ADMINISTRATIVE AND SOCIO ECONOMIC FACTORS HINDERING FEMALE ACCESS TO LEADERSHIP POSITIONS IN SECONDARY SCHOOLS IN NYERI DISTRICT

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DECLARATION

This project is my original work and has not been presented for any study programme in any other University.

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Date

This project has been submitted with my approval as the University Supervisor

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DEDICATION

To my mother and late father who sacrificed beyond measure to have me educated and become a quality woman.

To my husband Ceasar and my beloved sons Tony and George who have endured my long absence during the school holidays without complaining.
I am indebted to the Almighty Father for His grace, mercy and provision without which I may not have made it.

I wish to most sincerely thank Dr. Orodho John Oluko for his being extremely understanding, cooperative and resourceful. His critical but positive appreciation of my draft and his constant reassurance have provided me with the impetus to complete my project.

The chairman and all the lecturers in the Department of Educational Administration planning and Curriculum Development deserve special appreciation for their encouragement, time and advice.

In a special way, I wish to thank the members of staff and students of Mathaithi secondary school for being quite understanding and making it possible for me to study and work at the same time.

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

Last but not least, I deeply appreciate the understanding and love of the entire family members for the long absence during my time of study. May God bless you all.
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# Abbreviations and Acronyms

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<th>Abbreviation</th>
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<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>B O G</td>
<td>Board Of Governors</td>
</tr>
<tr>
<td>C I S</td>
<td>Chief Inspector of Schools</td>
</tr>
<tr>
<td>D E O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>E F A</td>
<td>Education For All</td>
</tr>
<tr>
<td>E P A</td>
<td>Equal Pay Act</td>
</tr>
<tr>
<td>F A W E</td>
<td>Forum For African Women Educationists</td>
</tr>
<tr>
<td>F P E</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>K E S I</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>M O E S T</td>
<td>Ministry Of Education Science And Technology</td>
</tr>
<tr>
<td>N A F E</td>
<td>National Association Of female Executives</td>
</tr>
<tr>
<td>N O W</td>
<td>National Organization For Women</td>
</tr>
<tr>
<td>P D E</td>
<td>Provincial Director Of Education</td>
</tr>
<tr>
<td>P T A</td>
<td>Parents' Teachers' Association</td>
</tr>
<tr>
<td>S D A</td>
<td>Sex Discrimination Act</td>
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<tr>
<td>T S C</td>
<td>Teachers Service Commission</td>
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<tr>
<td>U K</td>
<td>United Kingdom</td>
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<tr>
<td>U N E S C O</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<tr>
<td>U N I C E F</td>
<td>United Nations International Children's Education</td>
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<tr>
<td>W I S E</td>
<td>Women Into Science And Engineering</td>
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ABSTRACT

Today, women are struggling with the delicate balance of attending to the needs of both their families and their careers, job competition with men and conflicts, stemming from cultural changes and beliefs in the way men and women inter-relate. There has been a lot of gender discrimination mostly based on the cultural beliefs of the people (Munroe, 2001).

The purpose of the study was to establish the administrative and socio economic factors hindering female access to leadership positions in secondary schools. The researcher’s aim was to establish some of the constraints that have contributed to females’ low access to leadership positions.

The study was carried out employing the descriptive survey design. The study population was all the 138 public secondary schools of Nyeri District in Central Province. The study was carried out in Nyeri District due to financial and time limitations. The target population was the female principals, deputy principals and assistant teachers.

The researcher sampled the schools that are headed by female principals and categorized them into either boarding girls or mixed day and boarding. All the teachers in each of the selected schools were given an equal chance of inclusion. The researcher got a sample size of 15% which was 21 secondary schools. All the 21 principals participated and four assistant teachers bringing the sample size to 105 respondents.

Two sets of questionnaires were used to generate the required data. One set was for the principals of the identified schools; and the second set for the assistant teachers.

A pilot study was conducted in two selected schools to measure the validity and the reliability of the questionnaires. These two schools were identical to the actual sample used in the
study. Validity is the degree to which the empirical measure or several measures of the content, accurately measure the concept. The researcher consulted a panel of competent persons to assess the relevance of the content used in the questionnaires developed. Reliability on the other hand is the extent to which an instrument produces the same results every time it is used. The reliability of the instrument was determined using the test-retest method and Pearson product moment correlation coefficient. A correlation coefficient of about 0.70 was considered high enough to declare the instrument reliable for the study.

The data collection instruments included 2 sets of questionnaires prepared for school principals and the assistant teachers.

The data collected was subjected to both qualitative and quantitative analysis. Qualitative analysis was in narrative form while quantitative data was analyzed through descriptive statistics, using percentages, means, frequencies and standard deviations.

The major findings of the study was that there was a major difference between the number of male and female teachers holding leadership positions. There were several gender related factors that militated against women thereby making them fewer compared to the men: female teachers were more concerned with family issues, there was a lot of gender discrimination, female teachers did not apply for promotion and there was a bias in the selection processes. The dual careers for women made it hard for the female headteachers to cope with the management of the home as a mother, wife, home maker and the accompanying chaos and at the same time effectively carry out her duties and responsibilities at school. Where there were work problems they emanated from both male and female teachers indiscriminately. This implied that given equal opportunities and terms of service, there was no sex difference at work. The researcher also found out that enrolment and completion rates for boys was higher than that of girls in
secondary schools. The reasons cited for this gender disparity was that girls were discriminated upon; engaged in household chores and taking care of the young ones while others dropped out due to early pregnancies and marriages. This low enrolment and completion rate affected the number of women appointed to leadership positions. The implication was that Kenyan women remained under-privileged and under represented in all important authoritative and decision-making positions.

Based on the findings, the main recommendations of the study are that there is great need to force socio-economic and political systems to be redesigned in a way that will favour the processes of humanization. It was also recommended that policy makers and planners, teachers, administrators, politicians etc. be involved in constant and thorough dialogue and communication inorder to make them understand the advantages of incoorporating women's knowledge in development and leadership.

The researcher also recommended that the government should establish major reforms in order to enable women be integrated as active participants in promotion of education and development. This would be enhanced by holding empowerment seminars and the members of the society improving their attitude towards women leaders in order to avoid gender discrimination. In addition more women should be appointed to positions of leadership and responsibility particularly in education to act as role models for girls. Parents should also be encouraged to send the girl child to school and to value their education to enhance completion rates.
CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Studies and research have shown that women around the world are facing the dilemma of identity. Many women are struggling to discover who they are and where they stand today - in the family, the community and the world. Though women's personal expectations and roles are changing in some nations, many men around the world still have their own opinions about the place of women and want to impose certain standards of behaviours on them (Munroe, 2001).

The question of a woman's status and the issue of equal rights for women are relevant to every culture and society regardless of race or creed. Though many women are building careers, they are also still doing the majority of the child-rearing and house-hold chores. Munroe (2001) says that today, women are struggling with the delicate balance of attending to the needs of both their families and their careers, job competition with men, emotional turmoil and lost income due to divorce, single parenthood and conflicts stemming from cultural changes in the way women and men inter relate. Cultures around the world have their own ideas about a woman's identity and role. For example, in many western countries, a woman is accepted as a competitor in the work world and at the same time she is expected to fulfil the traditional roles of wife and mother. In many developing countries, cultural views of a woman's role continue to devalue her worth and dignity.

Munroe (2001) asserts that women are facing a myriad problems regardless of whether they live in the developing countries or in the industrialized countries, in the west or east. There has been a lot of gender discrimination mostly based on the cultural beliefs of the people.
Reece (1999) points out that all cultures promote one set of behaviours for boys and a separate set of socially acceptable roles by the time they are five years old, but these roles are often continually reinforced throughout the life cycle by teachers, parents, authority figures, and the media. These traditional roles can be harmful to both men and women. For instance, the expectation that men should be aggressive and unemotional stifles their sensitivity and creativity. The assumption that women are emotional and weak hinders them from aspiring for leadership positions (Reece, 1999).

Although men and women will always be different, their roles can and should be complimentary and more or less equal.

However, gender bias generally referred to as sexism has persisted in almost all communities of the world. For generations, most women were encouraged to be passive, supportive of others, emotionally expressive and physically attractive. These attitudes have developed not only from what girls and boys were told but also from what they observe. Research indicates that boys and girls who see their mothers in traditional roles will tend to identify women as mothers, home-makers and wives (Reece, 1999).

In countries where educational opportunities do not present a problem, the old idea of giving education to the boys rather than the girl, if it comes to a choice, dies hard. This is the case in some countries of Africa where the burden of maintaining the family, particularly in rural areas continues to rest very heavily on the women and the girls. Indeed, in spite of tremendous progress made in providing education - even compulsory education in places such as Nigeria and Kenya, the percentage of children admitted into primary schools continues to be low and the higher the grade, the lower the proportion of the girls.
From its inception, the United Nations (UN) has been concerned with women's issues. In the years since the founding of the UN, international laws and treaties regarding women's right have been adopted. However research indicates that discrimination against women still exists. Those who are committed to making life better for women have had to admit that progress is slow and that change is hard to measure - and even harder to enforce.

The United Nations Convention on the Elimination of all Forms of Discrimination against women often called the "international bill of rights for women" targets culture and traditions as influential forces shaping gender roles and family relations.

Gender disparity in the formal education systems has contributed a lot to the non-feasibility of women in educational leadership. The completion rate for girls for example in primary schools is lower, and fewer girls compared to boys join secondary schools. At the University level, the ratio is even lower. This has therefore meant that there are fewer women, who get to higher levels of education and hence very few in leadership positions.

Mbiti (1974) points out that leadership has to do with the execution of those policies and decisions which help to direct the activities of an organization towards its specific aims. Leadership is a status of dominance and prestige acquired by the ability to control, initiate or set the pattern of behaviour for others.

Women leaders, like their male counterparts need to be effective leaders in spite of the various challenges that they face. Al Khalya (1989) argues that a woman in a managerial post in a male dominated area is perceived as an intruder. She is usually exposed, vulner-
able and faces challenges in her leadership position and working style. In her study on factors affecting women’s progress in management, she found out that women are affected by negative social and cultural attitudes.

Ondicho (1999) asserts that the hierarchical power structure of the family prevails; that women should be submissive and authority dominated by men. However, Wilson (1990) had pointed out that women who show potential for excellent leadership should be given the opportunity to serve as administrators so as to influence the lives of those women in institutions of learning.

The Fourth United Nations Women Conference has empowered the Kenyan government to be committed in ensuring that women are allowed higher occupational choices in all sectors of the economy through the policy of expanding the education and other opportunities for women which will make them equally productive and more informed like their male counterparts. It is hoped that when women take up leadership positions and excel, they will provide good role models and act as a source of encouragement and inspiration to the girl child and the entire women populations.

Traditionally, women did not hold positions of leadership but with the introduction of formal education in Kenya, some women have climbed high as school heads in primary and Secondary schools, District Education Officers and Inspectors, Provincial Directors of Education, National Directors of Education. Other have climbed to higher pinnacles of power in the Kenyan government. A good example is Professor Wangari Mathaai who has been an assistant Minister in the Ministry of Environment and Natural Resources. She has become the Nobel Peace prize Laureate which is worth millions of shillings. She has therefore provided a role model for women of all ages that women can perform at the same level with men given the opportunity (Saturday Nation 1st January 2005).
According to the study conducted by the National Association of Female Executives (NAFE) in 1993, although women have made progress in the business world, they still make less money, are less powerful and find fewer opportunities for advancement as compared to men (Bradley, 1994). Though at the same level of education with men, women are always considered “inadequate”. Naturally, women are viewed as mothers, wives and home makers and anyone aspiring to become a career woman is normally seen as an unfulfilled woman.

In the teaching profession, women are considered only fit to deal with girls’ discipline and handle the social duties in an institution such as organizing meals and drinks during such occasions as prize giving ceremonies, harambees, P T A., B O G meetings and other supportive services (Byrne, 1978).

Marya (1973) ascertains that there is no inherent intellectual capacity difference between men and women. Their brains are the same. A woman’s intelligence and untapped resource can only be utilized fully by granting women access to leadership positions. The Forum for African Women Educationists (FAWE) seeks to establish what the government has done to develop gender responsive national plans. Centres of excellence have been established to demonstrate how knowledge, information and experience can be tapped to develop, implement and monitor policies and strategies aimed at improving girls’ participation in education. If acquired, this knowledge will help them develop leadership and administrative skills.

1.2 STATEMENT OF THE PROBLEM
There was a conspicuous imbalance in the distribution of headteachers by gender in Nyeri District at the disadvantage of females. While there were 138 public Secondary school in
the district, only 20 were headed by females. The category of schools headed by females were the purely girls schools whereas the males headed both Boys and mixed schools. However few mixed schools were headed by females. It was also common practice to find females only serving as deputy head teachers while males headed mixed schools. This scenario suggested that there were likely to be administrative and social economic problems hindering females access to higher positions of leadership in public schools. The crucial problem was the administrative and social economic problems encountered by female headteachers had not been explored to explain the factors leading to their under representation in positions of leadership.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to establish some of the administrative and socio-economic factors hindering females from accessing leadership positions in public secondary schools. The researcher therefore set out to determine the factors that had contributed to having few female principals in the public secondary schools in Nyeri District.

1.4 OBJECTIVES OF THE STUDY

The proposed study had five objectives.

(i) To determine the specific administrative problems (quality, training level) that hinder females' access to administrative position.

(ii) To find out the specific cultural and socio-economic factors that hinder females access to leadership positions.

(iii) To establish the extent to which the attitude of the community, male and female teachers and ministry of Education officials contribute to females' low access to leadership positions.

(iv) To find out the demographic factors (age, marital status, professional qualifications)
contribute to females low access to positions of leadership.

(v) To find out the relationship between female perceptions of themselves as leaders and appointment to headship.

1.5 RESEARCH QUESTIONS

(i) Are there gender disparities in teachers' access to leadership positions in secondary schools in Nyeri District?

(ii) Which teacher-related factors hinder females' access to leadership positions in secondary schools in Nyeri Districts?

(iii) What are the cultural and socio-economic factors that hinder women from accessing leadership positions in secondary schools?

(iv) How can women be empowered to take challenges of managing secondary schools?

1.6 SCOPE AND LIMITATIONS

1.6.1 SCOPE

The study dealt with selected public secondary schools in Nyeri district. Besides the female principals, the female assistant teachers were also included to find out why they had not been offered leadership and what their feelings about female principals in their schools were.

1.6.2 LIMITATIONS

The major limitation of the study was that it was confined to only Nyeri District in central Province due to lack of adequate finances, the distance between one school and the other as well as inadequate time.

1.6.3 DELIMITATIONS

The study was de-limited to only schools headed or deputised by females in Nyeri districts. This meant that the information gathered was not generalised because it mainly reflected the
situation in Nyeri.

1.7 ASSUMPTIONS

The study assumed that there was no disparity between men and women teachers from whom to select heads of schools inspite of there being more male heads than female heads. The study also assumed that all respondents would be cooperative and provide reliable responses.

1.8 CONCEPTUAL FRAMEWORK

**FIGURE 1:1 Females access to leadership positions.**

The conceptual framework in figure 1:1 above shows that there were various factors which affected the access of the females to leadership positions. It therefore tried to illustrate how those factors inter-related to either allow for or hamper the access of females to leadership.
Such factors included age and size of family (children), age of the teacher, marital status, professional and academic qualifications, personal ability, cultural constraints, attitude of the community, attitude of the male and female teachers as well as the attitude of the Ministry of Education officials. All those factors affected the access of the females to leadership.

In the context of the above conceptual framework, the theoretical underpinning of the study was that gender roles and success in leadership were dictated by society. This was because policy often reflects prescribed versions of female and male roles rather than abilities of men and women. Based on such ideologies then, the society seemed to dictate on the precise nature of what women and men actually did and their contribution to production and reproduction which turned out to be biased.

1.9 OPERATIONAL DEFINITION OF TERMS

Gender roles - Refers to those duties which females are expected to perform as opposed to their male counterparts before they can take up any other responsibilities outside the family set-up.

Girl-Child - Refers to the young female who later matures into a woman and is generally viewed as weak and requiring protection.

Single Sex School - Refers to a school that contains purely either boys or girls without the two co-existing in the same learning institution.

Leadership - This is that aspect of holding an administrative position in an institution or organization.

Attitude - Means a favourable or the lack of it towards an object, an individual or a situation.
Mixed schools - Refers to those schools where both boys and girls receive instruction together in the same institution.

Motivation - An inner force or drive that leads one towards an action in order to fulfil a goal. It is an individual's internal process that helps to energize and sustain behaviour and hence causes one to behave in a particular way.

Gender bias - refers to the disparity in the social relationship between men and women, boys and girls that has been promoted by cultural beliefs and practices where the woman is viewed as inferior.

1.10 SIGNIFICANCE OF THE STUDY

This study attempted to establish ways of improving the attendance, participation and retention of girls in the education institutions. The government would find the study very useful particularly in planning education, providing education for all and the equal distribution of resources where education planners and policy makers would be more sensitive and devoted to dealing with the plight of the girl child. The Ministry of Education would also find the study useful in that more resources would be set aside to allow for the training of female head teachers in order to empower them to take up headship and compete favourably with their male counterparts. The Kenya Education Staff Institute (KESI) would find the study useful and hence take up induction courses for newly and already serving female Principals.

This study would also be important in that the Teachers Service Commission (TSC) would use the research findings to involve the female Principals in such courses as strategic management of their institutions.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter reviewed literature which was related either directly or indirectly to the study. It covered the following areas: The concept of leadership, professional qualifications and training, Gender roles and female headship in secondary schools; women in management, sex differences at work, women and education in Kenya and summary.

2.2 LEADERSHIP

Early studies of leadership tried to explain leadership by pointing out leaders’ superior qualities of personality and character which separated them from their followers. Early in this century, Thomas Carlyle assumed “the great man theory” of leadership. He argued that world progress came about because of the individual achievement of great men.

The trait theory approach to leadership is one of the earliest approaches used for research on leadership. This approach tried to identify specific qualities that differentiate leaders from followers. This theory could be an outgrowth of the attention derived from the role “great men” played in history, which was based on the premise that leaders were not made according to Arnold and Fieldman (1986). This theory assumed that some people were set apart from others by virtue of their possession of some characteristics and that it was such people who became great leaders.
Cole (2004 sixth edition) on the other hand argues that leadership is something more than just an aspect of personality, tradition and opportunism of appointment. It is intimately connected with actual behaviour and attitudes towards oneself and others. Although leadership may involve empowering others, and sharing the leadership burden in many respects, it nevertheless cannot abdicate its final responsibility for a group's results. Any leader, ultimately must accept personal responsibility for success or failure. The way in which the leadership is carried out is influenced strongly by cultural factors, and this is an important consideration for top management given the extent of globalization in many industries.

Leadership can thus be defined as a “dynamic process whereby one individual in a group is not only responsible for the group's results, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context and against the background of a particular national culture”. Leadership is essentially about striking the right balance between the needs of the people, tasks and goals in a given situation.

2.3 PROFESSIONAL QUALIFICATIONS AND TRAINING

Okech (1977) notes that school administration is not a job for all teachers. It requires knowledge and skills in Educational leadership and the art of organizational behaviour. One must be knowledgeable on how to manage human and financial resources of the school.

Professionally, the head-teacher should be the most qualified of all the teachers. The organization and management of the school expects the head-teacher to have knowledge of office administration, personnel management, educational practice, accounting and...
building management. Educational qualifications and training of women is a part of the solution towards increasing work opportunities and placement in administrative. According to Kibera (1995), women must gain certain qualifications if they are to acquire managerial positions in schools. The higher the qualification in education, the higher the chances of advancement (International labour office 1995). There is positive correlation between higher levels of employment and higher professional standards. Education is the only way to good occupations and advancement in the career ladder (Wickham, 1986). Denial for access to higher education for girls is denial to higher ranks of employment.

Studies carried out in Australia (1990) concluded that lack of qualifications and training was enough reason for non-appointment of women to managerial positions. Administrative work of schools requires some advance training. Persons who seek to rise in an organization must seek developmental and training opportunities.

Women who fail to seek such opportunities contribute to the stagnation of their career mobility. Dorsy, (1989) concluded that the reason for poor representation in administration is simply because women have generally lower qualifications than men. When promotion is done on merit, more men than women qualify.

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

2.4 GENDER ROLES AND FEMALE HEADSHIP IN SECONDARY SCHOOLS.

Fenn (1978) pointed out that male and female role prescription is based on assumptions that domestic chores are basically for women. This has led to job segregation where men dominate professions considered masculine while women take up careers that are traditionally considered for women. Most women face constraints from dual career and roles arising from their homes and the work place. No matter how much work this woman has tackled during the day, the family eagerly awaits her attention. It is not easy for a female headteacher to cope with the management of the home as a mother, wife, homemaker and the accompanying chaos; being absent on maternity leave as well as effectively administer her school. This is unlike the male head teacher who after a busy schedule has all the time to go to social and public places to relax.

Herring et al (1978) studied women leadership and concluded that women must recognize the very difficult environment that they will face due to their sexual identities when they make a decision to seek managerial careers.

Research findings indicate that female managers are subjected to a number of related pressures compared to their male counter-parts. Stress in the work environment can also affect an individual in her home and social environment. For one to lead effectively, one must be able to cope with stress and manage it.
2.5 WOMEN IN MANAGEMENT

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

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

In the U.K., major efforts have been made over the past two decades to remove obstacles to women’s career development. Legislation such as the Sex Discrimination Act, 1975 and Equal Pay Act, 1970 is aimed at encouraging greater fairness towards women at work.
Vinnicombe and Colwill (1995) point out that other efforts to improve the lot of women employees include such development as WISE (Women into Science and Engineering) and Opportunity 2000 - a programme launched in 1991 with the purpose of increasing the quality and quantity of women's participation in the work force by the year 2000".

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

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

- Social attitudes.
- The conflict of combining work with family responsibilities.
- Lack of provision of nursery facilities for working mothers.
- The traditional structuring of work which is based on men's needs for full time work and a career as principal bread winners.
- The need of many women for part-time or temporary work in order to juggle work with their domestic responsibilities - for children, when they are younger, and for elderly relatives when they are older.
- The assumptions of many male managers that women are not interested in promotion and a full-time career.
- The need for many women to have extended career breaks precisely to bring up children and care for elderly relatives.
- The lack of effective social net works at senior and middle management levels
Flanders (1994) claims that if women are to make greater progress in obtaining managerial posts, work must be restructured to allow for greater flexibility of working-including part-time work for managers, agreed career breaks, improved arrangements for the reintroduction of women managers into the management hierarchy following a break, and other facilitating measures.

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

2.6 SEX DIFFERENCES AT WORK

Research into sex differences at work has tended to focus on identifying physical, cognitive and motivational differences between men and women. Some studies have also examined differences in leadership styles and attitudes towards work. Most of the research carried out indicates that there are few important differences between the performances of the sexes at work, especially in situations where they are able to compete on equal terms.

Where sheer physical strength is involved men are invariably superior to women, being generally taller, larger and more muscular. However, the occasions nowadays when purely physical strength is called for are rare in the work environment, and thus the physical differences between the performance of men and women are scarcely relevant. When it comes to Mental, i.e. cognitive skills, there are noticeable differences between
the sexes, but these are linked to particular aspects of intelligence, and not to differences in overall intelligence. Colwill (1995,) reviewing recent research and reporting on her own studies, comments in relation to verbal skills that men tend to have an edge in the solving of analogies, but that women out perform men in most other verbal tests, including vocabulary, anagrams and verbal fluency. Colwill (1995) notes that visual - spatial ability important for engineers, architects and air crew, or example is higher among men than women. However there is little or no difference at lower levels of performance. Colwill's own research in 1995 suggests that, even though women are verbally superior to men, the styles of communication they adopt are devalued at work. Colwill found out that women tended to be more polite than men, had a strong tendency to qualify their statements and tended to use disclaimers. She found out that men listen less than women, interrupt more, and use more aggressive language.

Cole (2004) asserts that recent research helps to indicate the deeply - ingrained male dominance of the work environment. It is not just a question of men's prejudice against women in management roles, but their sheer lack of experience - over decades, if not centuries - of women in responsible roles in the work - place. This is a reflection of the organization of work has been established by men for men. For this cultural tradition to change men and women have to listen and learn from each other.

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

- Women generally adopted a more democratic or participative style compared to men who tended to prefer an autocratic or directive style.
In contrived settings, men tended to be more task-oriented than women, but in ordinary work situations there were noticeable differences in task-oriented styles between the sexes.

In contrived settings (e.g. assessments) women tended to be more interpersonally oriented than men, but again in the ordinary work place, no such difference emerged.

Eagly and Johnson (1990) concluded that there were fewer differences of leadership style in the work place than might have been expected although women managers were much more likely to adopt a democratic and participative style of leadership than their male counterparts. Ironically, such an approach to leadership is the one most favoured by modern management gurus, most of whom are men.

Cole (2004, sixth edition) claims that there have been numerous research studies into possible differences between men and women in such aspects of workplace behaviour as motivation, attitudes to work, ability to motivate teams, and in work performance generally. The overall results demonstrate clearly that on these points, there are no major differences between the sexes.

2.7 WOMEN AND EDUCATION IN KENYA

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

Eshiwani (1984) pointed out that in post colonial Kenya, the percentage of girls enrolled in various levels of formal education has been increasing markedly, although the percentage of girls after primary school level is proportionally much lower than that of boys, primarily reflecting parental and governmental bias in favour of male education. Research has been done which clearly demonstrates that there is a serious discrepancy in the Kenyan educational system that continues to work unfavourably against women.

Nzomo (1984) in her paper presented at a workshop on Democracy and Development in Africa claims that apart from the structural bias in Kenya’s educational system. The high rate of female school drop out, particularly at the Primary and secondary level is another determinant of the quality of the formal education women obtain. Consequently Kenya has large numbers of illiterate and semi-illiterate females, with inadequate skills to engage in activities that could improve their status and their quality of life.

Research conducted on the above problem, has identified three factors underlying the high rate of female school drop out in Kenya.

♦ The patrilineal family system, whereby, when confronted with limited opportunities or resources for provision of education, parents generally favour the education of male children. Linked with this is the traditional belief that women’s proper place is the domestic environment and hence the irrelevance of much formal education.

♦ Poor performance due to the fact that after school, girls have to help in domestic
chores and hence have no time to study.

- Pregnancy, due to lack of sex education or due to mis-education. Many female school drop outs in Kenya are pregnancy casualties. After getting in the family way, many girls do not go back to school. The weekly review of October 1987 highlighted that the government had decided that women teacher trainees who got trained, would refund the Kenya government the money spent thus far in their education.

The above points to the fact that the Kenya government discriminates against women by punishing them for acts in which men, who equally participated in them, are exempted.

2.7 SUMMARY

A lot of studies seemed to have been done concerning women and education, leadership and sexism in many parts of the world. However, most of them had pointed out the factors that had continued to militate against women in all aspects of life but little effort had been made to completely set the women free in a male dominated society. Women have continued to be under represented in many areas including higher education management where they are heavily outnumbered by their male colleagues. In spite of the advances which women have made in many areas of public life, they are still a long way from participating on the same footing as men.

A paper published by ENESCO (1993) indicated that there were several factors which interrupted the natural progression for women into higher management positions. These included:

- Limited access to higher education.
- Discriminatory appointment and promotion practices.
• Dual responsibilities of traditional and professional roles.
• Attitudes of the spouse.
• Career interruption.
• Difficulties in pursuing research and gaining tenure.
• Stereotyping.
• Alienation from male culture.
• Male resistance to women in management positions.
• Absence of policies and legislation to ensure participation of women.
• The glass ceiling.

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

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

• Know what they want and plan for the future.
• Make decisions, live with the consequences, and learn from the process.
• Realize that with equal rights come equal responsibilities.
• Seek out opportunities that increase their abilities and personal fulfillment.
• Development qualities of co-operation, dependability, self-control and expertise in a particular area.
The researcher hoped to find out what measures could be taken to ensure that women were educated out of a culture of oppression, that to a large extent had conditioned many of them to lack ambition or motivation for success.

The researcher tried to identify relevant educational programmes that could be established among the various Kenyan communities and training institutions to help women in terms of consciousness and awareness, development of self confidence, as well as leadership and management skills.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

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

3.2 RESEARCH DESIGN AND LOCALE

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

The type of research design that the researcher adopted is the descriptive survey design. This design had been chosen because it involved collecting data inorder to answer the questions raised and look at possible solutions to the constraints. This design also enabled the researcher gather facts and obtain precise information concerning the current situation and where possible draw conclusions from the information obtained.

The locale of the study was Nyeri district in the Central Province of Kenya. There were 138 public secondary schools in Nyeri District (Nyeri District Education office staff establishment, December 2004.) These 138 schools were unevenly distributed in the seven divisions of the district. The researcher confined her study in Nyeri District due to lack of adequate finances, the long distance between one school and the other as well as inadequate time.
3.3 TARGET POPULATION

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. Borg and Gall (1989) define population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study.

Orodho (2004) defines target population as a large population from whom a sample population will be selected. A sample population is a representative case from the large population.

The target population in this study were lady principals of the District Secondary Schools and assistant teachers.

There were 138 public secondary schools in Nyeri District (Nyeri District Education Office Staff Establishment, December 2004). These schools were unevenly distributed in the seven divisions of the District.

3.4 SAMPLE AND SAMPLING PROCEDURES

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

There were 138 public secondary schools in the district. The researcher used purposive sampling which included the selection of samples using set criteria such as type of school.
The researcher sampled the schools that were headed by female principals in each of the seven divisions. The schools were categorized into either boarding girls, mixed day and boarding. All the teachers in each of the selected schools were given an equal chance of inclusion. The researcher got a sample size of 15% which was 21 secondary schools. From each school sampled, one head teacher and four assistant teachers were selected yielding a sample size of 105.

3.5 RESEARCH INSTRUMENTS

The research instruments used were two sets of questionnaires for head teachers and assistant teachers. These questionnaires consisted both open and closed ended questions. The closed ended questions measured the objective responses while the open-ended questions measured subjective responses.

The questionnaires were in two parts: part one contained questions on social demographics e.g. sex, age, marital status etc. Part two contained items on employment and experience, qualifications etc.;

3.6 PILOTING

A pilot study was conducted in two schools in Nyeri District to measure the validity and reliability of the research instruments. The schools selected for piloting were part of the study sample.

According to Orodho (2004), validity should be concerned with establishing whether the questionnaire content is measuring what they/it is supposed to measure. Validity, in this sense, is the degree to which the empirical measure or several measures of the content, accurately measure the concept. To ensure validity of the instruments therefore, the researcher
consulted a panel of competent persons to assess the relevance of the content used in the questionnaires developed. These competent persons were drawn from the department of Education Administration, Planning and BERC and examined the questionnaire individually and provided feedback to the researcher who incorporated their recommendations in the final questionnaire.

Reliability on the other hand is the extent to which an instrument produces the same results every time it is used. Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). Test-retest method was used to test the reliability of the research instruments. The procedures used in pre-testing the questionnaires were identical to those used during the actual study. Pre-testing the questionnaire was important because deficiencies in the research instruments were detected and corrected before the actual study was conducted. The researcher administered the developed questionnaire to a few identical subjects who were not included in the main study. The answered questionnaires were scored manually. The same questionnaire was administered to the same group of subjects after a period of two weeks. The questionnaires' responses were scored manually. The two scores obtained were compared through the use of a Pearson's product moment formula to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered. The researcher considered a correlation coefficient of about 0.7 to judge the instrument as reliable for the study.

3.7 DATA COLLECTION PROCEDURE

A research permit was sought from the Permanent Secretary in the Ministry of Education, Science and Technology (MOEST). A letter authorizing the researcher to conduct the
research was obtained from the Nyeri District Education Office. The researcher then visited the sampled schools and developed a rapport with the principals of those schools with a view to verbally explaining the purpose of the study.

The researcher then requested the Principal to introduce her to the members of the teaching staff. The researcher then explained the purpose of her study verbally. The researcher assured the respondents confidentiality. The questionnaires were then given to the teachers and a duration of one week allowed so that they get time to fill them.

3.8 DATA ANALYSIS PROCEDURE

Data collected was categorized into information that answered the researchers' objectives. The data was subjected to both qualitative and quantitative analysis. Qualitative data was analysed in narrative form while quantitative data was analysed through descriptive statistics, tables and frequencies as well as percentages to show how different subjects responded to different factors. The analysis was done using the statistical Package for Social Science (SPSS).
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

In this chapter, the study embarks on the presentation of data collected from the field. This is with an aim of meeting the purpose of the study, which was to establish the administrative and socio-economic factors that hinder females from accessing leadership positions in public secondary schools. The chapter is divided into six sections. Section one presents the bio-data of the study participants while the other five sections are based each on a research question of the study. The study sought to answer the following research questions.

1. Are there gender disparities in teachers' access to leadership positions in secondary schools in Nyeri District?

2. Which teacher-related factors hinder females' access to leadership positions in secondary schools in Nyeri district?

3. What are the cultural and socio-economic factors that hinder women from accessing leadership positions in secondary schools?

4. How can women be empowered to take challenges of managing secondary schools?

The chapter is divided into five major sections. The first section carries a presentation of the demographic data of participants. The other four sections are each based on a research question as given above.
4.1 Personal Data of Respondent

The researcher targeted 21 secondary schools from where the principals and assistant teachers were targeted. However, four of the schools in the sample did not return the questionnaires and therefore data analysis was carried out using data obtained from 17 schools. The respondents were 17 headteachers and 72 assistant teachers from the 17 schools. Below is a presentation of their demographic data.

4.1.1 Demographic Data of Principals

Table 4.1 Headteachers' Personal Data

<table>
<thead>
<tr>
<th>Age in years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>51 plus</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Single</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree (BED)</td>
<td>17</td>
<td>100.0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The principals' age ranged between 31 and over 50 years, with majority falling between 41 to 50 years. Majority of them (70.6%) were married and all of them were B.Ed degree holders.

4.1.2 Teachers Demographic Data

Data for teachers was collected from 72 teachers, whose demographic data is as shown in table 4.2.
The table shows that there were 39 male and 33 female teachers in the sample. Most of them were in the age bracket of 31 - 40 years. Majority (n = 54, 75%) were married and B.Ed degree holders (65.3%). The most common designation of teachers in the sample was assistant teachers (72.2%). The other personal data of the teachers is as shown in the table.

Table 4.2  Teachers’ Personal Data

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>54.2</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>45.8</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age in years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>31-40</td>
<td>40</td>
<td>55.6</td>
</tr>
<tr>
<td>41-50</td>
<td>19</td>
<td>26.4</td>
</tr>
<tr>
<td>51- plus</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital status</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>54</td>
<td>75.0</td>
</tr>
<tr>
<td>Single</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>Divorced</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Separated</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>23</td>
<td>31.9</td>
</tr>
<tr>
<td>Degree</td>
<td>47</td>
<td>65.0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designation</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy principal</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Head of department</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>Senior teacher</td>
<td>6</td>
<td>8.0</td>
</tr>
<tr>
<td>Assistant teacher</td>
<td>52</td>
<td>72.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.0 Gender as a Factor Hindering Females’ Access to Leadership Positions

The first research question of the study asked:

Are there gender disparities in teachers’ access to leadership positions in secondary schools in Nyeri District?

In order to answer this research question, the teachers who participated in the study were asked to state whether they were holding other administrative responsibilities, other than curriculum implementation. They responded to this as shown in table 4.3.

<table>
<thead>
<tr>
<th>Do you have other responsibilities?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>86.1</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What other responsibilities?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>27</td>
<td>37.5</td>
</tr>
<tr>
<td>Games teacher</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>Club patron</td>
<td>15</td>
<td>20.8</td>
</tr>
<tr>
<td>Guidance and counseling teacher</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>No other responsibility</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A total of 62 teachers (86.1%) had other responsibilities, which included class teachers (37.5%), games teachers (15.3%), club patrons (20.8%) and guidance and counseling teachers (13.9%). This is an indication that majority of the teachers had been exposed to responsibilities that would place them in a better position to be appointed as headteachers.
The researcher sought to find out whether of the ten teachers who reported not having other responsibilities there were more females than males. As such, the researcher categorized the responses of the teachers by gender, and obtained the results given in table 4.4.

### Table 4.4  Holding of Responsibilities by Teachers across Gender

<table>
<thead>
<tr>
<th>Teacher's gender</th>
<th>Have other responsibilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

As can be seen in the table, 80% of the teachers not holding any responsibilities were female.

In conclusion therefore, the study established that there was a major difference between the number of male and female teachers holding leadership positions in the schools. There were found to be significantly more male than female teachers holding positions of leadership. This is despite the fact that the difference between the number of male and female teachers in the sample schools was small.

### 4.2.1 Teachers' Views on Why Women Do Not Actively Participate in Leadership

The teachers (n = 72) were asked to indicate the extent to which they agreed with the statement that female head teachers cannot make good administrators because they are weak and emotional. Their responses to this are as given below:
Table 4.5: Emotionality in Female Gender as a Factor Affecting Women Participation in Leadership.

<table>
<thead>
<tr>
<th>Female headteachers are weak and emotional</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>18.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>35</td>
<td>48.6</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated in the table, it was established that majority of the teachers disagreed that female headteachers were weak and emotional. Only 13 of the teachers (18.1%) agreed that women headteachers were emotional and weak as leaders.

The teachers were further presented with the statement that male head teachers are more responsible than female head teachers. Asked to state the extent to which they agreed or disagreed with this statement, they responded as shown below:

Table 4.6: Level of Responsibility between Male and Female Head Teachers: Teachers’ Views

<table>
<thead>
<tr>
<th>Male heads are more responsible than female heads</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>18.1</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>62.5</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As it turned out, majority of the teachers (62.5%) disagreed with the statement that male heads were more responsible than female heads. Thirteen of the teachers reported that male teachers were more responsible while a further 14 of them felt this was true to some extent.
Asked to give other gender-related factors that hinder women from actively participating in leadership in their respective schools, the teachers gave the following factors:

- Gender discrimination
- Female teachers are more concerned with family issues
- Female teachers are not flexible e.g. they fear transfers in case of promotion.
- Female teachers do not apply for promotion
- Lack of support from husbands

4.2.2 Head Teachers’ Views on Why Women Do Not Actively Participate in Leadership

The head teachers (n = 17) who participated in the study were asked to suggest reasons why not many women teachers hold leadership positions in secondary schools. Table 4.7 below gives a summary of the views raised by the headteachers.

Table 4.7 Reasons why women do not actively participate in leadership: Head Teachers’ views

<table>
<thead>
<tr>
<th>Factor</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Ambition</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>Laziness</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>Lack of Necessary Qualifications</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>Too Busy With Home/Family Affairs</td>
<td>15</td>
<td>88.2</td>
</tr>
<tr>
<td>Lack Leadership Qualities</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Discrimination By Men</td>
<td>6</td>
<td>35.3</td>
</tr>
</tbody>
</table>
As shown in the table, the following were suggested as reasons why women teachers do not actively participate in leadership:

- Lack of ambition
- Laziness
- Lack of necessary academic qualifications
- Women are too busy with family affairs.
- Women lack leadership qualities
- Men, when selecting teachers to be appointed to positions of leadership, discriminate against women.

Of these reasons, the majority of the head teachers endorsed the feeling that women teachers are too busy with family affairs to find time for leadership responsibilities, with 15 out of 17 (88.2%) endorsing it. That women teachers lack leadership qualities was endorsed by only two of the head teachers (11.8%).

The head teachers were also asked to suggest the reasons why there are more male head teachers than female head teachers in the country.
The table below gives a summary of their responses.

Table 4.8 Reasons why there are more male than female head teachers in schools: head teachers’ views

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality factors</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Traditional gender roles</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Lack of ambition</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Flexibility</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Leadership qualities</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Qualifications</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Malpractice in recruitment</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Lack of support from fellow female leaders</td>
<td>5</td>
<td>29.4</td>
</tr>
</tbody>
</table>

As presented in the table above, the following are some of the reasons raised by the head teachers as to why there are more male head teachers than female head teachers in the country: personality factors, traditional gender roles, lack of ambition, flexibility, lack of leadership qualities, lack of necessary qualifications, malpractice in selection process and lack of support.
4.3 Teacher-Related Factors Hindering Females access to Leadership Positions

The second research question of the study asked: "Which teacher-related factors hinder females access to leadership positions?"

In order to answer this research question, the principals who participated in the study (n=17) were asked:

- To indicate the number of teachers in their schools by gender
- State whether all teachers had the professional qualifications required for secondary teaching
- To indicate whether teachers were punctual in reporting to duty
- To state whether teachers were committed
- To indicate whether they had any problems with the teachers
They responded to these items as shown in the table below:

**Table 4.9 Number of Teachers in the Schools by Gender**

<table>
<thead>
<tr>
<th>School No.</th>
<th>No. of male teachers</th>
<th>%</th>
<th>No. of female teachers</th>
<th>%</th>
<th>Total teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td></td>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>43.3</td>
<td>17</td>
<td>56.7</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>36.4</td>
<td>7</td>
<td>63.6</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>44.4</td>
<td>5</td>
<td>55.6</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>54.5</td>
<td>5</td>
<td>45.5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>50.0</td>
<td>7</td>
<td>50.0</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>41.7</td>
<td>7</td>
<td>58.3</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>50.0</td>
<td>6</td>
<td>50.0</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>84.6</td>
<td>2</td>
<td>15.4</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>60.0</td>
<td>6</td>
<td>40.0</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>42.1</td>
<td>11</td>
<td>57.9</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>75.0</td>
<td>1</td>
<td>25.0</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>40.0</td>
<td>6</td>
<td>60.0</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>19</td>
<td>70.4</td>
<td>8</td>
<td>29.6</td>
<td>27</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>70.0</td>
<td>3</td>
<td>30.0</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>52.9</td>
<td>8</td>
<td>47.1</td>
<td>17</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>88.9</td>
<td>1</td>
<td>11.1</td>
<td>9</td>
</tr>
<tr>
<td>Overall</td>
<td>126</td>
<td>54.5</td>
<td>105</td>
<td>45.5</td>
<td>231</td>
</tr>
</tbody>
</table>

In seven schools, there were more female teachers than male teachers. In two schools there were equal number of male and female teachers. In eight schools, male teachers were more than female teachers. On the overall, the sample schools had 126 (54.5%) male teachers and 105 (45.5%) female teachers. This means that male teachers are slightly more than female teachers.
Table 4.10 Qualifications of Teachers: Headteachers’ Responses

<table>
<thead>
<tr>
<th>Are all teachers professionally qualified?</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>94.1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

As can be seen, majority of the headteachers (94.1%) replied that all their teachers were professionally qualified. This included the 45.5% proportion of teachers that comprised of female teachers. In effect, it means that female teachers in the sample schools were professionally qualified.

However, looking at the academic qualifications of the sample teachers (refer to Table 4.2), there were 23 (31.9%) diploma teachers, 47 (65.3%) degree B.Ed teachers and one Master’s degree teacher. The researcher sought therefore to find out whether there were gender differences in academic qualifications of the teachers. To do this, the researcher compared the academic qualifications of teachers across gender and obtained the following results.

Table 4.11 Gender Differences in Teachers Academic Qualifications

<table>
<thead>
<tr>
<th>Gender of teacher</th>
<th>Academic qualifications</th>
<th>Diploma</th>
<th>B.Ed Degree</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>15</td>
<td>23</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>8</td>
<td>24</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>47</td>
<td>1</td>
<td>71</td>
</tr>
</tbody>
</table>
Of the teachers involved in the study, 15 males and 8 females were diploma holders while 23 males and 24 females were B.Ed degree holders. One male teacher was a masters degree holder. It was therefore concluded that educational qualification was equally distributed across the gender of teachers.

The headteachers, asked whether their teachers reported to work late, and whether their teachers were committed to their work, responded as below:

Table 4.12  Teachers Commitment to Duty

<table>
<thead>
<tr>
<th>Do teachers report late?</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>88.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are committed/devoted?</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>94.1</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the headteachers reported that their teachers reported to work in time (88.2%) and that they were committed to their work (94.1%). This is an indication that the headteachers were in good terms with their teachers.
The headteachers were further asked to state whether apart from instructional work and curriculum implementation there were any problems with the teachers, to which they responded as below:

Table 4.13 Problems between Teachers and Headteachers

<table>
<thead>
<tr>
<th>Are there problems with teachers?</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the principals (n=12, 70.6%) reported that they had no problems with their teachers. Those who reported that there were problems (n=5, 29.4%) gave the following as the problems experienced: -

- Unwillingness to handle co-curricular activities
- Hostility and hated between members of staff
- Health problems with some teachers and other personal problems for which they take day-offs
- Absenteeism

4.4 Cultural and Socio-Economic Factors Hindering Women’s Access to Leadership Positions

The third research question of the study asked:

What are the cultural and socio-economic factors hindering women from accessing leadership positions in secondary schools?
4.4.1 Community Preferences of Headteachers’ Gender

The researcher sought to establish the cultural factors that hinder women from accessing leadership positions in secondary schools. The headteachers were asked to indicate the gender that the members of community most preferred as headteachers. They responded as shown in the table below:

Table 4.14 Community preferences of headteachers: Headteachers’ views

<table>
<thead>
<tr>
<th>Community gender preferences for headteachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>53.0</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Either</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the headteachers (53%) reported that the community preferred male headteachers to female headteachers while 23.5% reported that both male and female headteachers were regarded the same. The rest (23.5%) were for the opinion that female heads were more preferred.

Asked the same question, the teachers responded as shown below

Table 4.15 Community preferences of headteachers: Teachers’ views

<table>
<thead>
<tr>
<th>Community gender preferences for headteachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>38.9</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>Either</td>
<td>25</td>
<td>34.7</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>90.3</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>90.3</td>
</tr>
</tbody>
</table>

A total of 28 teachers (38.9%) reported that the community preferred male headteachers to female headteachers. A further twelve teachers reported
that the community preferred female headteachers while 25 (34.7%) reported that both male and female headteachers were equally preferred.

Based on the responses from headteachers and teachers, it can be said that the community mainly preferred male headteachers to female headteachers.

4.4.2 Low Enrolment and Completion Rates for Girls in Secondary Schools as a Factor Hindering Women in Leadership

It was hypothesized that one possible reason why there are few women leaders in the schools is that there is low enrolment and completion rate for girls in secondary schools. The headteachers were asked to state the gender that enjoyed a higher enrolment and completion rate in their schools. The responded as shown in the table below:

**Table 4.16 Enrolment and Completion rates for girls in the sample schools**

<table>
<thead>
<tr>
<th>Which Gender of students is more in schools?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>15</td>
<td>88.2</td>
</tr>
<tr>
<td>Girls</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Same for both</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which gender has more students completing form 4?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Girls</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Same for both</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As can be seen in the table, majority of the headteachers reported that more boys than girls were enrolled in secondary schools (88.2%) and that the completion rate for boys was higher than that of girls (76.5%).

Asked to state the reasons for the observed gender disparities, the headteachers gave the following:

- Girls were engaged mainly in household chores and taking care of young ones.
- Some girls drop out of school as a result of pregnancies and early marriages.
- The social set up demands that boys be more educated since they are seen to have more responsibilities in leadership than girls. This means that for poor families, priority is given to educating boys while girls remain at home or are sent to work as house helps or farm hands in order to raise extra money for the family.

Having found out that there were gender disparities in the society’s preferences for boy and girl child education, the head teachers were asked to indicate whether the small number of girls who complete secondary schooling affects women’s higher education and promotions to managerial roles. The table below presents a summary of their responses.
Table 4.17: Effects of Low Enrolment and Completion Rates for girls to promotion of Women to Leadership.

<table>
<thead>
<tr>
<th>Does Low Enrolment of Girls affect Promotion?</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As can be seen in the table, most of the head teachers (N=14, 82.4%) were of the opinion that low enrolment and completion rates of girls affected the rate at which women are appointed to leadership positions.

4.5 Ways of Empowering Women to take the Challenge of Managing Secondary Schools.

The fourth research question was concerned with identifying possible ways through which women can be empowered to take the challenge of managing secondary schools more effectively.

The head teachers and teachers who participated in the study were asked to suggest ways through which women can be empowered to take up the challenges of managing secondary schools in Kenya.

Below is a list of the issues suggested: -

- Female teachers should be encouraged to apply for promotions.
- The society and the spouses should give female teachers and head teachers moral support.
- Women should be encouraged to seek further education to gain the necessary qualifications for leadership.
• Women leaders should be given extra training courses in management.
• Women empowerment seminars should be held in the district to motivate women to compete actively for leadership positions.
• The society’s attitude toward women leaders should be improved so that they accept them.
• Discrimination against women, politics, and other malpractices in the promotion process should be stopped.
• Men should be encouraged to participate more in domestic responsibilities to allow women time to advance themselves.
• Parents should be encouraged to send the girl-child to school and value their education.
CHAPTER FIVE

5.0 SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the findings of the study as analysed in Chapter four and the literature review in chapter two in relation to the various aspects of the research problem.

5.2 SUMMARY AND CONCLUSIONS

Research question one sought to find out whether there are gender disparities in teachers' access to leadership positions in secondary schools in Nyeri District. The percentage of male teachers holding responsibilities is 80% compared to 20% female. This implies that there is a major difference between the number of male and female teachers holding leadership positions. Other gender related factors were given as follows: gender discrimination; female teachers are more concerned with family issues; female teachers are not flexible e.g. they fear transfers in case of promotions; female teachers do not apply for promotion; female teachers are not flexible e.g. they fear transfers in case of promotions; female teachers do not apply for promotion; female teachers lack support from their husbands. In addition, lack of ambition, laziness, lack of necessary academic qualifications and discrimination in selecting teachers to positions of leadership were also given.

These results imply that male and female role prescription is based on assumptions that domestic chores are basically for women (Fenn, 1978) This has essentially led to job subtraction where men dominate professions considered masculine while women take up careers that are traditionally considered for women. This agrees with Herring et all (1978)
who points out that most women face constraints from dual career and roles arising from their homes and workplace. It is not easy for a female head teacher to cope with the management of the home as a mother, wife, homemaker and the accompanying chaos and at the same time effectively carry out her duties and responsibilities at school.

Research question two was “which teacher-related factors hinder females’ access to leadership positions in secondary schools in Nyeri District. It was found out that male teachers were slightly more than female teachers in the selected schools. In effect, this means that the female teachers in the sample schools were as professionally qualified as the male teachers. Besides, all the teachers reported to work punctually and were very committed, an indication that most of the teachers and the principals were in good terms. However, a number of principals said they experienced the following problems: unwillingness to handle co-curricular activities, hostility and hatred between members of staff, health problems with some teachers and other personal commitments for which they took day-offs and absenteeism. These problems emanated from both male and female teachers. These results imply that the legislation of the Equal Pay Act and the Sex Discrimination Act of 1970 and 1975 respectively have played a major role in ensuring that both male and female are given equal education opportunities. WISE whose purpose was to increase the quality and quantity of women’s participation in the workforce by the year 2000 seems to be achieving its objectives. Where men and women are given equal opportunities and terms of service, there are no sex differences.

The implication of the results also agrees with Cole (2004, Sixth edition) who claims that there have been numerous research studies into possible differences between men and women in such aspects of workplace as motivation, attitudes to work, ability to motivate teams and in work performance. However, the overall results
demonstrate clearly that on these points, there are no major differences between the sexes. Hence the teacher-related factors affect both sexes indiscriminately.

Research question three sought to establish the cultural and socio-economic factors that hinder women from accessing leadership positions in secondary schools. The selected teachers and head teachers said that the community preferred male head teachers said that the community preferred male head teachers to female heads. They also said that the enrolment and completion rates for boys was higher than that of girls in secondary schools. The reasons cited for the gender disparity were as follows: girls were engaged mainly in household chores and taking care of young ones; some girls dropped out of school as a result of pregnancies and early marriages and poor families giving priorities to boys' education at the expense of the girls. This, therefore indicates that the low enrollment and completion rates for girls affected the rate at which women are appointed to leadership positions.

These results imply that whatever positions women occupy and what status they are accorded in contemporary Africa, is to a significant extent determined by the quality and quantity of the formal education they have access to (EL-Bakri and Besha, 1986). The fact that Kenyan women remain under-privileged and under represented in all important authoritative and decision-making positions in their society, is primarily a function of their institutionalized and structural bias in the education system. Hence the discrepancy in the Kenyan education system continues to work unfavourably against women. Munroe (2001) asserts that women are facing a myriad problems regardless of whether they live in the developing countries or in the industrialized countries. There has been a lot of gender discrimination mostly based on the cultural beliefs of the people. Reece (1999) points out that research indicates that boys and girls who see their mothers in traditional roles will tend to identify
women as mothers, home-makers and wives. In some African countries, the burden of maintaining the family, particularly in rural areas continues to rest very heavily on the women and the girls.

Research question four sought to identify possible ways of empowering women to take the challenge of managing secondary schools in Kenya. The teachers and the head teachers of the selected school gave several suggestions. (In descending order) Parents should be encouraged to send the girl-child to school and value their education; female teachers should be encouraged to apply for promotions; The society and the spouses should give female teachers and head teachers moral support; women should be encouraged to seek further education to gain the necessary qualifications for leadership; women leaders should be given extra training courses in management; women empowerment seminars should be held in the district to motivate women to compete actively for leadership positions; the society’s attitude towards women leaders should be improved so that they accept them; Discrimination against women, politics, and other malpractices in the promotion process should be stopped; men should be encouraged to participate more in domestic responsibilities to allow women time to advance themselves.

The results above agrees with a paper published by UNESCO (1993) which indicates that there are several factors which interrupt the natural progression for women into higher management positions which if addressed would give a key to the realization of women’s higher access to leadership positions and therefore contribute to the development not only of higher education management but to all departments that make up the country.
5.3 RECOMMENDATIONS

From the research findings above and the implications cited, there is a great need to force socio-economic and political systems to be redesigned in a way that will favour the processes of humanization. It is also clear that increasing the role of women in the frequently harsh and demanding structures of economic activity must take into account their temperament and particular needs.

Policy makers and planners, teachers, administrators, politicians etc. must be made to understand through constant and thorough dialogue and communication, the advantages of incorporating women’s knowledge in development and leadership. This will boost the confidence in whatever they do and help them build a defense mechanism against exploitation by unscrupulous persons and institutions.

Educationists, researchers, women and men should take the lead in helping build legitimacy of women’s knowledge and capabilities by being committed to the idea of educating women in order to enable them understand the socio-economic nature of the society.

Establishment of major reforms at various levels and institutions such as the school, household, women’s organisations etc and promoting human capacity to reason, to decide and
act responsibly. This will enable women be integrated as active participants in promotion of education and development.

Female teachers should be encouraged to apply for promotions. The society and the spouses should give female teachers and head teachers moral support. Women should be encouraged to seek further education to gain the necessary qualifications for leadership. Women leaders should also be given extra training courses in management.

It is a matter of urgency to prevent discriminatin against women in order to achieve equality in every area: equal pay for equal work; protection for working mothers, fairness in career advancement, equality of spouses with regard to family rights and recognition of everything that is part of the rights and duties of citizens in a democratic state. Therefore all leaders especially women must foster the need to promote girls' education at every opportunity.

Women empowerment seminars should be held in the district to motivate women to compete actively for leadership positions.

The society's attitude toward women leaders should be improved so that they accept them. Discrimination against women, politics, and other malpractices in the promotion process should be stopped and men should be encouraged to participate more in domestic responsibilities to allow women time to advance themselves.
More women need to be appointed to positions of leadership and responsibility particularly in education to act as role models for girls. Parents should be encouraged to send the girl-child to school and value their education. Hence organisations and individuals who support girls' education must monitor their progress and offer them guidance to enhance completion rates. There is need to draw up guidelines to assist major actors and providers, key players and agents in reducing gender biases and gaps in education. In addition, the girl-child should be targeted for affirmative action at all levels of education e.g allocation of increased bursaries.

The government should endeavour to eradicate the gender gap between male and female education officials. It should also reduce gender imbalance between female and male officers and managers of education. It should also organise and coordinate the organisation of gender sensitisation workshops and seminars for education officials, parents, students and even the community. This can be made easier through seeking the support of the media in sensitization of the communities on gender issues and education.
5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

This study was focused only on the administrative and socio economic factors that hinder females' access to leadership positions in secondary schools in Nyeri District. Further research is needed in several other areas.

- Research can be carried out to determine the barriers to the full participation of women in higher education management.

- Research can also be carried out to establish why most women in Kenya shy away from decision making and leadership positions even when presented with an opportunity.

- How do the multiple roles that women engage in hinder them from participating in political and decision-making positions in education.

- Research can also be carried out to determine strategies for changing cultural attitudes to create more supportive environments for women in higher education management.
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APPENDIX I: QUESTIONNAIRE
(TO BE FILLED BY THE TEACHERS)

INTRODUCTION
The objective of this study is to investigate the administrative and socio economic factors hindering females' access to leadership positions in secondary schools in Nyeri District. This questionnaire is intended to collect necessary data that will help the researcher make policy recommendations to Ministry of Education to ensure that these factors are looked into and measures taken to ensure that more female teachers are promoted to leadership positions.

The success of this exercise depends on your co-operation and honesty. All responses will be highly appreciated. To ensure confidentiality do not write your name or that of your school on the questionnaire.

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

PART A: DEMOGRAPHIC DATA

1. Your Gender  Male   [   ]  Female   [   ]

2. How long have you been a teacher? .................... years.
3. Your age in years .................. years

4. Marital status Married ............... Single ......................

5. Academic qualifications
   Diploma [ ]
   Degree [ ]
   Degree (Bed) [ ]
   Masters [ ]

6. (a) Do you hold any post in your school? YES [ ] NO [ ]
   (b) If YES, which post do you hold?
      (i) Deputy Principal
      (ii) Head of Department
      (iii) Senior Teacher
      (iv) Games Master/Mistress
      (v) Boarding Master/Mistress
      (vi) Any other ..............................................

PART B: GENERAL INFORMATION

7. How many teachers are there in your school including yourself?
   (viii) Male .........................
   (viii) Female .........................
   (ix) Total ..........................
8. (a) How many heads of departments do you have in your school? ..................
(b) Among them, how many are male and how many are female?
   Male ..............................
   Female ..............................

9. Some people hold that female head teachers cannot make good administrators because they are weak and emotional. Do you agree?
   a) To some extent  [    ]
   b) Yes  [    ]
   c) No  [    ]

10. Do you agree that male head teachers are more responsible than female head teachers?
    a) To some extent  [    ]
    b) Yes  [    ]
    c) No  [    ]

11. What other related reasons prevent woman teachers from taking managerial posts in their respective schools?
    (a) ........................................................................................................
    (b) ........................................................................................................
    (c) ........................................................................................................
    (d) ........................................................................................................
    (e) ........................................................................................................
    (f) ........................................................................................................
12. Generally, why are there so many male teachers holding senior position of management in secondary school as compared to female teachers?

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) ........................................................................................................

13. According to your observation what problems do women managers face in the process of running the schools?

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) ........................................................................................................

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

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) ........................................................................................................
INTRODUCTION
The objective of this study is to investigate the administrative and socio economic factors hindering females' access to leadership positions in secondary schools in Nyeri District. This questionnaire is intended to collect necessary data that will help the researcher make policy recommendations to Ministry of Education to ensure that these factors are looked into and measures taken to ensure that more female teachers are promoted to leadership positions.

The success of this exercise depends on your co-operation and honesty. All responses will be highly appreciated. To ensure confidentiality do not write your name or that of your school on the questionnaire.

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

PART A: DEMOGRAPHIC DATA

1. Your Gender Male [ ] Female [ ]

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

3. Your age in years ............................. years
4. Marital status
Married .................. Single ..................

5. Academic qualifications
Diploma [ ]
Degree (Bed) [ ]
Masters [ ]

PART B: GENERAL INFORMATION

1. What is the enrolment of your school?
Boys .........................
Girls ..........................
Total ..........................

2. In your own opinion, why is it that more boys are enrolled in secondary schools or complete the course as compared to girls generally?
........................................................................................................................
........................................................................................................................
........................................................................................................................
........................................................................................................................

3. Do you think the small numbers of girls enrolled or who complete the course affects the women's higher education and promotions to managerial roles in any way?
........................................................................................................................
........................................................................................................................
........................................................................................................................
4. How many teachers do you have in the school?
   Male............................
   Female...........................
   Total............................

5. Is your deputy male or female?.................................................................

6. (a) How many of the female teachers hold leadership positions in your school?.................................................................

   (b) What kind of posts do they hold?
       (i) ........................................................................................................
       (ii) .......................................................................................................
       (iii) ....................................................................................................
       (iv) ....................................................................................................
       (v) ....................................................................................................

7. (a) How many male teachers hold leadership positions?

   (b) What kind of posts do they hold?
       (i) ........................................................................................................
       (ii) .......................................................................................................
       (iii) ....................................................................................................
       (iv) ....................................................................................................
       (v) ....................................................................................................

8. Generally, why are women teachers concentrated at lower ranks of teaching e.g. subjects teachers etc. as compared to men teachers who mostly holds the
positions of senior teachers, games masters, dean of studies, discipline masters etc.?

9. Considering the number of head-teachers in the District, male teachers outnumber the female heads. What reasons can you give for this big gap?

10. Some female managers hold that "family obligations are a major hindrance to women teachers in pursuit of top positions in school management. What are your comments on this?

11. Does stereotyping of women interfere with their promotion to management of schools?
12. What other common problems prevent women teachers from taking part in school management?

13. Suggest some ways in which women can be empowered to be able to rate challenges of managing secondary schools.
6th June, 2005

Munene Margaret Muthoni
Kenyatta University
P.O. BOX 43844
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on “Administrative and Socio-economic factors hindering female access to leadership positions in Secondary schools in Nyeri District”.

I am pleased to inform you that you have been authorized to conduct research in Nyeri District for a period ending 30th November, 2005.
You are advised to report to the District Commissioner, and the District Education Officer, Nyeri District before embarking on your research project.

Upon completion of your research, you are expected to submit two copies of your research findings to this Office.

Yours faithfully

[Signature]

B. O. ADEWA
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Nyeri District

The District Education Officer
Nyeri District