OBSTACLES TO WOMEN'S PARTICIPATION IN THE MANAGEMENT OF SECONDARY SCHOOLS IN NAKURU DISTRICT, KENYA

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION, KENYATTA UNIVERSITY
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University.

Signature ____________________ Date ________________

MWANIKA TERRY W.

This Research Project has been submitted with my approval as the university supervisor.

Signature ____________________ Date ________________

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DEDICATION:

In memory of my father Symon who laid the foundation for my education.

To my mother Mary for her love, care, and patience in nurturing my life.

To my sponsor and my family for having inspired me to come this far in my academic endeavour.
ACKNOWLEDGEMENT

I am grateful to God for the gift of life, good health and the ability to concentrate well in my studies, for giving me a caring family and friends and for having seen me through the course of my studies in Kenyatta University.

My sincere gratitude to my mother and my late father for bringing me up and for their tireless struggle in guiding and nurturing my life.

Thanks to my brothers and sisters for their encouragement, understanding and love which I cherish.

My special and heartfelt appreciation goes to my sponsor and friend, Philip, for giving me the chance to further my studies, for moral support, for encouragement and inspirations, for having seen me through – come rain, come sunshine and for journeying with me all through.

Thanks to my colleagues and friends with whom I shared difficulties and good times during the course of my studies in Kenyatta University.

And finally, special thanks to my University supervisor, Dr. Godfrey Mse, for his keen guidance, patience and understanding in order to see me through this work. Without him this project would not be complete.

MAY GOD BLESS YOU ALL.
ABSTRACT

The purpose of this study was to investigate the factors that work against women’s advancement in education management. The study was conducted utilizing a sample drawn from all the secondary schools in Nakuru District. Out of this population, twenty head teachers, 100 teachers, the District Education Officer, the District Inspector of Schools, and two representatives from the Teacher’ Service Commission were purposively selected.

The descriptive survey design was employed in the study, and questionnaires and interview schedules used for data collection.

Data was analyzed using statistical analysis procedures. The analysis was carried out using means, percentages, standard deviations while t-test and chi-square tests was carried out at the 0.05 level of significance.

The study established that there were more male than female teachers who hold leadership positions in the district, and that there were many gender-related, political and social-cultural factors that hindered women from actively participating in leadership in secondary schools.

The results of the study were discussed in relation to the need of empowering women to take an active role in leadership in schools.
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ABBREVIATIONS

DEO  District Education Officer

DIS  District Inspector of Schools

FAWE  Forum for African Women Educationalists

HOD  Heads of Department

KU  Kenyatta University

NGOs  Non-Governmental Organizations

TSC  Teachers Service Commission

UN  United Nations

UNESCO  United Nations Educational, Scientific and Cultural Organization

UNICEF  United Nations International Children's Education Fund
CHAPTER ONE
INTRODUCTION

1.1 Background to the Problem.

Women comprise over half of the world's population. It is doubtless then that their contribution to the society’s development is of extreme importance. But what roles does society give women in development? Is women’s contribution as acknowledged as that of men?

The principle of equality of men and women as enshrined in various United Nations conventions and contained in national constitutions merely affirm rather than confer on women their God-given equal rights with men (Nzomo, 1993).

Thus, all citizens are entitled to exercise their equal human rights to participate fully in decision-making process.

Indeed, with or without the United Nations conventions and declarations on women, it is clear that full and effective participation is a basic human right and a responsibility of all citizens regardless of gender.

Nevertheless, certain barriers have traditionally kept women out of the mainstream of development; thus not giving them the chance, the option as well as the opportunity to participate actively in not only developing themselves, but also developing their societies.

Despite their numerical strength, women are discriminated against and still occupy dependant and low positions in the society.
Kanongo (1987) observed that women in pre-colonial Africa held relatively low leadership positions. Officials shared the basic belief that the role of women was that of household helpmate to men.

This tended to erode women's status while at the same time paving way for greater male involvement in all spheres of life.

The social attitudes of men and women which were nurtured by the colonial political and social – economic system, created lack of self confidence in women by encouraging their acceptance of the myth that only men should be leaders as women stay in the kitchen.

Muthei (1996) concurs with this when she expresses that in the mainline churches, men also form the majority of the clergy, and by the virtue of this hold leadership positions within these hierarchical structures.

With regard to this, it is evident that men tend to dominate in most administrative posts where they also form the majority membership in decision making committees at the high levels of the administration hierarchy.

Although women are active agents of development, their knowledge is often ignored or dismissed as IDRC gender working Group, (1995) puts it:

"Women are potentially able as men to contribute to education sector, thus national development; yet policy makers continue to ignore the importance of women's interests and needs especially in their participation in the management of resources and in decision-making processes at every level."
Mitter, (1995) observed that even in sectors where women have gained in terms of the number of jobs, they have remained invisible in the decision-making process.

In regard to this, a survey of the contemporary African situation reveals that, comparatively, few Kenyan women hold decision – making positions. Lack of representation at this level leads to male – oriented development policies in which women are hardly taken into account.

Women's under – or non – representation in the decision – making process is particularly striking in Education Management. Almost universally, female participation in education management has been remarkably limited despite their increasing numbers in the teaching profession.

A recent Common Wealth Education Management Service Survey report (Lund, 1998), revealed that in Kenyan Universities, most women occupy such positions as Registrars, Librarians or Heads of personnel rather than Vice- Chancellors or Directors of finance or even Dean of faculties.

Lodiaga and Mbevi (1995) in their study on the status and advancement of women in public institutions in Kenya revealed that women were nowhere near senior positions. “Of the 17 directors of institutes in all public universities, only three were women; of the 186 heads of departments, only 16 were women. All the deans of faculties in these universities were men”.

At the secondary school level, women teachers are dominant at the lower levels of the occupational pyramid where the job requires less skill; however capable they may be. Their presence and participation in the management of secondary schools has been dismal; with men taking the leading role.
Focusing on Nakuru district in particular, there are 176 secondary schools and a total number of 1,711 teachers. Among them, 964 are female while 747 are male. Out of the 176 secondary schools in the district, only 17 of them are managed by female head teachers while 159 are managed by male head teachers; yet women teachers are more in number as compared to male teachers.

Given the few numbers of women in management of secondary schools in the district, it is clear that there have been barriers to women’s participation in management positions.

Owing to this, the researcher set out to investigate the obstacles to women’s participation in management of secondary schools in Nakuru District.

1.2 Statement of the Problem

Occupation is an important part of our identity; it is a source of status in so far as it provides income and power.

With expanding education and changing norms, an increasing number of women find it possible to join teaching careers.

However, women’s participation in Education Management has remained within marked boundaries especially in Nakuru District.

The truth is that women graduates are more likely than men to be in junior positions though there is no difference between men and women who are qualified for a certain post. Women do not achieve the proportion of equal chances that might be expected by their big numbers in the career.
Prompted by this quest, the researcher intended to investigate the obstacles that hinder women from participating more effectively in management of secondary schools in Nakuru district, with an aim of providing suggestions on how it can be improved.

1.3 Purpose of the Study

The purpose of the study was to identify the factors that hindered women in advancement in Education Management.

The study argued that, though women have made some progress in achieving parity in teaching profession, they are still grossly under-represented in education management, hence the need to expose the factors that hinder them from participating more effectively in education management.

1.4 Objectives of the Study

In line with the purpose stated above, the study was carried out with the following objectives:

1. To highlight social-cultural factors hindering women from participating fully in the management of secondary schools.
2. To determine how political factors affect women's participation in the management of secondary school.
3. To establish solutions to these obstacles that keep women from participating fully in management of schools.

1.5 Research Questions

To enable the researcher establish conclusive findings, the following questions were used as working premises:
1. Are there major differences between male and female teachers in the extent to which they participate in management of secondary schools?

2. What are the gender related factors that keep women from participating more effectively in management of secondary schools?

3. How does politics affect distribution of appointments in education circles?

4. What are the other social-cultural factors that hinder women from participating more effectively in the management of secondary schools?

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

1.6 Significance of the Study

The casual talk of “the future of the country” being stocked in children unwittingly acknowledges that without women, who are perpetuators of life, there is no stable future for the country.

The research, therefore, attempted to bring to light the key barriers as to why women do not participate fully in management of secondary schools.

It also attempted to illuminate or reveal “hidden truths” about women, and contributed directly to the creation of new knowledge on women.

More significantly, the research attempted to make women recognize themselves as human beings, as persons worthwhile and capable of full participation in all spheres of life.
With this regard, the study has provided various ways that can be used to curb obstacles that keep women from participating fully in the management of secondary schools in Nakuru District.

1.7 Scope and Delimitations

- The sample size taken was too small. Nakuru district is one of the 71 districts in Kenya and the results of the study may not be generalized to the whole country.
- Lack of time and finances made it impossible to cover the research problem in details.

1.8 Assumptions

The assumption that the capabilities, interests and behaviour of individuals are related to their sex begins with commonly accepted stereotyped assumption regarding sex differences. The perpetuation of such traditions reinforces commonly accepted stereotyped assumptions people hold about what is appropriate and natural for women and men, (Bornstein, 1992).

In this study, it is assumed that:

- There is equal opportunity in education and employment for both men and women,
- Both men and women possess equal opportunity of management skills,
- There is equal opportunity for both men and women in management of schools.
1.9 Definition of Terms.

1.9.1 Management:

Onyango, (2003), defines management as the process of planning, organizing, co-ordinating and directing activities of an institution or organization; in this case secondary school.

In this study, managers of secondary schools include those people charged with supervisory or leadership responsibilities like Head teachers, Deputy Head teachers and departmental chairpersons.

1.9.2 Gender Inequality:

Harding (1995), defines gender inequality as the differences between women and men that culture creates. This is also created through a society’s assignment of some activities to women and others to men; thereby constructing stereotypes of womanliness and manliness that are used to limit the human opportunities of both sexes.

According to this study, manliness has been taken to designate whatever counts as the distinctively or ideally human in culture, while the characteristics associated with women signify only the womanly and not also the distinctively or admirably human.

1.9.3 Empowerment:

This generally refers to a process which people or communities increase their power and control over their own lives (Onsongo, 2002).

In this study, the term empowerment has been used to refer to equipping women with skills that enable them to take part in the decision making process and realize their full potential through fostering, supporting environments, partnerships and networks. This means that secondary school management will have to transform the current structures that propagate gender segregation.
1.9.4 Obstacles:

According to Oxford Advanced learner's dictionary, obstacles refer to things that blocks one's way or makes movement difficult.

In this study the term obstacles has been used to refer to problems or challenges that hinder women's full representation in management, especially in education circles. It has also been used to mean the forces at work against women's advancement in education management.

1.9.5 Participation

Oxford Advanced Learners Dictionary defines participation as the action of taking part in, or becoming involved in an activity. In this study, the term participation has been used to mean taking full responsibility or getting fully involved in education management circles.
CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Although literature on women in management is scanty, the little that there is shows that women are not competing on a level playing field with their men colleagues.

This study, therefore, was aimed at exposing factors that hinder women's full representation in top management posts in education circles.

The chapter postulates what other scholars have already put forward in relation to women's hindrances in management of schools. The chapter is divided into five parts so as to enable the study to be more specific in these major aspects.

They include:

1. Social – cultural factors
2. Gender inequality
3. Marital obligations
4. Political factors
5. Education and employment.
2.2 Social – Cultural Factors:

The social – cultural factors tied with traditional beliefs and practices in the African society play a great role in determining the place of women in almost all spheres of their lives. In a study carried out by Kabaji (1977) on women liberation, Zimbabwe’s President Robert Mugabe, in an opening speech of the first Zimbabwe Women’s seminar noted:

“Custom and tradition have tended more to favor men than women in status, to erect men as masters of the home, village, clan and nation. The general principle governing relationships between men and women has, in our traditional society, always been that of superiors and inferiors. Our society has consistently stood on the principle that, man is the ruler and woman his dependant and subject.” (Mugabe 1979).

Such general outlook in the traditional pedagogy have disabled women in many areas and prevented them from taking their rightful places in the society. Women have a full right to become actively involved in all areas of public life.

Nevertheless, culture has silenced many women in Africa making them unable to experience the liberating promises of God. Favourable aspects of culture, which enhance the well-being of women, have been suppressed. These aspects, which diminish women, continue to be practiced in various degrees by our societies, often making women objects of cultural preservation.

Hazel (1996) noted that in both the private and public spheres, the roles and images of African women are socially and culturally defined. Within its framework of operation, women have been socialized into a state of numbness where they have lived their lives without really determining the course of it.
As observed by Kanyoro, (1996) the family is the nesting place for gender subordination of women in Africa.

"The family is not only the nucleus of society, but more importantly, the power house of society where culture is preserved."

Okot Bitek had forcefully drawn the world attention to such gender issues as the powerlessness of women, their multiple roles and heavy workload through portrayal of the African women in "Lawino".

AFRICAN WOMAN

Woman of Africa,
smearing floor and walls,
with cow dung and black soil,
cook, ayah, the baby on your back, washer of dishes.
Planting, weeding, harvesting.
Storekeeper, builder, runner of errands - cart, lorry, donkey.

Woman of Africa,
What are you not?


For centuries, African women have gone far along with cultural prescriptions where they came to believe that their lives were to be managed by commands of culture. (Gatia, 1998). The fear of breaking taboos silenced women into a state where they acted without questioning.
Wachege, (1992) observed that girls traditional education among the Kikuyu, Luhya, Luo, Akamba, Embu and Kuria was meant to prepare them for their future as timid, submissive docile wives. They were further prepared to be soft and good house managers while boys were prepared to be aggressive, tough and authoritative.

This justification of the oppression of women was further intensified by creation of myths, stories, proverbs, riddles, traditional practices, various systems of education and philosophy that negated women and sanctified the position of men while declaring women as lesser being.

Wanjiku (1993) concurs with this when she expresses that in almost all the Kenyan communities, sons were preferred to daughters. She noted:

> "When a baby girl is born among the Agikuyu, women have four ululations. When a boy is born, they have five ululations."

From the moment of birth, the parents and the community therefore declared that the boy is celebrated more than the girl. A Kikuyu proverb goes.

> "The hen does not cackle when the cock is around"

Proverbs expressing this kind of thinking are common in many parts of Africa and this kind of culture tends to convince women that they are weak, inferior and dependant of men. The image that society paints of women is often negative.

Masinde (1977) noted that, a typical African woman generally has low status, particularly the lack of power to make important decisions. Hence, women who comprise the majority and thus the sustaining force in a nation, have very little power. They even find themselves excluded from decision-making positions and left out even in issues that directly affect
them. Nevertheless, the reality of the times has shown that it is no longer necessary for the society to be chained by doctrines of past cultures and vices sustained and nurtured by former colonial masters.

2.3 Gender Inequality

Women's education in Africa and elsewhere has long been plagued by a pedagogy of difference, by a way of educating that stresses the difference between men and women, rather than their similarities (Bennaars, 1998).

With regard to this, life patterns fell in line with traditional Socio-cultural organizations where men made all decisions. Hence, such ideologies continue to portray men as thinkers, decision makers and managers while at the same time portraying women as home-makers, preservers of culture and tradition, simple minded and humble.

This started back in traditional societies where there existed differences in treatment and attitudes towards boys and girls, men and women. As children grew up, they were socialized into the acceptance of gender roles, rights and responsibilities. Such gender roles were not questioned because of the way of life in traditional cultures.

The introduction of western education has meant that people acquire knowledge, skills and attitudes meant to enable them survive in the society. The traditional gender roles therefore cannot work as they did in the traditional societies. This, therefore, has meant that for a society to develop itself, men and women have to work as partners with equal opportunities in all sectors, education included.
The constitution of Kenya Review Commission (CKRC) draft (2002) on women concurs with this as it states:

- Women are entitled to be accorded the same dignity of the person as men.
- Women have the right to equal treatment with men including the right to equal opportunities in education, in political, economic and social activities.

Yet leadership has for long been predominantly male domain; the picture of the ideal manager is grounded in masculine attributes which may influence both women’s career choices and the selection and promotion decisions made about them by others.

Studies conducted on the position of women in education management in most countries reveal that women still occupy junior ranks in spite of their increased participation in higher education in recent years. (UNESCO 1993, Lodiaga and Mbevi 1995, Lund 1998).

Without equal access and opportunities for women, a major section of the work force is underutilized and the achievements of the next generation underdeveloped.

Dines, (1993) observed that women “miss out”, not because they do not meet the overt criteria for the job, which drive the selection process but because men managers imagine women will not fit in the management structure.

Mrs. Nyiva Mwendwa, a Kenyan politician, (Dawn 2003), was quoted as saying:

“In Africa, if you wait for compliments from men, you will never get them” (Dawn, March 17 – 23, 2003, Issue No. 6).
Mrs. Mwendwa was disappointed that despite the strides that women have made to emancipate themselves from cultural prejudices, tradition is still biased against them and not ready to appreciate the fact that women can deliver.

The great professional women everywhere suffer great tension in their attempt to reconcile their professional and traditional roles. (Onsongo, 2002).

Women professionals are expected to perform their traditional roles of mothers and wives. Those who are successful as managers in education institutes face their own internalized view of their roles and the expectation others have of them. The forging barriers have led to an increasing number of competent women being blocked out of the top positions in education management and particularly in secondary schools. Other factors that must be addressed on gender bias include:

- Women portrayal in the media
- Gender bias in the curriculum
- Women attitude towards change.

2.3.1 Women Portrayal in the Media

The media is considered a powerful instrument in education sector to uplift the dignity of women. Sadly though, we often see not the exaltation, but the exploitation of women in the media.

Pope John Paul II's lamentation is self explanatory;

"How often are they (women/girls) treated not as persons with an inviolable dignity but as objects whose purpose is to satisfy other's appetite for pleasure or for power?"

"How often is the role of women as wife and mother under valued or often ridiculed in the media?" (Pope speaks to women, 1996)
The media depicts women as sex objects and perpetuates the submissive image women have endured.

Nzioki, 1996) argues that the portrayal of women in the media is also a form of gender bias as it is responsible for perpetuating stereo – types of women;

"Women are represented as housewives or sex objects and commodities. Particularly dangerous and offensive is the increasing use of images of women as the willing objects of male (sexual) violence".

Women, as presented in the media, are either not intelligent or competent. The electronic and print media, through commercial advertisements, further enhance violent behaviour towards women.

These contribute to a general public image of women as passive, weak and easy targets for sexual abuse.

All these examples demonstrate the secondary social status of women in our society today.

By encouraging male superiority and constantly belittling females in the society, it becomes possible for men to abuse their positions of power not only by oppressing women, but also sexually abusing them.

2.3.2 Gender Bias in the Curriculum

Traditional education in the home, public education within the community, formal education in the school continues to promote gender bias rather than gender equity. Gender bias is reflected in the official curriculum, notably in the official recommended textbooks.

FAWE (1998) observed that women and girls are marginalized and devalued in most African textbooks;
"They are mentioned fewer times than men and boys. When they are mentioned, they are portrayed as passive, dependant, weak, fragile and even dumb, engaged mainly in non-remunerative or poorly paid, less prestigious occupations" (An agenda for change, 1998).

Not surprisingly, girls and women learn differently from boys and men as they are not expected to excel, to stand out, and to realize their full potential (Benaars, 1998). The pedagogy of difference is thus maintained, reinforcing male domination and a patriarchal perspective.

2.3.3 Women Attitude Towards Change

It is clear that women’s life patterns fell in line with traditional socio-cultural organizations where men made all decisions.

Wanjiku, (1994) argues that cultural forms influence the way men and women behave;

“Women play down their expertise and leadership qualities. They insist they have to know and practice more before they take up leadership roles. They play their qualifications down, they consider themselves not good enough; they refuse to take risks of failure or rejection. They fear themselves, others and society”

Women therefore remain chained in a prison that society has created for them, usually totally unaware that they are not free, and even when they are, they do not know that there are ‘escape routes’.

Kabaji (1997) noted that some women have simply withdrawn after society has failed to give them roles or even withheld responsibilities from them. Some have resolved to work under and through men. Where women do not occupy officially recognized positions, they
influence the men they are personally connected with and who are in positions to influence policy.

Wanjira (1996) argues that most women are insecure, less confident, always looking for approval and fear what society and others say about them. In regard to this, they stay put in their places of work because "it is not feminine to be ambitious". Men, even those less competent, get promoted because "there is nothing wrong with men being ambitious".

Women therefore remain confined to anonymity, crushed as they are under the weight piled upon them, by the conditions in which they have to live and by the culture of their own people.
2.4 Marital Obligations

In all families, mothers occupy a central position. Women perform many duties in our society in relation to the maintenance of the family unit. The popular adage, "When you educate a woman, you educate the whole nation and when you educate a man, you educate an individual" applies in this case.

The current economic set-up, in which women have heavier burden of caring for children favours men; with society hardly, if ever, admonishing men for neglecting their families (UNICEF, 1989).

Women play a more significant role in the maintenance of the family unit in the society than men, along with other duties, career included. In their dual role as mothers and workers, most women face certain common difficulties. Mitter (1995) argues that the difficulty of reconciling family and working lives poses a problem for women candidates in senior management posts.

"A demanding management job puts strain on family life; thus women in all societies often choose family over promotion."

By allowing flexibility of location and time of work, it is possible to reconcile the family and working lives of women. But, due to their under representation at planning levels, women fail to negotiate such flexibility on their own terms.

It's a fact that in all countries, employment prospects for female managers are negatively affected by their need to combine professional and home responsibilities (Weiner, 1994).
Employers often assume that women’s commitment to the job will be less sustained than that of male colleagues, particularly if they are married and have families.

Concurrently, Kate, et al (1996) found that, when it comes to employment and training, barriers to success can include notions of being the right age for a particular job, having a continuous employment record and geographical mobility.

- It seems likely that women experience these barriers more often than men. It is evident that women more often have to take a career break to look after children.
- This means that they do not have continuous employment, have less time to reach a required level of experience, before they reach the “right age” for promotion or employment.

In addition, the skills Enterprise Network (1992) noted that employer’s training strategies do not take account of factors such as family commitments and the needs of part-time staff. Nevertheless, many women withdraw from the labour force while their children are young and return when alternative arrangements for childcare can be made. Due to this, women’s employment and promotion opportunities are frequently curtailed or hampered when they take time out for child bearing and rearing.

Although there are many examples of women who manage to reconcile domestic and professional lives, it requires considerable organizational skill.

The truth is that marriage and motherhood create pressures, expectations and obligations that are sometimes at odds with total dedication to the higher posts. The interruptions of daily domestic life are a reality for most working wives and mothers and are highly disruptive to the pursuit of promotion in education management.
2.5 Political Factors.

The ideology of patriarch presupposes that men are strong, aggressive, domineering and forceful. (Gecage, 1996) This, therefore, places social power exclusively in their hands and reinforces the distortions of the actual relations between the sexes. It is a fact that men have all along assumed that their priorities are priorities of women, their visions are the visions of women, their goals are the women’s and communities’ goals.

This type of culture, as noted by Mukabi (1998) promotes the male ego; men who believe that there cannot be two cocks in the same homestead. Worldwide, women are denied equal access to education, economic, political and legal powers.

Indeed, it is imperative that any society that claims to be just, democratic, representative and progressive must of necessity ensure women’s significant presence and participation in high-level public policy decision-making positions. This is not only because women form at least half of humanity but also because women constitute a key national resource whose ideas, creative solutions and concern for cohesiveness of social fabric can help change the quality of life and society.

In the arena of political decision – making for example, studies have shown that if women are represented in large numbers, they could make significant change to the dominant male political culture by putting more emphasis on such fundamental policy issues as gender equity, social justice, the environment, childcare and violence against women. (Abagi, 1994).

The problem of women’s participation in political decision – making is undoubtedly a global one, but a democratic problem nevertheless, that Kenyans should address with the
seriousness it deserves. Outside the political arena, the presence and participation of women in public decision-making positions has been equally dismal, with most of the prominent women being presidential appointees. In education sector, women’s presence in the top decision making hierarchy is rare, although a significant number of women are to be found in the middle management levels.

This is because most appointments to senior management positions in the Education sector are political and begins from above.

The President appoints Vice-Chancellors and has currently appointed chancellors to public universities. This practice is handed down to the officers in the next lower level in different institutions. More senior officers like Vice Chancellors and University councils appoint other senior managers like registrars, directors, and finance officers etc.

Teachers Service Commission does its appointment of senior officers working in the commission like directors, staffing officers, finance officers, personnel managers etc. Appointments of Head teachers, Deputy Head teachers, Heads of Departments etc are also done in the commission. The same thing happens to other institutions of learning like Teachers Colleges, Polytechnics, Secondary Schools etc since it is a political culture handed down from above.

Onsongo (2002) pointed out;

“This culture of political appointments and promotions goes against the spirit of openness and rules of fair play that institutions of education strive to uphold. Political appointees tend to wield immense powers on other members of staff who did not participate in their appointment.”
Since these positions are not advertised (and if done, there is always somebody in mind) nor subject to competitive interviewing, the selection of the incumbents for such positions give rise to speculation and suspicions regarding the criteria used in the appointments. As a result, appointments and promotions are sometimes awarded where they are not deserved.

Where both men and women are disadvantaged by a political appointment, women tend to suffer the most; since men are aggressive and can bribe their way through.

On the other hand, most advertisements will state that a person should have worked in the same position elsewhere for a period of 3 years and above etc and one should be a master degree holder etc.

Most of these positions are occupied by men because they have had a better chance of education. The entire requirement disadvantages women because majority of them are not masters degree holders and are concentrated in junior ranks of classroom teacher and so on.

Kanake (1997) in her study of gender disparities noted that;

"Tribalism, nepotism and favoritism, closeness to senior officers, political loyalties and how one gets along with his/her superior seem to play a significant role in allocating various members of academic staff into status position."

Few women possess the necessary qualifications and experience to management positions in secondary schools. The minority women have to compete with a large number of men for limited positions. They have to face interviewing panels that are frequently male dominated and women candidates are subjected to irrelevant gender - based prejudices.

"A man is preferred because he is a man"

The leaders choose not to recognize the women's expertise.
2.6 Education and Employment

Education is considered a valuable asset to invest in human beings regardless of gender.

From a normative perspective, Njoroge and Benaars (1986) argue;

"Education is a humanizing process - a process of learning to be a person. It is a multi-dimensional process reflecting the multi-faceted character of our humanity, which includes reasoning, choosing and acting"

The implication of the above definition is that any human being in any society, regardless of gender must be exposed to education if that person is to actively participate in the development process of the society and the nation at large.

As observed by Kabaji (1997), it is almost impossible for women to participate fully in Nation development if educational opportunities for them are restricted by economic and cultural attitudes of individuals.

All over the world, education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main path of development. Studies, particularly in developing countries, have revealed that there are wide disparities and inequalities between men and women in all areas, including access to education and employment.

According to Fraster (1995), more than 60 percent of illiterate people in the world are women. She further argues;

"Worldwide, one out of three women is illiterate compared with one out of five men. The discrepancy is even greater in developing countries where one in four men and one in two women is illiterate"
In many parts of the world, female enrolment is substantially lower, especially at the secondary level and even where they are proportionately represented, girls’ secondary education often differs from that of boys (Eva, 1995).

Where poor parents have had to choose between educating sons and daughters, the preference usually has been for male education.

Data from Kenya’s Central Bureau of Statistics reveal that by 1990, there was already a slight drop in the proportion of girls attending secondary school.

Yet, worldwide education is known to be a powerful vehicle for reducing gender gaps and promoting development where it gives opportunity to the modern African woman to contribute to, and participate in the development of her nation.

These opportunities not only create a sense of worth in women but also a sense of ambition to be at par with their male counterparts as opposed to traditional education.

Nevertheless, education and training in Kenya has tended to be pyramidal with girls/women dropping off at the pre-training level, and quantity of input into training programmes at the tertiary level. (Masinde, 1993)

This early dropout limits the number of those qualified to enter managerial jobs/posts where most of the employment decisions are made.

It is due to this that participation for women in management of schools are relatively low, especially in Kenya.

Indeed women are represented in the lower cadres of the occupational hierarchies of teaching profession.

This has some implications:
• Because they are in the servant position, their decision-making capacities in their employment is limited, therefore they are unlikely to be in control of their situation.

• Their prospects for advancement are limited due to the narrow career paths of their job.

It is evident that educational disparities between girls and boys, men and women at all levels are a primary cause of female under representation in management circles.

Nevertheless, it’s clear that much needs to be done in education if women are to take their rightful place in nation building.

Without education that prepares women for employment, decision making process etc women will not be competitive in the contemporary political world.

Education, it should be remembered, is the key to full participation in development and especially in education management.
2.7 Conclusion

This study was based on a review of literature related to the status of women in education sector in Kenya particularly in Nakuru district.

The areas examined in this chapter focus on:

- The role social-cultural factors have played in determining the place of women in almost all spheres of their lives.
- Differences portrayed in the treatment and attitudes towards men and women which demonstrate the secondary social status of women while encouraging men superiority in the society.
- The idea of reconciling family and working lives of women that are, at times, disruptive to the pursuit of promotions in Education Management.
- Distribution of appointments in Education Management which tend to place women in the middle management levels.
- Wide disparities and inequality between men and women in access to Education and employment.

The literature reviewed reveals that women have made some progress in achieving parity in the teaching profession but a grossly under-represented in education management.

Thus,

- Women comprise the majority of those excluded from participation in education management.
- The society has not fully recognized the central role women play in development.
This leads to the knowledge that women empowerment and their full participation on the equal basis with men in education sector, including participation in decision-making process and access to power, are fundamental for the achievement of equality and development.

This study therefore, highlights some possible strategies to empower women in education management as a way of restoring women's central role in development. It also impresses upon the government the need to commit itself to implement strategies and take action that will finally enable women to gain full control of their lives and destinies.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
The purpose of the study was to establish the forces at work against women in the management of secondary schools.

The chapter exposed research methodology used in the study.

It discussed the design applied, the process of selecting the sample, data collection procedures and data analysis.

3.2 Research Design.

The descriptive survey design was applied in the study. This involved gathering of the information required pertaining to the study that was necessary for decision making process.

The survey was descriptive in that it described and reported the way the situation is or the way things are in Nakuru district pertaining to the obstacles that hinder women from participating fully in management of schools.

This type of survey was conducted through questionnaires and interview schedules.

Questionnaires were administered to the teachers, both male and female, while interviews schedules were used for the head teachers of the sample schools, District Education Officer, district inspector of schools and Teachers Service Commission personnel.

It was difficult to administer interviews to the large number of teachers selected in the sample which was 100 and the researcher therefore, opted to administer questionnaires to them.
Interviews were administered to the head teachers and the officers because they were few in number and arrangement could be made easily.

The study focused on Nakuru District, which the researcher is familiar with, having lived and worked in the area for a long period of time. The district comprises of four divisions and municipality schools. In total there are 176 secondary schools and 1,711 teachers. Among them, 964 are female while 747 are male. There are 176 head teachers and among them, only 17 are female head teachers.

This therefore, prompted the researcher to undertake a study of this kind, which had not been conducted in the area before.

3.3 The Target Population

The target population comprised of all the secondary schools in Nakuru district, including all the people concerned with the management of schools; be it those who make the appointments on behalf of the Teachers Service Commission and those who receive and exercise them.

These included:

- Head teachers and Teachers.
- DEO
- DIS
- TSC Personnel
3.4 Sampling Procedures

The study focused on Nakuru District in Rift Valley Province. In total, the district at the time of the study had 176 secondary schools and among them, only 17 schools were managed by female head teachers.

Purposive sampling was used in the study, taking into account the purpose of the study, which was to identify the forces at work against women’s advancement in the management of the secondary schools.

Out of the 176 secondary schools in the district, the sample included ten urban secondary schools and ten rural secondary schools. Among them, ten were managed by male head teachers and ten by female head teachers. This ensured 50% representation; thereby giving equal chances to both male and female teachers in urban and rural schools and both male and female head teachers in giving their views, opinions and perceptions concerning the study.

**Sample Schools:**

**Urban Schools**

Managed by male head teachers

- Nakuru High School (Mixed School)
- Menengai Secondary School (Mixed school)
- Langa Langa Boys Secondary School
- Njoro Boys Secondary School
- Bishop Ndingi Boys Academy

Managed by female head teachers

- Loreto Girls Secondary School
- Christ the King Girls Academy
- St. Xavier Secondary School
- Naivasha Girls Secondary School
- Mary Mount Girls Secondary School
Rural Schools

Managed by male head teachers

- Rongai Boys Secondary School
- Olenguruone Boys Secondary School
- St. Johns’ Boys Secondary School
- St. Lwanga Boys Secondary School
- St. Josephs Boys Secondary School

Managed by female head teachers

- Bahati Girls Secondary School
- St. Annes’ Girls Secondary School
- Njoro Girls Secondary School
- St. Clare Girls Secondary School
- Subukia Secondary School (mixed school)

Sampling

Stratified sampling was used in the study. In drawing a stratified sample, the total population was divided into urban and rural schools; then into schools managed by male head teachers and schools managed by female head teachers.

Within the resulting group, 20 schools were taken for the sample; ten run by male head teachers and ten run by female head teachers. Of these schools, nine were girls’ schools, eight boys’ schools and three were mixed schools.

In the selected schools, five teachers from each school were picked at random. In those schools with more male teachers as compared to female teachers, the five teachers picked comprised of 3 male plus two female teachers and vice versa.
The sample schools therefore, comprised of the head teachers, teachers, DEO, DIS and TSC personnel.

The intended number of respondents was 20 head teachers, 100 teachers, 1 DEO, 1 DIS and 2 TSC personnel.

The actual number of respondents who participated in the study was 17 head teachers, 85 teachers, 1 DEO, 1 DIS and 2 TSC personnel.

Table 3.1: The Study Sample

<table>
<thead>
<tr>
<th>Sample Group</th>
<th>Intended number of respondents</th>
<th>Actual number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Teachers</td>
<td>100</td>
<td>85</td>
</tr>
<tr>
<td>District Education Officer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>District Inspector of Schools</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TSC Personnel</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>124</strong></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>

3.5 Description of the Instruments:

Questionnaires and Interview schedules were used as instruments that facilitated data collection.

Questionnaires:

This method was reliable because it was administered on a large number of respondents owing to limited time and resources; therefore saving time and expenses.

The method provided a situation whereby respondents gave honest responses since they knew that they could not be held accountable for their responses. It provided variety of
opinions on obstacles hindering women from participating more effectively in management of secondary schools.

The researcher gathered relevant information through administering the questionnaires to the selected respondents, i.e. teachers, both male and female. They consisted of open-ended and closed-ended questions formulated in relation to the topic.

Open-ended questions provided varied opinions from respondents while closed-ended questions provided specific information on obstacles to women full participation in the management of schools respectively.

The questionnaire comprised of two sub-sections: one to collect personal data of the teachers including gender, teaching experience and responsibilities/duties held in schools, and the second one to collect information on the major obstacles hindering women from participating more effectively in the management of secondary schools.

Interview schedule:

Interviews permitted an in-depth information gathering. The purpose of interviews in the study was therefore to probe further, thereby filling in the gaps left by the questionnaires.

Interviews were necessary in order to capture respondents' perceptions, beliefs, thoughts, feelings and intentions. This was helpful so as to understand reasons for particular responses and also conduct thorough investigation.

Since interviews are guided by written questions, the researcher designed an interview guide for the head teachers in the sample schools, DEO and DIS, TSC Personnel. These allowed for additional probing questions and their flexibility was adaptable to individual situations.
The interview schedule was set to collect demographic data of the head teachers and their schools, the D.E.O, D.I.S, and the T.S.C personnel as well as their views regarding factors hindering women's participation in the management of secondary schools.

### 3.6 Data Collection Procedures:

The data collection was carried out through questionnaires and interview schedules.

A pilot study was conducted in two schools; one in the urban area and the other in the rural area so as to allow for representative assessment of the instrument.

These included Nakuru Day Secondary School and Aberdare View Girls Secondary School.

The researcher visited the sample schools with an aim of presenting a research permit to the head teachers, making arrangement for interviews and time for issuing of the questionnaires to the teachers.

The researcher also paid a visit to the, DEO, DIS and TSC Personnel to make arrangement for interview.

After the arrangements, the researcher assisted by the head teachers distributed the questionnaire to the teachers in the selected schools.

The researcher also administered interviews to the head teachers, DEO, DIS and TSC personnel.

### 3.7 Data Analysis

The research, being a descriptive study, that is (describing or explaining the existing condition), attempted to expose factors that hinder women's representation in top posts in management of secondary schools and the responses were reported.
Data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Scientists (SPSS).

Analysis was carried out using the paired samples t-test and the chi-square test. All the statistical analysis was carried out at the 0.05 level of significance.

The results were reported in frequency distributions and tables.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the major analytical procedures employed to arrive at answers to the research questions. The purpose of the study was to identify the forces at work against the advancement of women in education management. To attain this purpose, the following research questions were formulated to guide the study.

1. Were there major differences between male and female teachers in the extent to which they participated in management of secondary schools?

2. What were the gender-related factors that kept women from participating more effectively in management of secondary schools?

3. How did politics affect the distribution of appointments in education circles?

4. What were the other socio-cultural factors that hindered women from participating more effectively in management of secondary schools?

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

The chapter is divided into five major sections, each based on a research question as given above. Below is a presentation of the data analysis procedures and the major findings arrived at for each question, starting with research question one.

The researcher intended to collect data from 20 head teachers, 100 teachers, the D.E.O, the D.I.S and two T.S.C Personnel. However some of the sampled participants did not return the questionnaires. Some head teachers did not participate in the interview. Therefore, the final sample upon which data analysis was carried out comprised of 17 head teachers, 85 teachers, the D.E.O, the D.I.S and two T.S.C Personnel making a sample size of 106 participants.
4.1 Gender Differences in Participation of Teachers in Management of Secondary Schools.

The first research question was concerned with identifying whether there were major differences between male and female teachers in the extent to which they participated in management of secondary schools.

A comparison was made of the total number of teachers in each school by gender, and then this used to compare the number of male and female teachers holding leadership positions from each school. Table 4.1 below presents a summary of this comparison.

<table>
<thead>
<tr>
<th>School No.</th>
<th>Total Teachers</th>
<th>Female Teachers</th>
<th>% Female Teachers</th>
<th>Male Teachers</th>
<th>% Male Teachers</th>
<th>Female Teachers</th>
<th>% Females</th>
<th>Male Teachers</th>
<th>% Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23</td>
<td>6</td>
<td>26.1</td>
<td>17</td>
<td>73.9</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
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<tr>
<td>2</td>
<td>12</td>
<td>5</td>
<td>41.7</td>
<td>7</td>
<td>58.3</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
<td>36</td>
<td>62.1</td>
<td>22</td>
<td>37.9</td>
<td>6</td>
<td>42.9</td>
<td>8</td>
<td>57.1</td>
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<tr>
<td>4</td>
<td>42</td>
<td>24</td>
<td>57.1</td>
<td>18</td>
<td>42.9</td>
<td>4</td>
<td>40.0</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>5</td>
<td>36</td>
<td>12</td>
<td>33.3</td>
<td>24</td>
<td>66.7</td>
<td>4</td>
<td>20.0</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>6</td>
<td>37.5</td>
<td>10</td>
<td>62.5</td>
<td>3</td>
<td>33.3</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
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<td>14</td>
<td>8</td>
<td>57.1</td>
<td>6</td>
<td>42.9</td>
<td>2</td>
<td>28.6</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>17</td>
<td>60.7</td>
<td>11</td>
<td>39.3</td>
<td>5</td>
<td>27.8</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>10</td>
<td>52.6</td>
<td>9</td>
<td>47.4</td>
<td>3</td>
<td>25.0</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>7</td>
<td>38.9</td>
<td>11</td>
<td>61.1</td>
<td>4</td>
<td>36.4</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
<td>29</td>
<td>82.9</td>
<td>6</td>
<td>17.1</td>
<td>5</td>
<td>38.5</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>12</td>
<td>35</td>
<td>18</td>
<td>51.4</td>
<td>17</td>
<td>48.6</td>
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<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
<td>11</td>
<td>44.0</td>
<td>14</td>
<td>56.0</td>
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<td>20.0</td>
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<td>15</td>
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<td>56.7</td>
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<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>21</td>
<td>70.0</td>
<td>9</td>
<td>30.0</td>
<td>5</td>
<td>23.8</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>17</td>
<td>16</td>
<td>10</td>
<td>62.5</td>
<td>6</td>
<td>37.5</td>
<td>2</td>
<td>10.5</td>
<td>17</td>
<td>89.5</td>
</tr>
<tr>
<td>Total</td>
<td>447</td>
<td>241</td>
<td>53.9</td>
<td>206</td>
<td>46.1</td>
<td>62</td>
<td>30.0</td>
<td>145</td>
<td>70.0</td>
</tr>
</tbody>
</table>

The table revealed that in majority of the schools, there were more female teachers than male teachers. This was evident from the total number of teachers in the seventeen schools. Out of the 447 teachers in the sample schools, there were 241 (53.9%) female teachers and
206 (46.1%) male teachers. There were some schools with more female teachers than male teachers, while other schools had more male teachers than female teachers.

Looking at the number of teachers in leadership positions for each school, it was evident that in all the schools, there were more male teachers than female teachers holding positions of leadership. This was irrespective of whether the schools had more female teachers than male teaches.

Out of 207 teachers holding leadership positions in the 17 schools visited, 62 (30%) were female while 145 (70%) were male teachers. This therefore showed that there were major differences between male and female teachers in the extent to which they participated in leadership of secondary schools. Specifically, more male teachers were found to be holding leadership positions than were female teachers.

In order to confirm whether this gender difference was significant at the 0.05 level, a paired samples t-test was carried out to test the first hypothesis which stated; -

There are no gender differences between the number of the teachers holding leadership positions in relation to the total number of teachers. Table 4.2 below presents the summary of the findings for this.

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Std. Error</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of female teachers - Female teachers in leadership</td>
<td>10.53</td>
<td>7.930</td>
<td>1.923</td>
<td>5.474</td>
<td>16</td>
<td>0.000*</td>
</tr>
<tr>
<td>2. Number of Male teachers - Male teachers in leadership</td>
<td>3.59</td>
<td>7.168</td>
<td>1.739</td>
<td>2.064</td>
<td>16</td>
<td>0.056</td>
</tr>
</tbody>
</table>

* Significant at $p<0.05$
As indicated, there was found to be a significant difference between the number of female teachers in the schools and the total number of teachers holding leadership positions (pair one). This was not the case for male teachers (pair two). This further confirmed that there were more male than female teachers in leadership positions in the schools visited.

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 more male than female teachers (70% against 30%) holding positions of leadership. This was despite the fact that majority of the schools had more female teachers than male teachers.

4.2 Gender-Related Factors Affecting Women’s Participation in Management of Secondary Schools.

The second research question was concerned with identifying the gender-related factors that kept women from participating more effectively in management of secondary schools.

The teachers (n = 85) who participated in the study were asked to state whether or not they held leadership positions in the schools. Based on their responses (as shown in Table 4.3), a chi-square test was conducted at $p<0.05$ to test the second research hypothesis, which stated:

There were no significant gender differences in the number of teachers who held leadership positions. The table below presents the results obtained in this analysis.
Table 4.3: Chi-Square Results: Gender Differences in Number of Teachers Holding Leadership Positions.

<table>
<thead>
<tr>
<th>Gender of Teacher</th>
<th>Hold Leadership Position?</th>
<th>Total</th>
<th>X² Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>5</td>
<td>43</td>
<td>11.845</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>19</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>24</td>
<td>85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table reveals that there were differences, at the 0.05 level of significance, between the number of male and female teachers holding leadership positions. Specifically, more male than female teachers were found to hold leadership positions. The sections explore some of the reasons given for this difference.

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

The teachers (n = 85) were asked to indicate the extent to which they agreed with the statement that female head teachers could not make good administrators because they were weak and emotional. A Chi-square analysis was run to test whether there were gender differences in the responses given by the teachers. Table 4.4 below presents the results of the analysis.
Table 4.4: Emotionality in Female Gender as a Factor Affecting Women Participation in Leadership.

<table>
<thead>
<tr>
<th>Gender of the Teacher</th>
<th>Female Head teachers are Weak and Emotional</th>
<th>Total</th>
<th>Value $X^2$</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>To Some Extent</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>14</td>
<td>25</td>
<td>43</td>
<td>1.843</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>15</td>
<td>26</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>29</td>
<td>51</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

As indicated in the table, preliminary results showed that more male than female teachers were of the opinion that female head teachers were weak and emotional and hence could not make good leaders. However, Chi-square test results showed that the differences were not significant at $p<0.05$. Majority of the teachers ($n=51$) reported that female head teachers were not weak or emotional, suggesting that teachers did not have a negative attitude towards female head teachers.

The teachers were also asked to indicate whether they felt that male head teachers were more responsible than female head teachers. Table 4.5 presents the views of the teachers.
Table 4.5: Level of Responsibility Between Male and Female Head Teachers:

Teachers' Views

<table>
<thead>
<tr>
<th>Gender of the Teacher</th>
<th>Male Head teachers are more Responsible than Female Head teachers</th>
<th>Total</th>
<th>Value $X^2$</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>To Some Extent</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>8</td>
<td>25</td>
<td>43</td>
<td>4.968</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>13</td>
<td>26</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>21</td>
<td>51</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

The results in Table 4.5 indicate that more male than female teachers were for the opinion that male head teachers were more responsible than female head teachers. However, this difference was not significant at $p<0.05$.

Asked to give other gender-related factors that hindered women from participating actively in leadership in their respective schools, the teachers gave the following factors:

- Gender discrimination
- Female teachers involvement with family issues
- Lack of flexibility.
- Failure to apply for promotions
- Lack of support from husbands

4.2.2 Head Teachers' Views on Why Women Did Not Actively Participate in Leadership

The head teachers ($n=17$) who participated in the study were asked to suggest reasons why women teachers were concentrated at lower ranks of teaching e.g. subject teachers as
compared to men teachers who mostly held the positions of senior teachers, games masters etc. Table 4.6 below gives a summary of the reasons suggested. It also presents the Chi-square statistics used to test whether there were significant differences between male and female head teachers in the reasons suggested.

Table 4.6: Reasons why women could not actively participate in leadership:

<table>
<thead>
<tr>
<th>Head Teachers’ views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lack of Ambition</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Laziness</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Lack of Necessary Qualifications</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Too Busy With Home/Family Affairs</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Lack Leadership Qualities</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Discrimination By Men</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Significant at p<0.05

As shown in the table, the following were suggested as reasons why women teachers could not actively participate in leadership:

- Lack of ambition
- Laziness
- Lack of necessary academic qualifications
- Too much involvement with family affairs.
- Lack of leadership qualities
- Discrimination by men

Of these reasons, the feeling that women teachers were too busy with family affairs to find time for leadership responsibilities was endorsed by the majority of the head teachers, with 15 out of 17 (88.2%) endorsing it. That women teachers lacked leadership qualities was endorsed by only two male head teachers (11.8%). It is also clear from the table that there was a significant difference between male and female head teachers who reported that discrimination by men was a reason why women teachers could not participate in leadership. All the six head teachers (35.3%) who endorsed this as a reason were female head teachers. On the other factors, there was found to be no significant gender differences between the teachers in their responses.

The head teachers were also asked to suggest the reasons why there were more male head teachers than female head teachers in Nakuru District. Table 4.7 gives a summary of their responses, and the Chi-square results to test for the hypothesis that there are no gender differences in the reasons given by head teachers as to why male head teachers out number female head teachers in Nakuru District.
As presented in Table 4.7 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: -

**Personality Factors.**

The factors raised in this included the view that women lacked self-esteem and confidence, and that women were seen as emotional, weak and sentimental. This was endorsed by seven head teachers (41.2%) including 5 male and 2 female head teachers. There was found to be no significant difference between the male and female head teachers' responses on this issue.
Traditional Gender Roles

The issues raised here included the views that the society views women as inferior to men, women lacked 'what it takes' to be leaders, and the cultural belief that management was for men not women. This factor was endorsed by 12 (70.6%) head teachers - 9 female and 3 male head teachers. As shown in the table, there were significant gender differences in the responses given by head teachers concerning this issue. A significantly larger number of female head teachers endorsed this to be an issue as opposed to male head teachers.

Lack of Ambition

A total of 13 head teachers (76.5%) - who included 8 male and 5 female - observed that women lacked ambition and therefore they did not apply for leadership positions. As the table indicates, the number of male head teachers who endorsed this as an issue was significantly higher than that of female head teachers.

Flexibility

A total of 13 head teachers (76.5%) - including 6 male and 7 female head teachers - observed that female teachers were not flexible i.e. they could not easily adjust to the demands that go with headship e.g. transfers and an increase in time demand. The reasons given for these were that, women were more committed to family affairs and that they feared being away from their spouses for long periods. No significant gender differences were found for this issue.

Lack of Leadership Qualities

There were three male head teachers (17.6%) who felt that women lacked necessary leadership qualities. All the female head teachers responded 'no' to this issue. A significant difference across gender was found for this issue meaning that male gender could be associated with this view regarding women's abilities.
Lack of Necessary Qualifications

A total of 7 female head teachers (41.2%) observed that women lacked necessary qualifications to allow them compete effectively with men for headship positions. The argument behind this was that women were too busy with family issues and thus could not find time to advance their education as opposed to men. All the men in the sample felt that this was not an issue of notable importance.

Malpractice in Selection Process

A total of 13 (76.5%) head teachers, among them 4 male and 9 female head teachers, felt that there was malpractice in the process of selecting teachers to be promoted to headship. Cases of men using corrupt means to rise to headship, and discrimination against women teachers were raised. As the table indicates, there were significant gender differences, at $p<0.05$, for this issue whereby more female head teachers found it to be an issue as compared to their male counterparts.

Lack of Support

Five head teachers (29.4%), among them 2 male and 3 female, observed that women teachers lacked support from their fellow female head teachers and their husbands, and therefore they could not manage to advance in headship. No significant gender differences were found for this.

4.2.3 Why Female Teachers Could Not Advance in Leadership:
Views from TSC Personnel

Two representatives from the TSC were asked to suggest reasons why female teachers did not advance in leadership in schools and were instead left concentrated in the lower ranks of teaching. Below is a summary of the reasons suggested:
50

- Cultural factors requiring that women attend to family matters.
- Lack of necessary professional qualifications for most women.
- Lack of leadership qualities among women
- Lack of ambition
- Lack of flexibility in terms of time and travel/relocation required by the responsibilities of leadership.

4.3 Politics as a Factor in Distribution of Appointments

The third research question was concerned with identifying how politics affected the distribution of appointments in education circles.

The TSC personnel who participated in the study (n = 2) were asked whether they felt that politics played a role in the distribution of appointments between male and female teachers. Both the TSC representatives observed that this was so and gave the following as the role played by politics:

- Recommendations were made by head teachers for those to be interviewed. Some head teachers recommended those they 'knew well' due to loyalty, tribalism or graft.
- Male teachers were more active in politics than female teachers and this gave them an upper hand particularly where there were politicians involved in deciding who to recommend.

It was important to find out whether the criterion used to select teachers for appointment to leadership positions had any flaws that could allow for malpractice in the process. The DEO, the DIS and the two TSC representatives were asked to give the criterion for appointment of teachers to leadership positions.
They gave the criterion below: -

(a) Existing vacancies are advertised
(b) Recommendations by the head teacher
(c) Must meet professional qualifications required
(d) Must have the required experience
(e) Willingness to work anywhere appointed.

4.4 Other Socio-Cultural Factors Hindering Women from Participating in Management of Secondary Schools

The fourth research question was concerned with identifying other socio-cultural factors that hindered women from participating fully in management of secondary schools.

They included:-

4.4.1 Stereotyping

The head teachers were asked to state whether they felt that stereotyping of women interfered with their promotion to management of schools. The table below presents a summary of their responses.

Table 4.8: Role of Stereotyping in Promotion.

<table>
<thead>
<tr>
<th>Does Stereotyping Interfere with Promotion?</th>
<th>Gender of Head Teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
As can be seen in the table, all the 17 head teachers (100%) agreed that stereotyping was a factor determining promotion to management of schools. The head teachers gave the following as the major ways through which stereotyping affected promotion of women to leadership:

(i) Some women are prevented from making full contribution to society.
(ii) Some women shy away since they do not believe in themselves or are made to lose confidence in themselves.
(iii) Women are made to believe that leadership is for men and thus they lose interest to seek for promotion.
(iv) It prevents women from pursuing careers of their choice or they pursue such careers very late in life when they are already too old to be considered for promotion.
(v) Women feel that they are the weaker sex and cannot face difficult situations.

Through stereotyping of roles, management has therefore, been associated with being male and this has made most women to shy from aspiring for leadership posts.

4.4.2 Low Enrolment and Completion Rates of Girls in Secondary Schools

It was hypothesized that one possible reason why there were few women leaders in the schools was low enrolment and completion rate of girls in secondary schools. Data was collected of the enrolment in all the seventeen schools visited. This would allow for a comparison to be made of the average number of boys and girls enrolled in the sample schools. Table 4.9 gives a summary of the enrolment in each school based on school type by gender (either girls only, boys only, or mixed gender).
Table 4.9: A comparison of boys and girls enrolment for the sample schools

<table>
<thead>
<tr>
<th>Type of School by Gender</th>
<th>Statistics</th>
<th>Number of Boys</th>
<th>Number of Girls</th>
<th>Total School's Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Only</td>
<td>1</td>
<td>1000</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>840</td>
<td></td>
<td>840</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>750</td>
<td></td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>360</td>
<td></td>
<td>360</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>340</td>
<td></td>
<td>340</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>N</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>658.00</td>
<td></td>
<td>658.00</td>
</tr>
<tr>
<td>Girls Only</td>
<td>1</td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>403</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td>480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td>476</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td>160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>450</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td>160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>N</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>347.67</td>
<td></td>
<td>347.67</td>
</tr>
<tr>
<td>Mixed Boys/Girls</td>
<td>1</td>
<td></td>
<td>310</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>210</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>360</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>N</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>293.33</td>
<td>140.00</td>
<td>433.33</td>
</tr>
<tr>
<td>Overall</td>
<td>Total</td>
<td>N</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>521.25</td>
<td>295.75</td>
<td>454.06</td>
</tr>
</tbody>
</table>

As indicated in the table, the average number of boys (mean = 521.25) in the seventeen schools visited was far much higher than that for girls (mean= 295.75). This revealed that the enrolment for boys in secondary schools was higher than that for girls.

Head teachers reported that the major reasons why there were more boys than girls enrolled in secondary schools included:

- 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.
- The social set up demanded that boys be more educated since they were seen to have more responsibilities in leadership than girls. This meant that for poor families, priority was given to educating boys while girls remained at home or
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 completed secondary schooling affected women’s higher education and promotions to managerial roles. The table below presents a summary of their responses.

Table 4.10: Effects of Low Enrolment and Completion Rates of girls to promotion of Women to Leadership.

<table>
<thead>
<tr>
<th>Does Low Enrolment of Girls affect Promotion?</th>
<th>Gender of Head Teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

As can be seen in the table, all the seventeen head teachers (100%) were of the opinion that low enrolment and completion rates of girls affected the rate at which women are appointed to leadership positions.

This is due to the fact that, the low enrolment and completion rates reduce the number of women who aspire for leadership positions and who, probably would have become potential leaders in education sector.

4.4.3 Problems Encountered by Female Managers in Running of Secondary Schools

It was hypothesized that women managers were facing major challenges unique to female gender, and which lowered their effectiveness in leadership. The teachers who participated in the study gave the issues listed below as the major problems experienced:
55

• Lack of support from the society
• Superiority complex on the part of female leaders
• Rebellion by male counterparts
• Problems in balancing between career and family duties
• Fewer women role models to copy from
• Being undermined by male students
• Failure to cope with stress at the work place as effectively as men do.

Such problems therefore, made many women to shy from talking up management roles.

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

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

The head teachers, teachers, the DEO, the DIS and the TSC representatives were asked to suggest ways through which women could be empowered to take up the challenges of managing secondary schools in Nakuru district. 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 leaders should be given extra training courses in management.
• Women should be encouraged to seek further education to gain the necessary qualifications for leadership.
• 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 as leaders.

• 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
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study was designed to investigate on obstacles to women's participation in management of secondary schools in Nakuru district.

The specific objectives were:

1. To highlight social-cultural factors hindering women from participating fully in the management of secondary schools.
2. To determine how political factors affect women's participation in management of secondary schools.
3. To establish solutions to these obstacles that keep women from participating more effectively in management of secondary schools.

The study was carried out in Nakuru district in Rift Valley province.

5.1 Summary of the Study Findings

The summary of the major findings of the study were as follows:

- Out of 207 teachers holding leadership positions in the 17 schools visited, 62 (30%) were female while 145 (70%) were male teachers. This therefore showed that there were major differences between male and female teachers in the extent to which they participated in leadership of secondary schools. Specifically, more male teachers were found to be holding leadership positions than female teachers.

- In gender-related factors affecting women's participation in management of secondary schools, the following are some of the reasons raised by head teachers and teachers as to why there were more male head teachers than female head teachers:
Personality Factors
These included the view that women lacked self-esteem and confidence.

Traditional Gender Roles
The issues raised here included the views that society viewed women as inferior to men—that women lacked 'what it takes' to be leaders and the cultural belief that management was for men not women. This factor was endorsed by 70.6%.

Lack of Ambition
It was observed that women lacked ambition and therefore could not apply for leadership positions.

Flexibility
It was observed that female teachers were not flexible i.e. they could not easily adjust to the demands that go with headship e.g. transfers and increase in time demand. The reasons given for this were that women were more committed to family affairs, and that they feared being away from their spouses for long periods.

Lack of necessary qualifications
Some female teachers felt that women lacked necessary qualifications to allow them compete effectively with men for leadership positions. The argument behind this was that women were too busy with family issues and thus could not find time to advance their education as opposed to men.

Malpractice in selection process
76.5% head teachers among them 4 male and 9 female felt that there was malpractice in the process of selecting teachers for promotion. Cases of men using corrupt means to rise in leadership and discrimination against women teachers were reported.

Lack of support from the society and spouses to the female teachers
On the issue as to why female teachers could not advance in leadership in schools and were instead concentrated in lower ranks of teaching, the following reasons were raised by teachers, DEO, DIS and TSC personnel.

- Cultural factors requiring that women attend to family matters.
- Lack confidence and self-esteem
- Lack of flexibility in terms of time and travel/relocation required by the responsibilities of leadership.
- Lack of leadership qualities among women
- Lack of the necessary professional qualifications.

It was observed that politics played a role in the distribution of appointment between male and female teachers. The TSC personnel said that some head teachers recommended those teachers they ‘knew well’ due to loyalty, tribalism or graft. Male teachers were more active in politics than female teachers and this gave them an upper hand particularly where there were politicians involved in deciding whom to recommend.

Other factors hindering women from participating fully in management of secondary schools were noted as follows:

(i) Role Stereotyping was a factor determining women's promotion to management of secondary schools.

(ii) Low enrolment and completion rates of girls in secondary schools were also noted as factors which reduced the number of women who aspired for leadership positions.

(iii) Problems encountered by female school managers which lowered their effectiveness in leadership. These included:
- Rebellion by male counterparts
- Problems in balancing between career and family duties.
- Lack of support from society and spouses
- Few women role models to copy from
- Failure to cope with stress at the work place as effectively as men do
- Inferiority complex
- Being undermined by male students
5.2 Discussion of the Findings

Over the last three decades, women have taken great strides in improving their participation in education. Despite this, they still occupy the lower positions in institutions, while their numbers decrease significantly in the upper echelons of management. Notably, women have made some progress in achieving parity in the teaching profession, but are grossly under-represented in education management level where they are still a long way from participating on an equal footing with men.

This therefore suggests that women enter the teaching profession, but either stagnate at this level or drop out at a certain stage. Failure of women to fully climb the ladder in education management has been blamed in part on social-cultural practices and man-made barriers that have been erected in the political and economic arenas in a manner that excludes and marginalizes women.

These factors are discussed as follows:-

5.2.1 Socio-Cultural Factors

Socio-cultural factors were found to contribute to gender imbalance among teaching staff. More men were reported to be in possession of power which they used to favour and recruit other men. Spouses also kept their wives in lower ranks of teaching career by demanding they stay around the home and ensure the welfare of the family.

This reduced women's chances for promotions.

On the other hand, an analysis of schools enrolment in the district revealed that boys outnumbered girls. This was attributed to socio-cultural attitudes where girls' performance
was jeopardized by teenage pregnancy, forced or early marriages, preference for sons' education, domestic work and poverty.

One of the principals interviewed said that socio-cultural practices influenced family decisions to educate or not to educate girls, thus producing a girl-unfriendly learning environment.

Girls labour was reported to be not only a cultural demand, but also imperative for family survival. The heavier household workload burdened on them was responsible for tardiness, absenteeism, poor concentration and hence poorer performance in examination.

5.2.2 Societal Attitudes and Values

Another constraint reported was the negative attitude towards women with high education and were leaders. African men were said to fear highly educated women who probably were above them in terms of education and career, (Wanjiku, 1996).

This meant independence which men equated with rudeness, lack of co-operation and unwillingness to tackle wifely duties.

Women who opted to pursue promotions in management ran the risk of their marriages breaking. It was noted that many women chose to end their education at lower level and just remain teachers, to avoid jeopardizing their chances of getting married or ending up in broken marriages.

Wanjira, 1990 observed that men have for long set rules by which women have played over the years and they fear any change and challenges from them.

A teacher argued that men feared sharing power with women especially where women were more qualified, experienced and capable than them.
In most cases the fear was disguised in aggressiveness or superiority complex. Women are always ridiculed, intimidated and made to settle for less.

5.2.3 Sex Role Stereotyping

It was argued that sex role stereotype has made men resist the appointment of women to management position.

Stereotypes have been institutionalized, coded and fixed in collective conscience. Management is associated with being male; the picture of the ideal manager is grounded in masculine attributes which may influence both women’s career choices and the selection and promotion decisions made about them by others.

5.2.4 Hostile Working Environment

Out of the nine women principals interviewed, eight reported that the working environment was hostile to women.

The women managers indicated that they experienced a hostile working environment ranging from sexual harassment, intrusion into ones’ duties by male colleagues, men scheduling meetings at odd hours - some lasting until late hours after work and others scheduled for the weekends.

As a result, women managers felt isolated and highly visible. They argued that the hostile environment made many women teachers to shy from taking management responsibilities.

5.2.5 Traditional Vs. Professional Roles

It was argued that marriage and role conflict were major factors that limited the progression of women professionals. A married professional woman has a delicate equation to balance. She must be a wife in the traditional African context and most importantly a mother.
Social and family obligations tend to eat into women's time as they concentrate on domestic chores and neglect their professional roles. Hence, parental, conjugal, domestic, kin, community and individual role conflict with occupational roles and some female teachers over-concentrate on their roles in the home at the expense of their jobs.

Female managers argued that they faced cultural barriers in the form of the family roles, marital obligations and the expectations others had of them. They reported that they suffer great tension in their attempts to reconcile their professional and traditional roles. Moreover, their careers are depended on the grace and favour of their husbands.

It is evident that roles and images of African women are socially and culturally defined. Dines, (1993) concurs with this in the observation that women 'miss out', not because they do not meet the overt criteria for the job, but because men 'imagine' that women will not fit in the management structures.

It is evident that educational disparities between girls and boys, men and women at all levels are a primary cause of female under-representation in management circles. Without education that prepares women for employment and the decision-making process, women will not be competitive enough in the contemporary political world, (Abagi, 1994).

Women on the other hand have, rather passively, bemoaned their subordinate status, exploitation and denial of such basic participation rights as the ones cited in this study. They therefore remain confined to anonymity, crushed as they are under the weight piled upon them, by the conditions in which they have to live.

Nevertheless, while all these socio-cultural, economic and political constraints to women's advancement may have served as plausible excuses for women's inaction, it should be
realized that women can perform as well as their male counterparts if given equal opportunities to do so.

Empowerment of women therefore, and improvement of their status are important ends in themselves and are essential for achievement of sustainable development in education sector.
5.3 Recommendations

Education plays a key role in national development, which includes advancement of women. It enables qualified women to become leaders in society and also allows them to become role models for younger girls.

Much needs to be done to encourage women’s participation in education sector if they are to take up their rightful place in nation building. At the moment, women remain under-represented both in academic and at the management levels of education. The following recommendations are therefore in order:

(a) Improve access to girls’ education

The government and other key players in education should concentrate their efforts and strategies on increasing the boy-girls ratio at the lower levels in order to ensure that more girls continue with education from which future academic staff can be selected. A large number of dropout lack school fees and should be targeted with bursaries through affirmative action, building of boarding facilities for girls in nomadic communities, housing and providing accommodation for pregnant female students enrolled in university programs to prevent them from dropping out of educational programmes.

(b) Eliminate Gender Stereotyping

There is need to call against stereotypes in the education system that relegate women to certain roles and keeping them out of others. There is need to eliminate gender stereotyping to enable women fulfill their potential and make their full contribution to society.

The general public needs to be sensitized that both men and women can play an important role in management and development of the nation. All curricula and teaching/learning materials should be free from stereotypical images of females and males.
(c) **Affirmative Action**

Promote women's participation in decision-making at policy formulation and implementation so that they take more responsibility in directing their destiny. Given the past disadvantage experienced by women in most sectors of society, it is necessary that they are given the opportunities that culture and traditions have deprived them. Institutions should see to it that women are represented at all levels, especially in the key decision-making committees responsible for establishing promotion criteria.

(d) **Empower Women in Education Management**

Training is necessary to equip women teachers with skills of management. This will help to change the way in which women perceive themselves and give them confidence in their own capacity to be effective managers. Women can only be on equal footing with the men if they can acquire the relevant knowledge. This would require that the government and the ministry of education be committed to giving women a chance right from the grassroots. Women should be encouraged to attend seminars, workshops and other courses to widen their knowledge, skills and attitudes which is geared towards empowering them in education management.

(e) **Provide Legislative and Infrastructure Support**

There is need for legislation and infrastructure to help women resolve the tension between personal and professional roles. Women managers should also be recognized as mothers and wives. This can be done through reasonable provision for maternity leave and children care centers within the institutions. Management should be made women-friendly by finishing meetings on time and within working hours.
(f) Review Appointments and Promotion Procedures

Though discriminatory procedures are not overt, there are also no transparent hiring and promotion procedures. Sound personnel policies are needed to increase the number of women managers in secondary schools. Teachers Service Commission needs to come up with policies that ensure equal opportunity for both men and women teachers. Information on all aspects of promotion criteria should be known to all members of staff. Recruitment, appointment and promotion to top management positions should be done through competitive procedures.

(g) Sensitize Gender Equity

There is need to promote sensitization to gender issues through more effective provision of information on gender equity and the relative circumstances of women and men. The government should therefore see to it that women are educated so as to be able to fulfill their role as full members of society and be provided with equal opportunity at all levels of education and career.

Men should be sensitized to support women spouses, to advance their education and share relevant information with them. Women teachers should also apply for promotions and positions when they are available instead of shying away and giving the male culture a chance to intimidate them.

Finally, as Luke (1999) points out, women are; 'eminently capable scholars, intellectuals, administrators, managers and leaders. But they are also the social and emotional glue of any society: child-bearers, child-rearers, carerers of kin and the aged.'
Despite their extraordinary abilities, and 'pivotal role' in society they are consistently undermined and 'their aspirations thwarted.' Society is impoverished if women are denied 'the structural and ideological support that would enable their full and equal access, participation, and share of reward outcomes in the professions of their choice.

If women are empowered in management level, then it is most likely that they will act as role models for young women who will aspire for the same posts.

5.4 Suggestion for Further Research

There were other aspects noted in the study which could be adopted by other educationists in an effort to empower women in management of learning institutions.

- The study did not address reasons behind low enrolment of girl-child and high rate of dropout in learning institutions.
- The present study covered only one district in Rift Valley province, therefore a similar research could be conducted with a larger population covering. Rift Valley Province or the entire country.

This would give a comprehensive view and understanding of how women could be empowered to take challenges of managing secondary schools.
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Missing links:


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APPENDIX A: QUESTIONNAIRE FOR TEACHERS.

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

1. Sex Male ( ) Female ( )

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

3. (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) Dean of Studies/Senior Master/ Mistress
      (iv) Games Master/Mistress
      (v) Boarding Master/Mistress
      (vi) Any other ----------------------------------------.---

4. How many teachers are there in your school including yourself?

   (vii) Male ------------
   (viii) Female -----------
   (ix) Total -'-------------

5. Indicate whether the Principal and Deputy Principal of your school is a male or a female:

   Principal --------------------------
   Deputy Principal -----------------------------

6. (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

7. Some people hold that female head teachers cannot make good administrators because they are weak and emotional. Do you agree?

a) To some extend ( )
b) Yes ( )
c) No ( )

8. Do you agree that male head teachers are more responsible than female head teachers?

a) To some extent ( )
b) Yes ( )
c) No ( )

9. What other related reasons prevent women teachers from taking managerial posts in their respective schools?

a) 

b) 

c) 

d) 

e) 

f) 

10. Generally, why are there so many male teachers holding senior positions of management in secondary school as compared to female teachers?

a) 

b) 

c) 

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

a) 

b) 

c) 

d) 

e) 

f) 

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

a) 

b) 

c) 

d) 

e) 

f) 

g) 

h) 

Thank you for your cooperation
APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS.

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 affect 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?

   i. ............................................................
   ii. ............................................................

   b) What kind of posts do they hold?

   i. ............................................................
   ii. ............................................................
a) How many male teachers hold leadership positions? 

b) What kind of posts do they hold?

8 Generally, why are women teachers concentrated at lower ranks of teaching e.g. subject teachers etc as compared to men teachers who mostly hold 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 out number 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 take challenges of managing secondary schools.
APPENDIX C: INTERVIEW GUIDE FOR D.E.O AND DIS

1. What is the enrolment of students in secondary schools in the district?
   Boys----------------
   Girls----------------
   Total --------------

2. Generally, it has been noted that more boys enroll in secondary schools and complete the course as compared to girls. What reasons can you give for this imbalance?

3. Do you think the small numbers of girls who enroll and complete the course affect women teachers' promotions to managerial roles?
   If so, how does it contribute to the small numbers of women taking up management roles in the district?

4. What is the teaching staff enrolment in the district?
   Male teachers --------
   Female teachers ------
   Total --------------
5. How many female teachers hold management posts in the district as compared to male teachers?

Head teachers:
Female
Male

D/Head teachers
Female
Male

H O D
Female
Male

6. What is the criterion of appointment to these posts?

7. Considering the number of secondary schools and the number of head teachers in the district, male head teachers outnumber the female heads. What reasons can you give for this imbalance?

8. What are the major problems that hinder women teachers from pursuing promotions to management roles?
9. In your own observation, what problems do women managers face in the process of running the schools?

10. How can women be empowered to take up challenges of managing secondary schools in the district?
APPENDIX D: INTERVIEW GUIDE FOR TSC PERSONNEL

1. What is the teaching staff enrolment in Nakuru District?

   Female ----------------
   Male ----------------
   Total -----------------

2. How many female teachers hold management posts in the district?

   Head teachers ---------
   D/Head teachers -------
   HOD ----------------

3. What is the criterion of appointment to these posts?

4. In your opinion, why do you think many female teachers are concentrated in the lower ranks of the teaching profession while a big number of male teachers take up managerial posts?

5. Does stereotyping of women interfere with their promotions to management of schools?
6. a) Does politics play any role in distribution of appointments between male and female teachers? 

b) If so, what role does it play?

7. How can women be empowered to take up challenges of managing secondary schools in the district?
Dear Sir/Madam,

RE: RESEARCH ASSISTANCE

I am a student at Kenyatta University, pursuing a Masters Degree of Education in Educational Administration. I am currently undertaking my research project on Obstacles To Women Full Participation in Management of Secondary Schools in Nakuru District.

Your school has been selected to take part on a specific regional basis as it is in Nakuru District. It is therefore important that you assist by taking part in answering questions so that we get a true cross-section of the study.

The information you give will be strictly confidential and only used for the purpose of this study.

Only statistical totals will be used in this study.

Do not write anywhere on this questionnaire.

Thank you.

Yours faithfully,

Mwaniki T. W.
Our Ref:

Your Ref:

Date: 2/9/2003

TO WHOM IT MAY CONCERN:

RE: MWANIKI TERRY W.: REG. E54/0027/02

The above named is a Master of Education student in the Institute for Continuing Education, Kenyatta University. She is undertaking research related to women in management. We shall be grateful if you could give her any assistance related to her research.