that they experienced role conflict as it is expected culturally for the females to primarily take care of their families. Sixty nine percent of them were overwhelmed by family responsibilities and professional activities, thirty eight percent encountered cultural barriers, thirty eight percent felt that they lacked support from their spouses, fifteen percent had issues with their marital status and another fifteen percent had difficulty with their promotion that required them to be posted far from families. This was in agreement with the observation from the sub-county office where it had been observed that most female teachers declined to take the administrative positions because of their family responsibilities. The sub-county office also observed that most female administrators lacked the inner strength to confront these difficult issues since they have to work hard to prove themselves, while others complained that long working hours interfered with their domestic issues.
Culture and traditions have a noticeable impact on women managers. Gillard (2001) defines culture as habits and beliefs of a country, society or a group of people, hence cultural beliefs manifest themselves in school state of affairs. Some beliefs convict women as inferior to men and cannot accomplish. Most of the female administrators felt that stereotyping of women substantially interfered with their promotion, resulting in few women holding the administrative position as compared to their male counterparts and those already in these positions seeking for their way out. They also felt that men in the management positions together with the BOM don’t support development and advancing of women in the profession. Coleman (2005) and Ayman and Korabik (2010) suggest that females have been denied ace to the administration positions based on their gender.

4.5 Professional Needs

The female administrators and their deputies felt that though they had received some training, they still had some professional development needs to enable them deal with some challenges as indicated in the Table 4.14

<table>
<thead>
<tr>
<th>Areas</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEMI</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>M Ed</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Financial management</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Peer counseling</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>
The results in Table 4.12 indicate that several administrators needed training. For instance, 31% respondents felt that KEMI should offer specific administration courses to all other teachers who are neither principals nor deputies that would enable them counteract management challenges, 62% indicated interest in furthering their education especially acquiring Masters degree in Educational Administration. However, their desires were diminished by the TSC making it difficult for them to take study leave without losing their positions and taking the courses on Open Distance Learning or school based programme created conflicts with their families since they would be away during school holidays.

In addition, 38% needed guidance and counseling courses, 23% needed Peer Counseling knowledge while 38% needed financial management training. Muthini (2004) in his study on the attitude of principals on KESI, found out that teachers should be consulted on courses they wish to be covered, while principals needed to further their education besides the short management courses being offered by the KEMI. Some principals also leave guidance and counseling and peer counseling to learners and teachers.

4.6 Strategies for Coping with the Challenges

In dealing with the challenges faced, the female principals and deputy principals proposed several methods as presented in Table 4.15.
Table 4.15: Strategies for Coping with the Challenges

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Guidance &amp; Counseling</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>Roadmaps</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Education Policies</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Participation</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Mentorship</td>
<td>3</td>
<td>23.1</td>
</tr>
</tbody>
</table>

Table 4.15 indicates that sixty nine percent of the female principals were guided by the code of ethics provided by the employer which clearly states the expectations from all the teaching staff. Another sixty nine percent used the education policies from the MOE that guides them on the curriculum and other issues; a sixty two percent embraced the guidance and counseling to ease circumstances, as well as opening communication channels. 23.1% acted as mentors and role models, including finding other mentors to guide and direct, 38.5% created assertiveness in some situations so as to advocate for respect while another 38.5% planned their work schedules in advance which also assisted in delegation of duties. Lastly, 46.2% participated in several activities in school and also involved other parties to minimize conflicts while at the same time they also applied different leadership styles in different circumstances.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the research findings, conclusions and recommendations of the study and suggestions for further research. The results are analyzed and presented in table and in descriptive manner according to the research objectives.

5.1 Summary of Research Findings

The summary of the findings of the research is based on the objectives of the study:

5.1.1 The level of participation of females in the administration of schools

The demographic information revealed the population of female principals and female deputies as still lower as compared to that of their male counterparts. The age of the female principals and female deputies during the appointment time mattered. At the time of appointment or when they showed interest to the management positions, many rejected their appointments at the child bearing age.

5.1.2 Challenges that female principals and female deputies face in various administrative tasks

Female administrators faced several administrative challenges including dealing with the personnel and students. However, family responsibilities and lack of support from their husbands toppled the list; hence role conflict was a major challenge. Social-cultural barriers affected the involvement of female principals and
female deputy principals since male chauvinism and community attitude convict them as weak beings.

5.1.3 Professional development needs of female Principals and female deputy principals

Majority of female administrators had gone through a professional training as teachers, while most of the female principals having gone to the Masters level and all the female administrators attended short managerial courses at KEMI. However, there was more need in training and development especially furthering education in educational administration.

5.1.4 Methods used by the female administrators to confront the challenges

Female administrators created several methods that enabled them reduce chances of creating challenges as well as coping with the already experienced challenges. The strategies include: professional procedures, guidance and counseling, work plans, participative and other different leadership styles, and asserting themselves to their positions.

5.2 Conclusions of the Study

Based on the findings of the study, the study concluded that;

i. Most of the female administrators were above 45 years;

ii. All the female education administrators had professional training as teachers;

iii. All the female administrators attended managerial short courses offered by KEMI;

iv. All the female administrators experienced several challenges with the students and the teaching staff;
v. The female administrators devised several ways to deal with the challenges they experienced during their work; and

vi. Role conflicts hindered most of the female teachers from going for the administrative posts.

5.3 Recommendations of the Study

As a result of the findings the researcher made the following recommendations:

i. Induction courses should be mounted for the female teachers to inform them on the importance of going for the administrative posts. This is because the sub-county office pointed out that the female teachers lacked the intrinsic motivation to go for the administrative posts;

ii. One of the conflicts experienced by the female administrators was family management as they got posted to stations far away from their homes. The employer should therefore be considerate when posting female administrators so as not to create any role conflict;

iii. The short courses of management should be carried out more often to cater for the teachers who have been newly promoted since the female administrators who had been promoted within a year had not attended any of the courses; and

iv. Workshops and seminars should be organized for female administrators for them to have a platform to share, be guided, and encouraged on the unique and upcoming strategies, while support groups would expand their networks.
5.4 Suggestions for Further Research

i. This research should be replicated on the national level. It would be beneficial to look at the bigger picture and to determine the various challenges that the female administrators face in their day to day activities in Kenya; and

ii. Challenges that the female administrators whose deputies are male face while carrying out their mandate.
REFERENCES


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APPENDICES

APPENDIX I: PRINCIPAL AND DEPUTY PRINCIPALS’ QUESTIONNAIRE

The researcher is a student in Kenyatta University. The questionnaire will investigate the challenges facing female principals in secondary schools in Githunguri sub-county. Kiambu County, Kenya.

Instructions

1) Please answer all questions

2) All information given will remain confidential and for anonymity no names are required but for the ease of analysis please indicate your personal details as presented in the questionnaire.

Please answer the following questions by ticking the appropriate box. (Do not write your name or identify your school)

Part (A)

Background information

1. What is your age range?

   23 – 35 [ ] 36 – 45 [ ]
   46 – 56 [ ] Over 56 [ ]

2. What is your marital status?

   Married [ ] Single [ ]

3. What Academic Qualifications do you hold?

   Ph. D. [ ] MBA / M Sc / M. Ed [ ]
B. A. / B. Sc / B. Ed [ ] P.G.D.E. [ ]

Any other (Specify) ............................................................................................................

Your experience in Education in Number of Years
a) As a teacher ..............................................................................................................

b) As a Deputy ..............................................................................................................

c) As a Principal ..........................................................................................................  

4. Are you trained in Educational Management?
Yes [ ] No [ ]

If you answer yes to Question 4 – Which courses have you attended in Educational Management? ..............................................................................................................

5. What is the total number of students in your school? ..............................................
a) Boys .........................................................................................................................

b) Girls .........................................................................................................................

6. What is the enrolment of your school?
a) Number of Streams ...........................................................................................

b) Other (Please specify) ...........................................................................................

7. What is the Category of your school?
Day [ ] Boarding [ ]

Day & Boarding [ ]

8. What is the number of teachers in your school (Including yourself)?
a) Male .........................................................................................................................

b) Female .....................................................................................................................
9. How long have you served in your current capacity in your current station?

Years ........................................ Months ........................................

10. Do you participate in teaching of lessons?

Yes [ ] No [ ]

If you answered Yes to Question 11, How many lessons per week? .................

PART (B)

1. Is your school Principal/Deputy

MALE [ ] FEMALE [ ]

2. How many of the female teachers in your school hold leadership positions and which position do they hold? .................................................................................................
   ...................................................................................................................
   ...................................................................................................................

3. What, in your opinion makes some teachers ignore the authority of some Principals or Deputies?

   a) ....................................................................................................................
   b) ....................................................................................................................
   c) ....................................................................................................................

4. What are the most common problems you encounter with students, if any?

   a) ....................................................................................................................
   b) ....................................................................................................................
5. What methods do you employ to communicate with your students on matters affecting their welfare?
   a) ..................................................................................................................
   b) ..................................................................................................................
   c) ..................................................................................................................

6. Do you encounter any problems when dealing with school finances?
   Yes [ ] No [ ]
   If you answered Yes to Question 6 – Please describe these problems.
   a) ..................................................................................................................
   b) ..................................................................................................................

7. Do you think that the Stereotyping of women interferes with their promotion to the management of schools? .................................................................................................................................
   ..................................................................................................................

8. What, in your opinion are the common reasons that deter women from aspiring to taking part in School Management?
   a) ..................................................................................................................
   b) ..................................................................................................................
   c) ..................................................................................................................

9. What is the attitude of your male staff to your authority as Principal/Deputy?
   Extremely Cooperative [ ] Somewhat Cooperative [ ]
   Neutral [ ] Somewhat Hostile [ ]
   Extremely Hostile [ ]
10. Suggest some ways in which women can be empowered to enable them to be able to take up the challenges of the management of secondary schools. 

In not more than 50 words please state some of the challenges you face on a day to basis in your position as Principal or Deputy.
APPENDIX II: INTERVIEW SCHEDULE FOR THE SUB-COUNTY EDUCATION OFFICER

1. How many secondary schools are there in the Githunguri sub-county? ..............

2. How many teachers are there in these secondary schools?
   a) Male ........................................
   b) Female ......................................

3. How many female Principals or Deputy Principals do you have in the sub-County?
   a) Principal ..................................
   b) Deputy Principal ..........................

4. Please indicate the numbers of female Education Officers who are in management positions in the zonal offices. .................................................................

5. Is your own deputy a male or female?
   Male [ ] Female [ ]

6. How do you find working with female Principals and Deputy Principals? ........
   ..................................................................................................................
   ..................................................................................................................

7. In your opinion, what are the common problems that prevent women from taking up School Administration or Management positions? ..............................
   ..................................................................................................................
   ..................................................................................................................

8. Please suggest some ways in which women can be empowered to be able to take on the challenges of secondary school management. ..............................
   ..................................................................................................................
   ..................................................................................................................

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The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR DAMARIES MBUGUA ELLIE
REG. NO. E55/22957/2012

I write to introduce MS. Darnaries Mbuga Ellie who is a Postgraduate Student of this University. He is registered for M.ED degree programme in the Department of Education Management, Policy and Curriculum Studies.

Ms. Ellie intends to conduct research for a M.ED proposal entitled, "Challenges affecting Female Principals in Secondary School Administration in Githunguri Sub-County. Kiambu County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX IV: RESEARCH AUTHORIZATION LETTER
FROM NACOSTI

NACOSTI/P/15/4532/4835

Damaries Mbugua Ellis
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges affecting female principals in secondary school administration in Githunguri Sub-County, Kiambu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st August, 2015.

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

On completion of the research, you are required 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: DIRECTOR GENERAL/CEO

Copy to:
The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.