INVESTIGATION INTO FACTORS HINDERING WOMEN TEACHERS FROM ACCESSING LEADERSHIP AND MANAGEMENT POSITIONS IN PRIMARY SCHOOLS OF MPEKETONI DIVISION, LAMU DISTRICT.

PRESENTED BY

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E55/CE/15384/05

A RESEARCH PROJECT REPORT SUBMITTED FOR THE REQUIREMENTS OF THE AWARD MASTER OF A EDUCATION DEGREE OF KENYATTA UNIVERSITY

September 2009

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Investigation into factors hindering
DECLARATION

This research project is my original work and has not been presented in any other university.

Signed: ........................................... Date: .........................................................

JOSEPH MUGO KIARIE

This research project has been presented with my approval as university supervisor:

Signed: ........................................... Date: .........................................................

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When the thoughts
of a man reach out their tentacles to the depths
of the unknown
the power of reasoning
is aroused
To all my
children who will
love the power
of the pen
This research project is dedicated.
Acknowledgements

I wish to sincerely thank all those who have assisted me during the entire period I have been undertaking my post-graduate studies. First, I wish to thank my wife Mary and my dear children Abi, Shalom and Victor for all their support, love, understanding and sacrifice. Without you this work would not have been a reality.

Am also grateful to Dr J A Shiundu for the patience, guidance, valuable criticism and corrections given over the entire period.

Thanks also to the District education officer field officers heads of primary schools teachers of the sampled schools for their cooperation and immense support during data collection and other persons who assisted me. To all I say thank you.

Special thanks go to Raphael Munyua for the typing, criticism and the editorial work done throughout the period of the research. I am sincerely grateful.

Lastly but not the least I thank the Almighty God for his grace, strength and enablement.
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Although women are the majority in the world, they are greatly under-represented in senior management and leadership positions in both government based institutions and the private sector. The study aimed at investigating and explaining factors hindering women teachers from accessing leadership and management positions in primary schools in Mpeketoni Division of Lamu District. This was because despite the division having the highest number of primary schools in the district and also the number of teachers, a female teacher headed only one. The scenario is duplicated in the whole district as a woman in the district heads only one other school.

The objectives of this study were to determine challenges faced by the female head teachers in the area and suggest possible solutions, examine the criteria used by the ministry of education officials in selecting head teachers, establish the extent to which women teachers are discriminated against and disadvantaged by such criteria and to determine the degree to which male dominance over female teachers affect their aspirations to leadership.

It is hoped that the findings of this study will be useful to Kenya’s Ministry of Education officials in their efforts to implement the Affirmative Action in the area, encourage female teachers in the area to take up leadership positions so that they can act as role models to the young girls in school and help reduce the gender gap. It will also be useful to other education stakeholders in the area and country at large.

The researcher used a descriptive research design as it is concerned with establishing the factors hindering female teachers from accessing leadership positions in the area. The
design is appropriate in that it describes characteristics of a particular individual or of a group of individuals.

The target population was 200 teachers and five education officers in the area of study. From this population, the researcher used purposive sampling to identify primary schools with a fair distribution of male and female teachers. This helped give a balanced sample for the purpose of filling the questionnaires. The researcher interviewed nine head teachers, forty-five teachers and five education officers in the area. These formed the sample of the study.

The researcher conducted a pilot study using the test re-test method to ascertain the reliability and validity of research instruments in two schools neighboring the division with similar conditions. The researcher used three data collecting instruments; namely a questionnaire for head teachers on leadership, interview schedule for education officials and a teacher's attitude on leadership questionnaire to collect data. Data analysis was done with the help of SPSS. The researcher used frequency tables and percentages to present the data.

Results from the research findings show that female teachers are discriminated against, as there were only 2 (22.22%) from the sample and even out of the total population, during appointments to headship and managerial roles in primary schools in Mpeketoni. The female teachers are not motivated as a result of increased work load, pressure from family, gender biased political interference, social cultural and religious constraints, lack of mentoring and role models from society from a very early age, reluctance by the ministry of education to implement the Presidential Decree on Affirmative Action, the lack of integrity, corruption and sexual harassment, and the sheer lack of a defined merit-guided appointment process. Research findings show that female teachers are not lazy,
neither are they poor leaders nor do they fail in exams. The appointment of head teachers’ process is not very well defined and most respondents did not understand it well.

Research findings also showed that there lacks an appraisal system (score card) to help identify performers for further action on responsibilities, leadership and managerial roles in primary schools in Mpeketoni. Female teachers prioritize family matters to career; they spend more time and money with family rather than on their own education, which would give them higher chances in appointments. Female teachers are under a constant pressure to remain closer to family and since appointments means more work at school, they shy away from such positions.

Based on the research findings it is recommended that the Ministry of Education officials fully implement the Presidential Decree on Affirmative Action of 2007 to ensure that 30% of all leadership appointments go to female teachers in Mpeketoni Division. The implementation would lead fair representation of the female gender in leadership in schools. Further, the Ministry of Education should play a major role in educating, motivating and encouraging female teachers to take up major roles in headship, managerial and leadership roles in primary schools in Mpeketoni. The community should also be sensitized on the importance of gender inclusion in all areas of management and leadership of primary schools in Mpeketoni so that they can give support to female leaders in the area.

The research findings showed that out of the 33 (100%) head teachers in the area of study only 2 (6.06%) were females while the rest 31 (95.94%) were men. The results therefore indicate that women teachers are heavily disadvantaged and have no voice in decision making in the area. The results also indicate that female teachers have equal educational
levels as the men who are appointed to such positions. Further, the findings indicated that the female teachers need training and exposure to leadership issues so that they can be bold enough to take up appointments that come their way. Training will build confidence in them.

The community should also encourage more females to take up leadership and managerial positions that are forthcoming sexual harassment, violence and intimidation meted on the females should also be discouraged right from home. The Ministry of Education officials in the district should therefore urgently address the gender imbalance. This can be done through grooming female teachers for positions of leadership and management in primary schools in order to reduce gender imbalance. Other conclusions arrived at from the research are:

- The sensitization of the community on the managerial needs for female teachers and its importance to them as women in the society in advancing the gender issue.
- Advancing in education of the female teachers in the area of study will help them reach positions of influence in their respective places of work.
- Female teachers should be involved in decision-making at all levels to encourage them to take up leadership roles.
- Special training on the importance of women leaders in the advancement of the gender balance at work and gender parity in enrolment and performance of pupils need to be given priority. This could be through organizing special seminars for female teachers in Mpeketoni Division on leadership.
List of Abbreviations

AEO-Area Education Officer  
DEO-District Education Officer  
DQASO-District Quality Assurance and Standards Officer  
ILO-International Labour Organization  
MoE-Ministry of Education  
PDE-Provincial Director of Education  
QASO-Quality Assurance and Standards Officer  
TAC- Teachers Advisory Center  
TSC- Teachers Service Commission  
UNESCO-United Nations Education, Scientific and Cultural Organization  
AAWORD -Association of African Women for Research and Development  
CLARION- Centre for Law and Research International
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CHAPTER 1.0 INTRODUCTION

1.1 Background to the Study

The question of a woman’s status and the issue of equal rights for women are relevant to every culture and society regardless of race or creed. Though many women are building careers, they are also still doing the majority of the child rearing and the household chores. Munroe (2001) asserts that today women are struggling with the delicate of attending to the needs of both their families and their careers, job competition with men, emotional turmoil and lost income due to divorce, single parenthood and conflicts arising from culture changes in the way women and men interrelate.

Despite women being the majority all over the world men have over the years continued to hold many of the leadership and management positions leaving women on the periphery. Throughout history men have relegated women to positions of servitude, house wives, farmers or minders of domestic animals and such like chores while men “call the shots” in leadership and determine issues of property ownership and generation of wealth. They also hold sway in the decision making process in determining how to use the generated wealth (Clarion, 2004). There are a few women in positions of leadership, whether in the political, economic, social, religious or educational institutions.

Alpern (1993) notes that women have always been assessed first as females rather than human beings and this has tended to hinder women’s progress in management through out the years. This applies both in the public and the private sector. Even in the developed world, women are yet to find a hitch in the management positions and /or leadership of
governments. They have to fight twice as much as men if they are to get any consideration observed Liberian President, Madam Sirleaf Johnson (Daily Nation, Feb, 2007.)

Genovese and Thompson (1993) argues that the story of a woman’s rise to power traces her encounters with the obstacles, restrictions, and deterrents that face any ambitious person in her society as well as the resources that may be available and skills that may be acquired to circumvent them.

Historically, these difficulties are due to various prejudices that have tended to favour men at the expense of women. The society has been patriarchal in nature and leadership has thus tended to go to the male gender and women have been socialized to believe and accept this position in society. This belief and influence of patriarchy contributes to women’s inadequate and ineffective participation in political, elective and other leadership offices.

1.2 Statement of the Problem

Though there is an increased presence of women in the public domain such as in politics, education, banking, money markets, and other areas, much of the power as in decision making, production and ownership; influence and authority make and own wealth are still wielded by men. This apparent disparity exists despite major efforts made worldwide to bridge the gender gap in leadership or management positions (Jones, 2006)

Evetts (1994) in a study carried out in Sussex, Britain says that the majority of primary teachers (81% in 1990) are women, yet 51% of primary head teachers are men. In secondary schools 52% of teachers and 80% of head teachers are men. According to Robbins (2004), as in all careers, women are under-represented in senior management positions such as headship, deputy heads or departmental heads. This is not only true in
Britain but also in other parts of the world. Kouame (1998) found that women are subjected to discrimination during recruitment, promotion and in the working environment. Her study is a pointer to similar situations in Kenya and other developing countries.

According to Chege and Sifuna (2006) female administrators are fewer than the males at both in primary and secondary school levels. They argue that female administrators play an important role in the management of schools and other educational institutions. Their position on the position of female administrators in the country agrees with the MoE’s assessment on the current level of female representation in management (MoE Policy Paper, 2007).

In Lamu District the situation is even worse for out of the total seventy two (72) public primary schools only two (2.8%) are headed by women teachers. Mpeketoni Division on the other hand has thirty public primary schools and only one (3.3%) is headed by a woman (MoE, 2007).

In view of these observations, the purpose of this study was to establish and address the factors hindering women teachers in primary schools from taking up leadership positions in Mpeketoni Division, Lamu District. The study sought to find ways of overcoming these difficulties to enhance women participation in senior leadership appointments in Kenya in general and Lamu in particular.

1.3 Purpose of the Study

The purpose of this study was to:

i. investigate factors hindering women teachers in primary schools from accessing leadership positions in Mpeketoni Division in Lamu District.

ii. find out ways of overcoming these difficulties to enhance women participation in
leadership.

iii. establish hindrances encountered by male head-teachers in their various schools which discourage female teachers in primary schools from taking and accessing responsibilities in leadership.

iv. establish and assess the criteria used by education officers to appoint head teachers and see how such criteria disadvantages women teachers in their quest for leadership positions in Mpeketoni Division.

1.4 Objectives of the Study

The objectives of this study were to identify various factors hindering women teachers in primary schools from taking up leadership and management positions in Mpeketoni Division, Lamu District. The specific objectives were:

i). To find out specific culture and socio-economic factors that hinder female teachers from accessing leadership positions.

ii). Establish and examine criteria used by education officers in the division/district when appointing head teachers in the area.

iii). Establish how women teachers in the area of study are discriminated against and disadvantaged by such criteria.

iv). Establish the degree to which male teachers’ dominance over the female teachers affects their aspirations to leadership.

v). To establish how women teachers can be empowered to take challenges of managing primary schools
1.5 Research Questions

To realize the purpose and the objectives of the study, the researcher was guided by the following research questions:

i). What cultural practices hinder women teachers in primary schools from accessing leadership positions?

ii). What social economic factors hinder women teachers in primary schools from accessing leadership positions?

iii). What are the difficulties face female head teacher(s) in the area of study that would impede other women teachers from taking up such positions?

iv). What criteria do the education officers use in appointing/selecting head teachers in the area and how does such criteria discriminate and disadvantage women teachers?

v). How can the women teachers be empowered to take up leadership and managerial positions in primary schools?

1.6 Significance of the Study

Very few females are in leadership and management positions in Lamu District. This disadvantages the girl child by depriving her of role models. This also deprives the communities the benefits of sound women leadership. The research looks into factors that have led to fewer females taking up leadership roles in management of primary schools in the districts. The findings of this research will be useful to the Ministry Of Education officials at the Headquarters and in the field in the implementation of the Affirmative Action and in the putting to force the “Thirty Percent Rule”.
The research findings will also be useful to women teachers who want to take up leadership positions. The study findings will be useful to other education stakeholders in the area of study and the country as a whole, to improve and appreciate the role of women in leadership and management positions.

1.7 Assumptions of the Study

The study assumed:

i. that male and female teachers are equally capable of taking leadership positions.

ii. that all schools selected have qualified and capable women teachers who can hold leadership positions.

1.8 Limitations and Delimitations

1.8.1 Limitations

i. Time was a constraint to the researcher due to demands from work.

ii. The schools are far apart and therefore the number to be visited was limited.

iii. Lack of means of transport impeded movement from one school to another.

1.8.2 Delimitations

i. The study only covered Mpeketoni Division rather than the whole of the district though a similar scenario is evident.

ii. Only primary schools were used in this study as they offer a bigger sample for research.

iii. Out of 30 public primary schools in the division, only nine were used as a sample of the population.
1.9 Theoretical Framework

In discussing the theoretical framework upon which the research is based on, the researcher would like to point out that there is no one particular theory advanced to explain women career advancement. While quoting Perun and Beilby (1981), White, et al (1994) complain that ‘little has been done to explain changes in women’s lives in developmental terms, or to incorporate them into theories of the development of occupation behavior.’ Fitzgerald and Betz (1983) are concerned about the implications of this lack theory: ‘there’s a lack of comprehensive conceptualization or theories which are capable of producing meaningful, testable hypotheses regarding the development of women’s careers.

The researcher has however tried to link the current study to Fred Fiedler’s contingency theory as explained here below.

Fiedler (1967) proposed that in order to understand the kind of leader you are dealing with you should understand his/ her basic leadership style. He created what he referred to as the least preferred co-worker (LPC) questionnaire for that purpose. The LPC questionnaire contained a set of 16 contrasting adjectives such as pleasant-unpleasant, efficient-inefficient, open-guarded and so on. The questionnaire asked the respondent to think of all the co-workers they have ever had and to describe the person they least enjoyed working with by rating him or her on a scale of 1 to 8 for each of the 16 contrasting adjectives.

Through this Fiedler came up with a system of determining a leader’s leadership style. He therefore develops three contingency dimensions that he argued define the key situational factors that determine leadership effectiveness. These are leader-member relations, task structure, and position power. This he explained thus:
• **Leader-member relations** refer to group atmosphere and member's attitude towards and acceptance of the leader. When subordinates trust, respect and have confidence in the leader, leader-member relations are considered good. When subordinates distrust, disrespect and have little confidence in the leader, leader-member relations are poor.

• **Task structure** refers to the extent to which task performed by the group are defined, involve specific procedures and have clear, explicit goals. Routine well-defined task such as those performed by teachers on a daily, weekly or termly basis have a high degree of structure. The leader's task in such a case is merely supervisory. When task structure is high the situation is considered favourable to the leaders; when low, the situation is less favourable.

• **Position power** is the extent to which the leader has formal authority over subordinates. Position power is high when the leader has the power to plan and direct the subordinates, evaluate it and reward or punish them. It is low when the leader has little authority over subordinates and cannot evaluate their worker or reward them. When position power is high, the situation is considered favourable for the leader; when low the situation is unfavorable.

When the above three situational characteristics are carefully considered one finds the theory fairly appropriate to the current study since it clearly explains the situations that the head teacher or deputy head is faced with in his / her daily administrative duties. This shows clearly that a female teacher who is academically and professionally qualified can handle the task entailed by the job.

The following figure illustrates his argument
*Fig. 1.1 Fiedler's Theory (1972) on Classification of Situation Favourableness

<table>
<thead>
<tr>
<th>Level of Favourableness</th>
<th>Very Favourable</th>
<th>Favourable</th>
<th>Unfavourable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contingency Dimension</strong></td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Leader-Member Relations</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Task Structure</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Leader Position</td>
<td>Strong</td>
<td>Weak</td>
<td>Strong</td>
</tr>
<tr>
<td>Power Category</td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
</tbody>
</table>

1.10 Conceptual Framework

The expectations of society towards male and female genders in regard to their different roles in the societal set-up and the gender orientation (that is socialization) could be the factors that have contributed to female teachers in primary public schools in the area of study failing to take up leadership and management positions.

The following figure is graphical illustration of different factors and policies that affect females in their aspirations to leadership.
*Fig: 1.2 Variables Affecting Women’s Low Position in Leadership in Primary Schools

(1) Government Policies
- Employment
- Promotion of Women
- Gender Equity
- Training

(2) Socio-Cultural Factors
- Religious Beliefs
- Attitude of Female Teachers
- Cultural Forces
- Family Values

(3) Demographic Factors
- Age
- Marital Status
- Academic and Professional Qualifications

(4) Recruitment & Selection Policies
- Employers' Attitude to Women
- Selection Criteria
- MoE Officials' Attitude
- Deployment

(5) Individual Factors
- Conflict of Roles
- Aspirations/Ambitions
- Attitude to Leadership
- Competence

Women’s Relative Position and Access to Leadership

*Source: Adapted from Kouam’e, A (1998), Gender Relations, Education and Employment of Women in Abijan, Cote D’Ivore: Academy Science Publishers, Nairobi (pg 9)
Females have been socialized by the society to believe that leadership belongs to male gender (Clarion, 2004) and the place for women is in the kitchen and in home making. Evetts (1994) observed that women who enter the world of career and promotion into management are taking part in social relationships determined by masculine values. In a Sunday Nation commentary, Querengesser (16th Sep 2007) states that entrenched beliefs die-hard. This therefore contributes to the status in leadership in the primary schools in the area of study. The female teachers tend to shy off from leadership. Others don’t bother even to pursue further education and training that would give them an edge when it comes to promotions.

The conceptual framework shows that a variety of factors interplay to determine how females’ access leadership positions in the country and in Mpeketoni in particular. These are government policies on employment, promotion, training and gender equity; socio-cultural factors, demographic factors, recruitment and selection polices, and individual factors.
1.11 Definitions of Operational Terms

Affirmative Action: This refers to a policy enacted by governments globally to give recognition to women and to deliberately take action to ensure that a given percentage of them is presented in various decision making bodies.

Empowerment: This is a process through which women can acquire knowledge skills and attitudes to critically analyze their situations and take appropriate action to improve their status.

Gender Discrimination: This refers to unequal or preferential treatment to individuals or groups based on their gender that result into reduced access to or control of resources and opportunities.

Gender Equality: Refers to equal treatment of women and men, so that they can enjoy the benefit of development including equal access to and control of opportunities and resources.

Gender: This refers to the classification of either being male or female and the roles and responsibilities assigned to each by the society.

Hindrances: These are the barriers or issues that prevent women teachers from assuming leadership positions.

Leadership: Is the process through which a person tries to get organizational members to do something that should be done. Leadership can also be explained as the process of influencing individual or group activities toward the accomplishment of desired goals.

Management: Is the process of working with and through others to effectively achieve organizational objectives or goals through efficient use of resources.
2.1. Introduction

The women issue in the society has been of great concern over the last few decades (AAWORD, 1997). This is because women for a long time have been relegated to the periphery in the areas of leadership, management and decision-making. In many traditional African societies women were grouped with the children and were there to be seen and not to be heard. It is against this background that even today many men cannot imagine a woman being a leader may it be at home (their voices have been silenced either through cultural practices or religious beliefs) or in the political arena (CLARION, 2004). The woman has consequently been without voice or proper representation at various levels of management. She has had to rely on what the men around her, basically her father, husband, brothers or sons, have to say on various issues affecting her, society and general public (Clarion, 2004). This should not be the case. It is because of this treatment that many women have been courageous to come to the forefront and stand or seek elective, nominated or competitive recruitment positions of leadership even in our educational institutions. In a survey carried out by AAWORD (1997) it was noted that:

...women are poorly represented in politics in Kenya. This is in spite of their constituting 52 percent of the total population. AAWORD has noted that a negligible number of women ... participate in political leadership...

The literature review focused on the following areas in its study:

i). Leadership concept and its importance

ii). Trends in the study on leadership.

iii). Understanding gender and leadership.

v). Conclusion

2.2. Leadership Concept and its Importance

Leadership lacks a definite precise meaning (Kihara, 1991). However, as Anderson (1965) explains, leadership is enlisting and cording the efforts of members of a group to accomplish the purposes of the group. Genovese (1993) observes, “leadership is a complex phenomenon revolving around influence.” She sees influence as the ‘ability to move others in desired directions’ in this connection therefore; leadership concept should be defined as that one that exerts upon the followers in order to fulfill desired goals and objectives in an institution or organization.

Genovese and Thompson (1993) in an article entitled *Women as the Chief Executives: Does Gender Matter?* goes on to say that ‘institutional structures, the immediate situation... and the dynamics of followership define opportunities for the exercise of leadership.’ This shows that leadership effectiveness is determined by a variety of factors and not just one’s gender. Leadership is necessary in institutions like schools. An attentive head teacher is important for an effective and efficient realization of the schools purposes or objectives. Knezevich (1962) notes that ‘every educational institution requires a pattern of administration to propel it effectively towards realization of its goals....’ The realization of such goals is not dependent upon one’s gender but rather ability and the influence one holds on those under him or her and also how effectively one is the opportunity before him/her to realize organizational goals.
2.3 Trends in the Study on Leadership

As Silver (1983) explains, leadership whether directed towards nations, armed forces, informal groups or large organizations, has been a topic of deep interest to countries. Luther et al (1970) also notes that although leadership has been given more attention through the years very little is known about it. There is still much disagreement on the factors leading to effective leadership. The studies on the various trends of leadership have been along the trait approach, behaviour approach, situational approach and the current trend referred to as transformational and visionary leadership according to various authorities (Nolte, 1966; Bryman, et al, 2005; Kreitner, 1983; Robbins, 2001; Vecchio, 2003 and Bratton, et al, 2005.)

2.3.1 Traits Approach

During most of recorded history, the prevailing assumption was that leaders are born and not made. According to Kreitner (1983) leaders who emerged with great leadership abilities were said to have been born with innate abilities to lead. This is what came to be known as the ‘great man’ approach to leadership, which gave rise to the trait theory of leadership. Vecchio (2003) observes that the trait theory developed out of a belief that leaders somehow posed distinguishing traits that set them apart from other people. According to Bryman (1992) there are three broad types of traits that leaders should possess. These were mainly physical factors such as Height, physical appearance and age. Secondly, ability characteristics such as intelligence, fluency, scholarship and knowledge; and thirdly, conservation, dominance, personal adjustment, self-confidence and emotional control. The trait approach to leadership did not really help. Robbins (2001) agrees with what Bryman (1992) had observed that;
....if trait research had been successful, it would have provided a basis for selecting the 'right' persons to assure formal positions in groups and organizing requiring leadership.

Failure of the trait theories led researches to move onto the next approach.

2.3.2 Behaviour Approach.
The behaviour approach or studies started in earnest from the late '40s. The study of leadership in organizations moved increasingly towards the understanding of leadership style or behaviour according to Bryman (1992). He says that researchers were concerned with identifying the kinds of leader behaviour that enhanced the effectiveness of subordinates.

The studies took place at various universities in the USA but two important ones are briefly detailed here. The Ohio State University, which focused on identifying independent dimensions of leader behaviour. These produced the initiating structure and considerations perspectives in a leader. The initiating structure referred to:

...extent to which a leader is likely to define and structure his or her role and those of employees in the search for goal attainments. Kit includes behaviour that attempts to organize work, work relationships and goals. (Robbins, 2001)

The stress here is on the leader being willing to not only define his or her roles in the organization but also those of his/her leadership. This would largely reduce role conflicts and hence promote productivity.

The other perspective is consideration. This according to Robbins referred to:

.....the extend to which a person is likely to have job relationships that are characterized by mutual trust, respect for employees' ideas, and regard for their feelings. He/she shows concern for followers' comfort, well being, status and satisfaction (ibid).
The leader in this case is overly concerned with the human face in the work place. He or she is not driven by the realization of the organizational goals but also the workers relationships, satisfaction and general well being.

The University of Michigan’s Survey Research Centre is the one that focused on locating behavioral characteristics of leaders. They also arrived at two perspectives namely: employee – oriented leader and production-oriented leader. According to Bratton, Grint and Nelson (2005) ‘leaders being classified as being production oriented emphasize the production and technical aspects of work. Followers are viewed as a factor of production – a means of getting the work done’. This view tended to lean heavily towards the earlier tendencies on management propounded by Taylor and like-minded theorists.

On the other hand, leaders classified as being employee oriented give special attention to subordinates’ personal needs, value their individuality and generally approach followers with a strong human relations emphasis.’ This is what formed the basis of theorists on management of this period in time. This kind of leadership leans heavily towards the care and consideration of the employees’ interests at the work place.

2.3.3 Contingency Approaches to Leadership.
Bryman (1992) observed that the Contingency Approach to the study of leadership proposes that the effectiveness of a leadership style is situational contingent. This means a particular style or pattern of behaviour will be effective in some circumstances but not in the others. He went on to say that contingency theories such as are of the view that there are no universally appropriate styles of leadership. Each demands the use of a leader expertise, skill and understanding to handle it.
One of the theories is that advocated by Fred Fiedler. He came up with the Fiedler’s Contingency Model. According to Vecchio (2003), the underlying assumption of Fielder's Contingency Model of leadership effectiveness is that group performance is a function of the combination of leader’s style of leadership or manner of doing things but check the situation at hand.

The successful leader according to this model then, is one who assesses each situation and sees how best to apply his/her leadership skills to achieve the deserved results.

The above Model is also complemented by the Situational Leadership Theory (SLT) developed by Paul Hersey and Ken Blanchard. The SLT is a contingency theory that focuses on the followers. It stresses that effective and successful leadership is contingent upon selection of the right leadership style and the follower’s readiness or willingness to do what they are given (Robbins, 2001).

2.3.4 Neo-Charismatic Approaches
The last set of leadership studies focuses on what is termed as neo-charismatic theories (Robbins, 2001). These are theories that emphasizes on charismatic leadership, transformational leadership and visionary leadership.

The charismatic leadership is that which is characterized by follower perceptions of the leader than on the leader’s formal authority (Vecchio, 2001). It is based on a person’s appearance, poise, interpersonal style or values that can inspire admiration from others. This style of leadership is treated alongside transactional leadership which according to Vecchio (Ibid) and Bratton, (2005) is the conventional relationship between leader and follower, rooted in the usual exchange of material rewards for efforts at the work place.
The leader and the follower are involved in a kind of trade or exchange for economic, social or psychological gain.

The other is transformational leadership. This is the type of leadership in which the leader appeals to his or her followers’ sense of value beyond their own personal interest (Bratton, 2005). The transformational leader elevates the goals of subordinates and enhances their self-confidence to strive for higher goals according to Vecchio (ibid).

Finally, the visionary leadership is the kind of leadership that has the ability to create and articulate a realistic, credible and attractive vision of the future for an organization (Robbins, 2001). The visionary leader then motivates after articulating the vision, the followers to work hard to realize the set goals out of what they have already seen in the present.

2.4 Understanding Gender and Leadership in Kenya

Munene, (2005) in a study on administrative and socio-economic factors hindering female access to leadership in Nyeri Secondary schools noted that school administration is not a job for all teachers. It requires knowledge, skills and training in educational leadership and the art of organizational behaviour (Okumbe, 1999). One must be knowledgeable on how to manage human and financial resources of the school.

Professionally, the head teacher should be the most qualified amongst the teachers working with him/her. The organization and management of the school expects the head teacher to have knowledge of office administration, human resource management, educational practice accounting and building management skills. Yet all these are not part of the training that teacher trainees receive in colleges and universities.
Educational qualifications and training of women is a part of the solution towards increasing works opportunities and placement in leadership. According to Evetts (1994), women must gain certain qualifications if they are to acquire managerial qualifications in schools. The International Labour Organization Report, 1995 argues that the higher the qualifications in education, the higher the chances of career advancement. Education and training are thus the only guarantee to higher job opportunities in the labor market.

Majority of the women in our Kenyan schools, both secondary and primary are only found in the classrooms. The MOE’s Policy Paper on Gender and Education 2007, notes the following:

> The management of primary and secondary school, including appointment of head teachers, deputy head teachers, senior teachers and heads of departments, shows a trend of male dominance.

In the opening paragraph the MoEs Policy Paper the writer notes that ‘women are grossly under-represented in governance in public affairs in Kenya.’ Thus attention should be given to women to encourage them to apply for professional training, pursue higher educational opportunities and seek for posts in higher job groups.

2.5 Current Status of Women Leadership

Cole (2004) says that many nations, Great Britain included have introduced legislation to prevent unfair discrimination against women in the work place. Such legislation in itself cannot bring about the changes sought by the government, but it can serve to influence male attitude towards the role of women at work. There is still much progress to be made especially to the appointment of women to middle and senior management positions.
Davidson and Cooper (1993) estimated that in UK, women held less than 5% of senior management posts and perhaps some 26% of all managerial-type positions. There is need to bring about a major cultural change in organizations since all can greatly benefit from a greater involvement by women. White et al (1994) in their studies of women as managers put forward several reasons as to why women are poorly represented in managerial positions. This includes:

- Social attitudes
- The conflict of combining work with family responsibilities
- Lack of provision of nursery facilities for working mothers.
- The traditional structure of work which is based on men’s need for full time work and a career as principal bread winners
- The assumptions of many male managers that women are not interested in promotion and full time careers.
- The need for women to have extended career breaks to bring up children
- Lack of effective social network at senior and middle management levels in organizational culture.

Jones (2006) argues that, male prejudice is another factor meditating against women advancement. She argues that men in particular need to examine their current attitude towards the employment of women managers since this attitude may not always be based on sound evidence of a woman’s performance.

The situation of women in the management in the country is not any different. The MoE’s Policy Paper on Gender and Education notes that
Governance and management of education is equally male dominated. With only one woman assistance minister, men occupy four of the five top decision making positions. Within the current structure of the MoE, out of the five directors of education only one is female; out of eight PDE’s only two (25%) are women. At the district level, less than 20% of the DEO’s are women.

It is this situation that prevails right across all the educational institutions in the country.

According to Munene (2005) most women face constraints arising from dual career and roles they have to play at home and at the work place. No matter how much work the woman does at the school during the day, the family still awaits at home seeking her attention. This is unlike the male head teacher who after a busy schedule has all the time to go to social and public places to relax.

An ILO Report (International Labour Organisation World of Work Magazine No. 23, 2005) on women in management has the following to say:

... Almost universally, women have failed to reach leading positions in major corporations and private sector organizations, irrespective of their abilities ...Women represent more than 40 percent of the world’s labor force. Yet their share of management positions remains unacceptably low, with just a tiny proportion succeeding in breaking through the glass ceiling to obtain top jobs.

The report shows the dearth of women leadership even today. This is not only true in the top government and corporate world but also in our educational institutions. Majority of them are headed by men yet there are a good number of qualified, equally competent and able women in the teaching force but mostly are sidelined when it comes to appointments. The ILO Report further observes that in the largest and most powerful organizations the proportion of top positions going to women is generally 2 – 3%.
It can thus be said that despite the efforts made world over, there are still too few women in top level management and even in certain low level management positions as in schools.

2.7 Summary

The chapter has covered the following areas: introduction leadership concept and its importance, trends on the study on leadership, education gender and leadership and current status on women leadership in Kenya.

On leadership concepts and its importance the researcher has established that there lacks a precise definition of the term leadership. But on the whole leadership has to do with offering direction and influence towards the accomplishment of set organization goals.

The review also explored the different approaches so far covered on leadership over the last century the review focused on the traits approach, behaviour approach, contingency approach and the neo-charismatic approaches. All of this approaches as so far showed that no one particular trend is conclusive on its own they has also reviewed that most of the studies so far carried out as tendered to concentrate on men and there styles on leadership but little as been done with emphasize on women leaders. According to Robbins (2004) two conclusion regarding gender and leadership can be made. These are:

- The similarities between men’s and women’s leadership styles tends to outweigh the differences; and,

- What differences there are seem to be that women prefer a democratic leadership style whereas men feel more comfortable with a directive style.
The above observations show that women engage in participatory leadership where they share power and information and attempt to enhance follower’s self-worth. This is a quality that needs to be injected into the leadership of our educational institution at a time when rebellious attitudes and a culture of violence have taken root in our society in general.

On education, gender and leadership the review focused on the value for the education and training for women so as to enhance their opportunities for placement. The review noted that women, whether teachers or otherwise are mostly to be found in the lower echelons of the leadership structures in most organizations. This is due to low educational and professional training levels amongst their rank and file in comparison to men.

The review has thus shown that:

- Women in management and leadership positions in educational institutions are still far below that occupied by men in both public and private schools
- Even at the ministerial level where government policies are legislated and executed women are grossly under represented.
- Little study has been carried out on women managers in primary schools not only in the area of study but also in the whole country
- The few studies so far carried out have addressed themselves to secondary and university institutions but none addresses itself the primary section.

The study sought to address these gaps and add to the body of knowledge the findings resulting from the study. The study will provide information on the hindrances facing women in the area of study and make:
• Possible suggestions on ways of empowering women so that they can decisively and aggressively go for leadership posts and thereby have an influence in the management of our institutions and in the decision making process that directly affect them.

• Address the under-representation of women teachers in primary schools in managerial and other leadership positions

• Provide practical suggestions women teachers in primary schools can adopt in their quest for leadership positions.
CHAPTER 3.0 METHODOLOGY

3.1 Introduction

This chapter presents the design, and the description of the locale of the study. It also describes the sample, sampling techniques, research instruments, data collection procedure and data analysis techniques to be employed in the study.

3.2 Research Design

The study used a descriptive survey design to establish and explain the factors hindering women teachers accessing leadership positions in primary schools in Mpeketoni Division. According to Orodho (2003) a descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo (2002) say that it can be used when collecting information about peoples’ attitudes, opinions, habits or any of the variety of education or social issues. This design is relevant to the research as the researcher seeks to investigate hindrances to female teachers’ accessing leadership positions in the area. The researcher used questionnaires and interview schedules which were administered to the sampled individuals.

3.3 Location of the Study

The study was carried out in Mpeketoni Division, Lamu District, Kenya. Mpeketoni is one of the seven administrative divisions in the district, which has the highest number of primary schools in the district. The others are: Witu, Hindi, Amu, Kizingitini, Faza and Kiunga. The division was chosen due to its uniqueness in that it is averagely populated in comparison to the other divisions. It has a cosmopolitan population, as it is largely a settlement scheme, has both arable and ASAL areas. It thus offers diverse views on the factors hindering women
from taking up leadership positions. A sketch map of the area is attached as Appendix G, showing the location of the area in relation to the rest of the district.

3.4 Target Population

The study target population included all the teachers in the division. The division has a total of 33 primary schools with a total population of 7836 children and a total of 225 teachers. Of these 141(62.66%) teachers are male and 84(37.33%) are female which represent a population ratio of 2:1. Out of the 225 teachers in the 33 schools only 3(9.09%) female teachers heads a school.

3.5 Sample and Sampling Technique

The sample constituted nine schools, which were selected purposely from the population of 30 schools. According to Mugenda and Mugenda (2003) purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of his/her study. The researcher identified primary schools that had a staff balance on gender to avoid a situation where only male teachers were found in a school. This was obtained from the monthly staff returns at the DEO’s office. Purposive sampling is therefore important in surveys where information is required from specific targets. Purposive sampling was used to select the schools because it will give more relevant respondents in the sample. The respondents of the study were drawn from each school selected, through purposive sampling for the head teachers and simple random for the teachers.
Nine head teachers were selected for the sample to make 15% of the sample population of 60 interviewees. The reason for giving questionnaires to them is because they are well versed with the issues hindering women teachers from accessing leadership positions. They are also aware of the criteria followed by the MOE officials in identifying and appointing teachers to such positions.

Table 3.1 also shows the sample selected for the study from the teachers, which represents 76.7% of the sample population and 20.4% of the teacher population in the area of study. This is the group with the highest female teachers and therefore in a position to explain the hindrances affecting them in the pursuit for leadership.

The sample also included 5 education officers to form 8.3% of the sample population. They are well versed with factors and limitations facing women teachers from ascending to positions of leadership and also are involved during the recruitment and selection process and can thus give concrete information into what happens, that is why they were all included in the study.
The officers were also expected to have a clear understanding of government policy and issues related to employment and/or appointments. They were thus very resourceful to give the relevant information to the researcher on factors hindering women teachers from taking leadership positions in the primary schools.

3.6 Data Collection Instruments

The study utilized a mixture of instruments, which are as follows:

3.6.1 Head Teachers' Questionnaire on Leadership (n₁ = 33)

According to Kothari (2004 Revised Edition) a questionnaire consist of number of questions printed or typed in a definite order on a form or set of forms.

The questionnaire is administered in person or mailed to the respondents to read, understand and write replies to the questions.

The questionnaire for head teachers was seeking for answers about appointment of head teachers, criteria used, who appoints head teachers, Ministry of Education Policy (MoE) on appointment and its effect on women teachers.

The questionnaire has two sections: sections A and B. Section A sought general information about the head teacher the school and teachers under him/her. Section B was seeking answers to questions on head teachers' appointment; criteria used, the governments (MoE’s) policy, the various hindrances facing female teachers from taking up leadership position and also what effects the MoE’s policy may have on women teachers' aspirations to leadership. This instrument was chosen for head teachers have relevant information the criteria used to appoint them to leadership and whether female teachers do apply or are given any consideration.
3.6.2 Teachers’ Questionnaire on Leadership Hindrances \((n_2=225)\)

This questionnaire involved a discussion with teachers in every sampled school. A guideline for these focused group discussion was used. This questionnaire is composed of two parts: A and B. Part A had items asking information about the school and the teachers. Part B had items seeking information on appointment of head teachers, criteria used, and MoE’s policy on headship and management, the implementation of Affirmative Action in such appointments, the teachers’ perceived hindrances to women headship in schools and whether there are any prejudices experienced. This instrument was chosen so as to gauge both male and female teachers’ responses on the above issues as they are the ones who are daily affected by such appointments. It also offered an opportunity to the female teachers to openly air their responses on perceived discrimination, religious constraints or family responsibilities.

3.6.3 Interview Schedule for Education Officers on Leadership Policies \((n_3=5)\)

According to Mugenda (2003) an interview schedule is a set of questions that the interviewer asks when interviewing. An interview schedule makes it possible to obtain data required to meet specific objectives of the study.

This instrument was used with the assistant education officers, TAC tutors and the QASO’s in the area. It was also used with the District Education Officer (DEO). The instrument gave the researcher an opportunity to interact with the officers concerned with the happenings on the ground. They sit in the boards that conduct interviews for recruitment/selection and promotion. They are also quite conversant with government policy on leadership and management of primary schools in the country and therefore are able to give relevant information.
The instrument was chosen due to the opportunity it offers for in-depth data collection with ground officers, encourages naturalness of the situation as the researcher has face to face encounter with respondents and ensures high response rates.

3.7 Validity and Reliability of the Research Instruments

- **Content Validity**
  According to Orodho (2004) validity is concerned with establishing whether the research instruments content is measuring what it is supposed to measure. Mugenda (2003) says validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher ensured validity of the research instruments through consultation with colleagues, supervisors and comments given after piloting the instruments. All their inputs were included in the instruments before going into the field to collect the data.

- **Reliability for Co-efficient**
  According to Mugenda and Mugenda (2003), reliability is “a measure of the degree to which a research instrument yields consistent results or data after repeated trials”. Thus for a research instrument to be considered reliable and a true measure for what is being established it must be tried several times in the field. There are various methods used to test reliability of a research instrument, which are test-retest equivalent form, split half and internal consistency. The researcher used test-retest method to measure the reliability of the instruments. Mugenda (2003) says that test method of assessing reliability of data involves administering the same instruments twice to the same group of subjects.
3.7.1 Pilot Study for Validity & Reliability of Instruments

The researcher carried out a pilot study at Amu Division, Lamu district. This is an area that has similar conditions as the selected area of the study. The researcher used purposive sampling technique to identify three schools in the area for this purpose. This was used to test the validity and reliability of the research instrument. (Refer to Table 3.2 on page 34.)

3.7.2 To Establish Coefficient for Internal Consistency of Reliability

The researcher used the test-retest technique to establish the coefficient for internal consistency of the instruments used in data collection. According to Mugenda (2003) the test-retest of assessing the reliability of data involves administering the same instrument twice to the same group of subject. The time lapse between the first and the second administration can be a week or a week and half. Once the exercise has been carried out twice the researcher used the data obtained to test the reliability and to make necessary changes of the research instrument using the Spearman’s Rank Order Correlation Coefficient ($r$) formula:

$$r = \frac{1}{N(N^2-1)} \sum (D)^2 = 0.928$$

Table 3.2 below shows the results of the pilot study using the test re-test method.
The instruments were administered to the same subject within a period of a week. The two scores obtained were compared using the above formula in order to establish the level of significance.

Pilot Study Analysis

The researcher conducted a pilot study at Amu Division, Lamu district to establish the validity and reliability of the research instruments contents. Purposive sampling technique was used to identify three schools in Amu for pilot study. The pilot study was concerned with establishing whether the instruments measured what they were intended to measure. To establish and ensure validity of the research instruments content the researcher consulted with colleagues, supervisors and considered comments given during piloting. All their inputs and suggestions were considered and the instruments adjusted to include results of the pilot study.
The researcher used test-retest method to measure the reliability of the instruments. To establish the coefficient for internal consistency of the instruments, the same instruments were administered twice to the same group of subject with two weeks' time lapse between the first and second instrument administration. With the two sets of pilot results, the researcher used spearman’s product moment correlation coefficient to adjust the instrument.

Table 3.2 shows an extract of the pilot results, with instruments, test one and test two. The frequency shown was used to compute the correlation coefficient $r = 0.92$. This is a strong positive correlation, which indicates a high reliability of the research instrument contents.

### 3.8 Data Collection Procedure

The research was conducted during the month of February and March 2009. This period falls in Term one of the school calendar. The researcher informed the Division (Area) Education Officer through the district education office of the intended research project. He then made request from the head teachers of the sample schools to be allowed to conduct research.

Later, appointments were made for the intended visits to the schools to carry out the research. Once the appointments were confirmed the researcher asked the head teachers to make arrangement for the researcher to meet with the teachers and the head himself. The head introduced the researcher to the teachers to avoid suspicions.

The researcher gave the Head Teacher’s Questionnaire to the head to fill while he distributed the other questionnaires to the teachers to fill. The researcher then left the teachers with the questionnaires to fill and collected the following day. The researcher talked to the head on any issues related to the research instruments.
3.9 Data Analysis Plan

The purpose of this research being to investigate factors hindering women teachers in primary schools of Mpeketoni Division Lamu District from accessing leadership and management positions and to investigate ways of overcoming such hindrances in their quest for participation in leadership and the means of empowering them to seek for such positions, the researcher used a descriptive survey design which is quite fitting.

A descriptive survey design as observed by Orodho (2003) is a method of collecting information by interviewing or administering the questionnaire to a sample of individuals. In this connection the researcher administered questionnaires and interview different person as shown in Appendix F in order to get the desired information.

The researcher sought to get information on the following variables: government policies, social cultural factors, demographic factors, recruitment and selection policies and individual factors that act as hindrances to women teachers’ participation and access to leadership positions.

The researcher used three different research instruments to collect data. These are: Head teacher's Leadership Questionnaire, Teacher’s Questionnaire and Education Officer's Interview Schedule.

The researcher used descriptive statistics such as mean, frequency distribution tables and percentages. According to Kothari (2004), and Mugenda and Mugenda (2003) the commonly used methods of reporting descriptive surveys are measures of central tendencies particularly the mean and frequency distribution tables and percentages to show how different subjects respond to different factors.
The researcher grouped the data according to the research objectives and the sub-topics addressed in the research instruments. Data was analyzed using Statistical Program for Social Science (SPSS). The following variables were targeted in the analysis: head teachers, teachers, field officers, age, sex, and status.

The expected results of the study attempted to respond to the research objectives. These objectives include: determining the cultural practices that hinder women teachers in primary schools from accessing leadership positions, establishing the social economic factors that hinder women teachers in primary schools from accessing leadership positions, determining the challenges that face female head teacher(s) from taking up such positions, the criteria education officers use in appointing/selecting head teachers and how such criteria discriminated and disadvantaged women teachers, and lastly how women teachers can be empowered to take up leadership and managerial positions in primary schools in the area of study.
4.1 Introduction

The objectives of this study were to identify various factors hindering women teachers in primary schools from taking up leadership and management positions in Mpeketoni Division, Lamu District. This chapter presents the results and findings of the study. The study was guided specific objectives as presented below.

This chapter also describes the sample demographic and academic characteristics of sampled population.

4.2 Demographic Data on Academic Characteristics

Head Teachers

The following is the data on demographic and academic characteristics of the existing head teachers in the study division. The respondents were asked to indicate their age group, academic qualification, experience as teachers and as head teachers and their gender. Table 4.1 presents the results.
Table 4.1 Head Teachers Sample Characteristics in Terms of Gender, Age, and Academic Qualification.

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>21-25</td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td></td>
</tr>
<tr>
<td>51-55</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows that out of nine head teachers who make up the sample, there was only one (1) female in the age group of 41-45 years of age with a P1 certificate in academic qualification. This accounts for 11.1% of the sample. A majority of head teachers were in their middle ages: 41-45, (44.43%). A higher percentage of respondents were P1 teachers 5(55.5%).
Table 4.2: Head Teacher Sample Characteristics in Terms of Teaching and Headship Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>0</td>
</tr>
<tr>
<td>Headship experience</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>4</td>
</tr>
</tbody>
</table>

Most head teachers 7 (44.44%) were appointed in the last five years with a teaching experience of 16-20 years. Therefore it takes a minimum of fifteen years to be appointed principle in primary schools in Mpeketoni Division. Thirty three percent (33.33%) of the head teachers had headship experience of between six (6) and ten (10) years.

Objective 1 Addressed Specific Cultural and Socio-Economic Factors That Hinder Female Teachers From Accessing Leadership Positions.

4.3 Perceived Barriers Hindering Women Teachers From Taking Up Leadership Positions.

The respondents were asked to indicate whether is true or false suggested factors bar women teachers from taking up leadership positions in primary schools in Mpeketoni division. Table 4.3 presents the results.
Table 4.3: Barriers Perceived by Teachers as Hindering Women Teachers from Taking up Leadership Positions

<table>
<thead>
<tr>
<th>Perceived Barriers</th>
<th>Frequency</th>
<th>Percentage</th>
<th>True</th>
<th>Percentage</th>
<th>False</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and culture</td>
<td>26</td>
<td>66.67%</td>
<td>13</td>
<td>33.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child rearing responsibilities</td>
<td>22</td>
<td>56.41%</td>
<td>17</td>
<td>43.59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House responsibilities</td>
<td>21</td>
<td>53.85%</td>
<td>18</td>
<td>46.15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination by MOE officers</td>
<td>22</td>
<td>56.41%</td>
<td>17</td>
<td>43.59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laziness/lack of personal drive</td>
<td>5</td>
<td>12.82%</td>
<td>34</td>
<td>87.18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Constraints</td>
<td>27</td>
<td>69.23%</td>
<td>12</td>
<td>30.77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Relevant Training</td>
<td>14</td>
<td>35.90%</td>
<td>25</td>
<td>64.10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective as Leaders</td>
<td>2</td>
<td>5.23%</td>
<td>37</td>
<td>94.87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Role Models</td>
<td>18</td>
<td>46.15%</td>
<td>21</td>
<td>53.85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stereotyping</td>
<td>12</td>
<td>30.77%</td>
<td>27</td>
<td>69.23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Mentoring</td>
<td>17</td>
<td>43.59%</td>
<td>22</td>
<td>56.41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferiority Complex</td>
<td>16</td>
<td>41.00%</td>
<td>23</td>
<td>59.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.3 the research result shows that social cultural factors hinder women teachers from accessing headship and managerial positions. Most respondents 26 (66%) affirmed the fact that social cultural factors are a hindrance to gender parity in the management of primary schools. Most respondents 22 (56.41%) viewed child rearing as a significant hindrance, while 17 (43.59%) did not regard child rearing as a significant hindrance. House responsibilities too were viewed by some respondents 21 (53.85%) as a hindrance while 18
(46.15%) did not view the same as a hindrance. Discrimination against women teachers by
the MoE was affirmed by 22 (56.41%) while 17 (43.59%) did not see gender discrimination
as a hindrance. Most respondents 37 (87.18%) said that female teachers were neither lazy nor
did they lack personal drive to access headship and management positions in primary
schools. There was a significant frequency 14 (35.90%) of respondents who said that female
teachers lack relevant training for the headship and other managerial positions in primary
schools while 25 (63.10%) of the respondents said that the female teachers did not lack
relevant training for the headship and managerial positions. Most of the respondents also
said that women were not ineffective as leaders while only 2 (5.23%) affirmed that women
are ineffective as leaders. Female teachers do not lack role models, nor do they lack
mentoring but 59% of the respondents said that they suffered inferiority complex and
69.23% said that they suffered stereotyping through male chauvinism.
Table 4.4 Barriers Perceived by Head Teachers as Hindering Women Teachers from Taking up Leadership Positions

<table>
<thead>
<tr>
<th>Perceived Barriers</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Social and Culture</td>
<td>6</td>
<td>66.67%</td>
</tr>
<tr>
<td>Child rearing Responsibilities</td>
<td>6</td>
<td>66.67%</td>
</tr>
<tr>
<td>House Responsibilities</td>
<td>5</td>
<td>55.56%</td>
</tr>
<tr>
<td>Discrimination by MOE officers</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Laziness/lack of personal drive</td>
<td>7</td>
<td>77.78%</td>
</tr>
<tr>
<td>Religious Constraints</td>
<td>5</td>
<td>55.56%</td>
</tr>
<tr>
<td>Lack of Relevant Training</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Ineffective as Leaders</td>
<td>2</td>
<td>22.22%</td>
</tr>
<tr>
<td>Lack of role Models</td>
<td>6</td>
<td>66.67%</td>
</tr>
<tr>
<td>Stereotyping</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Lack of Mentoring</td>
<td>5</td>
<td>55.56%</td>
</tr>
<tr>
<td>Inferiority Complex</td>
<td>7</td>
<td>77.78%</td>
</tr>
</tbody>
</table>

4.4 Lack of Motivation and Role Models

The respondents were asked to indicate whether they strongly agree, agree, disagree or strongly disagree with the statement that female teachers lacked motivation and role models to spur them to leadership and managerial positions in primary schools in Mpeketoni. Table 4.5 presents the results.
Table 4.5: Whether Female Teachers Lack Motivation and Role Models

<table>
<thead>
<tr>
<th>Responses</th>
<th>Teachers</th>
<th>Head Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>Percentage</td>
</tr>
<tr>
<td>Implementation of Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>25.64%</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>61.54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.82%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Results from table 4.8 show that female teachers lack motivation and role models to spur them to positions of leadership and management of primary schools in Mpeketoni Division. A majority of the respondents 24 (61.54%) said that they agreed that female teachers are not motivated nor do they have role models, while some 10 (25.64%) of the respondents said that they strongly agreed that female teachers lack motivation and role models to spur them to positions of leadership. Only a few 5 (12.82%) of the respondents said they disagreed with the statement that female teachers lacked motivation and role models.

Among the head teachers who responded to the questionnaire, 5 (55.56%) agreed that female teachers lacked motivation while 4 (44.44%) strongly agreed that female teachers lacked motivation to take up positions of headship and managerial roles in primary schools.
4.5 Additional Reasons/Barriers Put Forward by Some Respondents.

The following were other reasons put forward by other respondents:

- Pressure from the husbands not to take up positions of leadership since it can lead them to being in control at home.

- Lack of performance appraisals from the immediate offices reduce the female teachers' chance of ascending to positions of leadership and management in primary schools in Mpeketoni Division.

- Female teachers receive little or no support from the community in general due to social cultural and religious reservations based on gender perception.

- Female teachers have been known to refuse appointments to leadership as they feel it is too much for them to handle considering they have other domestic duties and responsibilities.

- Female teachers fear being transferred away from their spouses when they get promoted which may lead to marriage break down as a result of increased responsibilities at the institutions.

- Female teachers lack support from family members and fear-increased responsibilities in the office.

- Financial constraints make female teachers lack relevant higher education and the age 30 and 40 is meant for child rearing and thus career advancement is given a back seat.

- There is over commitment in headship and managerial positions as a result of pressure from colleagues and due to lack of personnel. This makes female teachers shy away from positions of leadership.
Objective 2 Was to Establish and Assess The Criteria Used by Ministry of Education and Education Officers When Appointing Head Teachers and Explain How Such Criteria Disadvantages Women Teachers in Their Quest For Leadership Positions In Mpeketoni Division.

4.6 Criteria Used in Appointments of Head Teachers

The respondents were asked to indicate the criteria commonly used to appoint the teachers to headship positions in the division. They were asked to suggest the criteria in an unstructured manner. Table 4.6 presents a summary of their responses.

Table 4.6: Criteria Used in Appointments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in the School and Discipline</td>
<td>12</td>
</tr>
<tr>
<td>Academic Merit</td>
<td>10</td>
</tr>
<tr>
<td>Experience</td>
<td>7</td>
</tr>
<tr>
<td>Proposed by the AEO and DEO</td>
<td>6</td>
</tr>
<tr>
<td>Commitment to Duty</td>
<td>3</td>
</tr>
<tr>
<td>Head teachers Recommend Successors</td>
<td>3</td>
</tr>
<tr>
<td>Application and Interviews</td>
<td>2</td>
</tr>
<tr>
<td>No clear Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Favoritism</td>
<td>2</td>
</tr>
<tr>
<td>Influence and Loyalty</td>
<td>2</td>
</tr>
<tr>
<td>Ones Interest</td>
<td>2</td>
</tr>
</tbody>
</table>
Most respondents 12 (26%) said that the most important consideration for promotion to headship and managerial position in primary schools in the study area was the performance of the school where the teacher is based and the role-played by the teacher in the realization of the performance. The academic merit and experience of the teacher in the school are important consideration too. Some respondents 10 (21.3%) also said that head teachers are proposed by the AEO and DEO. Others felt that commitment to duty and proposition by the head teachers being succeeded plays a major role. Other reasons raised by the respondents included: Application and interviews, favours, influence, loyalty, and one’s interest in the headship and managerial position.

4.7 Education Policy and Criteria of Appointment of Head Teachers

The respondents were asked to identify the body/person that is responsible for the appointment of teachers to headship. Table 4.3 shows the results from both the teachers and the head teachers. This question aimed at establishing the persons responsible for the gender imbalance in appointments. Table 4.7 presents the results.
Table 4.7: Appointment of Head Teachers

<table>
<thead>
<tr>
<th>Appointing Agent</th>
<th>Teachers</th>
<th></th>
<th>Percentage</th>
<th>Head Teachers</th>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td></td>
<td></td>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSC</td>
<td>3</td>
<td>7.89%</td>
<td></td>
<td>1</td>
<td>14.29%</td>
<td></td>
</tr>
<tr>
<td>PDE</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>DEO</td>
<td>29</td>
<td>76.32%</td>
<td></td>
<td>7</td>
<td>77.00%</td>
<td></td>
</tr>
<tr>
<td>AEO</td>
<td>6</td>
<td>15.79%</td>
<td></td>
<td>1</td>
<td>14.29%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
<td></td>
<td>9</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

According to the survey, the DEO is perceived to be the one responsible for the appointment of head teachers. Among the teachers, a majority of 29 (76.32%) felt that the DEO plays the major role in the promotions while 7 (77%) of the head teachers interviewed revealed that the AEO is the one that appoints the teachers to headship. The role of the AEO was ranked second but was seen as insignificant in the appointments of head teachers. All respondents said that the PDE played no role at all in the appointments while 3 (7.89%) of teachers and 1 (14.29%) saw the TSC as having a role to play in the appointment.

4.8 Ministry of Education Policy on Leadership and Management of Primary Schools

The respondents were asked whether or not the ministry of education policy on leadership and management of primary schools provide equal opportunities for both male and female teachers to access leadership and managerial positions. They were to affirm or negate the statement that MoE policy on leadership and management of primary does provide equal opportunities for both male and female teachers to access leadership and managerial positions.
Most respondents said that the ministry of education policy on leadership and primary schools management did not favor the promotion of female teachers to positions of leadership and management. They explained the lack of gender balance in leadership position as a result of skewed appointments that targets male teachers and discriminates female teachers in the guise of female teachers not wanting responsibilities. Some felt that the ministry of education policy on leadership and primary school management encourages the participation of female teachers in management but it is not well implemented in the region.

Some respondents blamed a male dominated culture, which does not give equal opportunities to both men and women to pursue higher education. Some respondents also felt that there were no interviews being conducted for the positions and appointments are
made without due regards for affirmative action, gender balance and merit. The criteria for the appointment was said to be lacking or not well spelt out and therefore female teachers do not understand what it takes to be in the managerial positions. There is also the perception that female teachers do not make good leaders, which was raised in the interviews. Some respondents felt that women are held up in domestic chores and this hinders them when taking managerial positions, and most female teachers are thus not interested in the leadership and managerial positions. Leadership was also viewed as being a man’s work and not fit for women. The gender imbalance has also been observed in the leadership and managerial positions in the Ministry of Education. This gender imbalance in the Ministry of Education translates to an equaled imbalance in the headship of primary schools and most appointing bodies are constituted by men. Some female teachers were also reported to shy from managerial position because the allowances given for managerial roles are not commensurate to the responsibilities involved. Since head teachers were seen as having a hand in the appointment of their successors, and since most of them are male, they are most likely to appoint male teachers. Corruption and sexual harassment was also pointed out as a contributing factor to the gender disparity in leadership positions.

Objective 3 Sought to Establish How Women Teachers in the Area of Study are Discriminated Against And Disadvantaged by Such Criteria.

4.9 Extent to Which the Presidential Decree on Affirmative Action has been Implemented

Respondents were asked to indicate to what degree they felt the presidential decree on affirmative action had been implemented in Mepeketoni Division. They were to indicate whether the Affirmative Action had been fully implemented, partly implemented or not implemented. Table 4.9 presents the results.
Table 4.9: Implementation of the Presidential Decree on Affirmative Action

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Fully Implemented</td>
<td>2</td>
<td>5.12%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Partly Implemented</td>
<td>32</td>
<td>82.05%</td>
<td>6</td>
<td>66.77%</td>
</tr>
<tr>
<td>Not Implemented</td>
<td>5</td>
<td>12.83%</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100%</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most respondents 32(82.05%) indicated that the presidential decree on affirmative action was partly implemented. Some respondents 5(12.83%) said that the decree had not been implemented while only 5.12% of the respondents felt that the decree had been implemented fully. Most head teachers 6 (66.77%) said that the presidential decree on affirmative action was partly implemented and 3 (33.33%) said that the decree had not been implemented.

4.10 Results from Interviews with Education Officers in Mpeketoni Division and Lamu District Education Head Quarters

Interviews conducted among the Education Officers aimed at revealing the perception of the government on the question of gender imbalance among primary school head teachers and managerial staff. The following is a summary of the results.

- The DEO is the officer responsible for the appointment of teachers to headship and managerial positions in the study area.
- The positions are supposed to be advertised, people apply and interviews conducted to appoint the most suitable teacher to the position but this process is not followed.
• Most female teachers decline offers extended to them by the education officers to senior teachers and deputies which are the preparatory stages for the ascension to headship and other managerial positions

• All education officers interviewed strongly agreed that female teachers lacked motivation to take up managerial positions.

• Female teachers were also reported to fear audit queries.

• There are other social economic hardships that affect women more than they affect men. For example the scarcity of water and health services in some areas means that most female teachers will prefer not to be posted there even as head teachers.

• Most female teachers have not gone through PRISM [Primary Schools Management] course, which is a major consideration for one to be appointed to managerial position.

• The cultural practices such as stereotypes, gender discrimination, gender subordination, and gender based political violence and interference affect female teachers.

• Female teachers have no family and community support for headship and other managerial positions in the primary schools

• Men control most resources.
Objective 4 Sought to Establish How Women Teachers can be Empowered to Take Challenges of Managing Primary Schools.

4.11. Suggestions for Empowering Female Teachers to Take Up Leadership and Managerial Positions in Primary Schools in Mpeketoni Division.

- Sensitization on the managerial needs for female teachers and its importance to them as women in the society in advancing the gender issue.

- Advancing in education will help them reach positions of influence in their respective places of work.

- Female teachers should be involved in decision making at all levels to encourage them to take up leadership roles.

- Special training on the importance of women leaders in the advancement of the gender balance at work and gender parity in enrolment and performance of pupils need to be given priority. This could be through organizing special seminars for female teachers on leadership.

- Granting both men and women equal opportunities during appointments to headship.

- Recognizing female teachers who perform and appoint them to leadership positions.

- Female teachers should not be discriminated during appointments to headship and other managerial positions.

- Sexual harassment and corruption to be dealt with by the ministry of education as a crime against the female teaching fraternity.

- Community mobilization and creation of awareness on gender balance in institutions of learning.
• Training women to accept leadership roles so as to demonstrate to girls in primary schools on the possibility of gender parity and gender equity.

• Female teachers should be supported and groomed for positions of leadership and management in primary schools and be done systematically to reduce gender imbalance.

• The Ministry of Education’s Policy on leadership and management in primary schools should be reviewed to create room for gender parity and security for female teachers.

• The Presidential Decree on Affirmative Action should be followed to the letter by the ministry of education in appointments to leadership and managerial positions in primary schools.

• Take them through self-confidence building training courses.

4.12. Summary

4.12.1 Gender Imbalance

Results from research shows that there exists a gender imbalance in the headship and managerial positions in primary schools in Mpeketoni Division. Out of thirty-three (33) schools, there were only two female head teachers, and four female deputy head teachers. The presidential decree on affirmative action has been partly implemented. The implementation process of the affirmative action has been slow, partial and ineffective. Social cultural factors are among the major factors hindering female teachers from taking up leadership roles. Some of these social cultural factors include:

• Child rearing and domestic responsibilities.
Male chauvinism. Most respondents felt that female promotions lead to family breakdown.

The traditional culture does not look women as leaders but subordinates to men.

Traditional gender roles confine women to domestic responsibilities and the society does not support female teachers out of this gender role setup.

The cultural practices such as stereotypes, and gender discrimination, and gender subordination affect female teachers.

Most resources are controlled by men, which disadvantages the female teacher.

Social economic factors hindering female teachers from taking up leadership positions included the following:

- Female teachers lack relevant training to take up leadership roles.
- Female teachers do not seek further education while male counterparts seek further education that puts them at an advantage.
- Female teachers commit themselves to the task of bringing up children at all costs leaving out their progress agenda.
- Most head teachers are in the age bracket of 35 – 45 years. At this age, most female teachers devote their time to the traditional domestic chores.

The criteria used by education officers in appointing head teachers discriminates and disadvantage women teachers during the nomination and appointments to headship and managerial positions in primary schools in Mpeketoni Division. The DEO is the key person in the appointment of the head teachers in primary schools. The DEO and the AEO together with the existing head teachers identify and groom future leaders in the primary schools. The common criteria used include:
• Performance in the school at KCPE
• Academic qualification
• Experience of the teacher.

The fact that a majority of existing head teachers are men, disadvantage the female teachers who aspire to join the managerial team. Most female teachers also do not attend PRISM and other management courses, which is disadvantageous for them. The Presidential Decree on Affirmative Action is never a consideration when making the appointments, neither is gender balance and gender parity considered to level up the playing field for both male and female teachers aspirants for the headship and managerial positions.

Female head teacher(s) face difficulties in the area of study that impede other women teachers from taking up such positions. The major difficulties facing female teachers include:

- Insubordination by some male and female teachers
- Over working due to the persistent deficiency of personnel
- Domestic responsibilities are constantly a burden.
- There are very many planning, evaluation and other meetings, which reduce the time the female teacher has with her family.
- Lack of motivation and role models

Results from Research Suggest the Following Steps Be Taken to Help Female Teachers Take Up Leadership and Managerial Positions in Primary Schools:

- The AEO and DEO should ensure that there is gender parity and gender consideration in all the appointments made for positions of leadership and management.
- Motivate female teachers to take up leadership and managerial positions in primary schools.
• Sensitize on the managerial needs to female teachers and its importance to them as women in the society in advancing the gender issues.

• Support female teachers to advance in education to help them reach positions of influence in their respective places of work.

• Female teachers should be involved in decision making at all levels to encourage them to take up leadership roles.

• Special training on the importance of women leaders in the advancement of the gender balance at work and gender parity in enrolment and performance of pupils need to be given priority.

• Granting both men and women equal opportunities during appointments to headship.

• Organizing special seminars for female teachers on leadership and management.

• Recognizing female teachers who perform and appoint them to leadership positions to motivate others.

• Female teachers should not be discriminated in all areas and in particular in appointments to headship.

• Sexual harassment and corruption to be dealt with by the ministry of education as a crime against the female teaching fraternity.

• Community mobilization and creation of awareness on gender balance in institutions of learning and leadership.

• Training women to accept leadership roles so as to demonstrate to girls in primary schools on the possibility of gender parity and gender equity.

• Their husbands and families should support women to accept leadership positions.
• The Ministry of Education’s Policy on leadership and management in primary schools should be reviewed to create room for gender parity and security for female teachers.

• The Presidential Decree on Affirmative Action should be followed to the letter by the ministry of education in appointments to leadership and managerial positions in primary schools.

• Grooming female teachers for positions of leadership and management in primary schools should be done systematically to reduce gender imbalance.

• Take them through self-confidence building training courses.

4.13 Discussions of Findings

4.13: 1 Gender Imbalance
Results from research shows that there exists a gender imbalance in the headship and managerial positions in primary schools in Mpeketoni Division. Out of thirty-three (33) schools, there were only two female head teachers, and four female deputy head teachers.

4.13.2 The Implementation of Presidential Decree on Affirmative Action
The presidential decree on affirmative action aimed at ensuring that women are included in positions of management to a significant proportion. Gender equity and gender balance (parity) in primary schools managerial positions has not been improved by the presidential decree on affirmative action because, the decree has bee partly implemented. The decree that would see women being given equal opportunities in managerial and leadership roles has remained a good policy but its implementation has been slow, partial and ineffective.
4.13.3 Social-Cultural Factors that Hinder Female Teachers from Taking up Headship and Managerial Roles in Primary Schools in Mpeketoni Division

Research findings show that social cultural factors are among the major factors hindering female teachers from taking up leadership roles. Child rearing and domestic responsibilities are some of the traditional roles that hinder female teachers from taking up responsibilities of leadership at schools. Research findings also show male chauvinism to be part of the social cultural barriers facing female teachers. They fear that when female teachers take up headship at the primary schools they will become unruly, and fail to be subordinate to their husbands at home. Most respondents felt that female promotions lead to family breakdown.

4.13.4: Social Economic Factors Hindering Female Teachers from Taking up Leadership Positions

Results show that female teachers lack relevant training to take up leadership roles. This is because female teachers do not prioritize their advancement agenda while male counterparts seek further education, which puts them at an advantage. Research findings showed that women commit themselves to the task of bringing up children at all costs leaving out their progress agenda. The age factor was also pronounced in the research findings as a hindrance. Most head teachers are in the age bracket of 35 – 45 years. At this age, most female teachers devote their time to the traditional domestic chores.

4.13.5: The Criteria Used by Education Officers in Appointing Head Teachers and How Such Criteria Discriminate and Disadvantage Women Teachers

Research findings show that the DEO is the key person in the appointment of the head teachers in primary schools. Interviews revealed that the DEO and the AEO together with
the existing head teachers identify and groom future leaders in the primary schools. The common criteria used include: performance in the schools, academic qualification and experience of the teacher. The fact that a majority of existing head teachers are men, disadvantage the female teachers who aspire to join the managerial team. Most female teachers also do not attend PRISM and other management courses, which is disadvantageous for them. The presidential decree on affirmative action is never a consideration when making the appointments, neither is gender balance and gender parity considered to level up the playing field.

4.13.6: Difficulties Female Head Teacher Face in the Area of Study That Would Impede Other Women Teachers from Taking up Such Positions

Some respondents said that the major difficulties facing female teachers included Insubordination by some male and female teachers, over working due to the persistent deficiency of personnel, domestic responsibilities are constantly a burden and there are very many planning, evaluation and other meetings which reduces the time the female head teacher has with her family.

4.13.7: How Female Teachers can be Empowered to Take Up Leadership and Managerial Positions in Primary Schools.

- The AEO and DEO should ensure that there is gender parity and gender consideration in all the appointments made for positions of leadership and management. This may mean that the community demands the inclusion of female teachers in all appointments made for leadership and managerial positions in the division. Watchdogs must invoke the gender consideration as a requirement by the government
through the presidential decree on affirmative action. The responsible officers must be informed of the demands for female teachers’ inclusion in leadership.

- Motivate female teachers to take up leadership and managerial positions in primary schools. The allowances head teachers receive were reported not to be commensurate to the increased workload that comes with the appointments. These allowances should be matched to the workload so that more female teachers can be motivated to aspire to be head teachers and to take up other managerial and leadership roles in the division. Other psychic incentives should be sought for so that there are sufficient incentives for female teachers to take up leadership.

- Sensitization on the managerial needs to female teachers and its importance to them as women in the society in advancing the gender issues. Most female teachers still cannot differentiate between male and female leadership in terms of quality and effect on gender agenda. Sensitizing the female teachers on the need for more female teachers being included in leadership is key in the furtherance of the gender agenda and the much desire of the removal of the male chauvinist mentality that only men can lead.

- Support female teachers to advance in education to help them reach positions of influence in their respective places of work.

- Female teachers should be involved in decision making at all levels to encourage them to take up leadership roles.

- Special training on the importance of women leaders in the advancement of the gender balance at work and gender parity in enrolment and performance of pupils need to be given priority.
• Granting both men and women equal opportunities during appointments to headship.

• Organizing special seminars for female teachers on leadership and management.

• Recognizing female teachers who perform and appoint them to leadership positions to motivate others.

• Female teachers should not be discriminated in all areas and in particular in appointments to headship.

• Sexual harassment and corruption to be dealt with by the ministry of education as a crime against the female teaching fraternity.

• Community mobilization and creation of awareness on gender balance in institutions of learning and leadership.

• Training women to accept leadership roles so as to demonstrate to girls in primary schools on the possibility of gender parity and gender equity.

• Their husbands and families should support women to accept leadership positions.

• The Ministry of Education's Policy on leadership and management in primary schools should be reviewed to create room for gender parity and security for female teachers.

• The Presidential Decree on Affirmative Action should be followed to the letter by the Ministry of Education in appointments to leadership and managerial positions in primary schools.

• Grooming female teachers for positions of leadership and management in primary schools should be done systematically to reduce gender imbalance.

• Take them through self-confidence building training courses.
CHAPTER 5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the discussion of findings, conclusions, recommendations and suggestions for further research. The purpose of this study was to: investigate factors hindering women teachers in primary schools from accessing leadership positions in Mpeketoni Division in Lamu District and to find out ways of overcoming these difficulties to enhance women participation in leadership and management of primary schools.

5.2 Summary

Gender Imbalance

Results from research show that there exists a gender imbalance in the headship and managerial positions in primary schools in Mpeketoni Division. Out of thirty-three (33) schools, there were only two female head teachers, and four female deputy head teachers.

The Criteria Used By Education Officers in Appointing/Selecting Head Teachers and How Such Criteria Discriminate and Disadvantage Women Teachers

The DEO is the key person in the appointment of the head teachers in primary schools. The DEO and the AEO together with the existing head teachers identify and groom future leaders in the primary schools. The common criteria used include: Performance in the schools, academic qualifications and experience of the teacher.

Social Cultural Factors That Hinder Female Teachers from Taking Up Headship And Managerial Roles In Primary Schools In Mpeketoni Division

Research findings show that social cultural factors are among the major factors hindering female teachers from taking up leadership roles.
Social Economic Factors Hindering Female Teachers from Taking up Leadership Positions

Results show that female teachers lack relevant training to take up leadership roles. Female teachers do not seek further education while male counterparts seek further education that puts them at an advantage. Female teachers commit themselves to the task of bringing up children at all costs leaving out their progress agenda.

Most head teachers are in the age bracket of 35 – 45 years. At this age, most female teachers devote their time to the traditional domestic chores.

Difficulties Female Head Teacher(s) Face in the Area of Study that Would Impede Other Women Teachers from Taking up Such Positions

Some respondent said that the major difficulties facing female teachers include: Insubordination by some male and female teachers, over working due to the persistent deficiency of personnel, and domestic responsibilities are constantly a burden.

How Female Teachers can be Empowered to Take Up Leadership and Managerial Positions in Primary Schools

- The AEO and DEO should ensure that there is gender parity and gender consideration in all the appointments made for positions of leadership and management.

- Motivate female teachers to take up leadership and managerial positions in primary schools.

- Sensitization on the managerial needs to female teachers and its importance to them as women in the society in advancing the gender issues.

- Support female teachers to advance in education to help them reach positions of influence in their respective places of work.
• Female teachers should be involved in decision making at all levels to encourage them to take up leadership roles.

• Special training seminars for female teachers on leadership and management be organized to enhance advancement of the gender balance at work and gender parity at work.

• Granting both men and women equal opportunities during appointments to headship.

• Recognizing female teachers who perform and appoint them to leadership positions.

• Female teachers should not be discriminated in all areas and in particular in appointments to headship.

• Sexual harassment and corruption should be dealt with by the Ministry of Education as a crime against the female teaching fraternity.

• Community mobilization and creation of awareness on gender balance in institutions of learning and leadership.

• Training women to accept leadership roles so as to demonstrate to girls in primary schools on the possibility of gender parity and gender equity and take them through self-confidence building training courses.

• Women be supported to accept leadership positions by their husbands and families.

• The Ministry of Education’s Policy on Leadership and Management in primary schools should be reviewed to create room for gender parity and security for female teachers.

• The Presidential Decree on Affirmative Action should be followed to the letter by the ministry of education in appointments to leadership and managerial positions in primary schools.
• Grooming female teachers for positions of leadership and management in primary schools should be done systematically to reduce gender imbalance.

5.4 Conclusions

Research findings show that female teachers are not lazy, neither are they poor leaders nor do they fail in examinations. The appointment process of head teachers is not very well defined and most respondents did not understand it well. Research findings also show that there lacks an appraisal system (score card) to help identify performers for further action on responsibilities, leadership and managerial roles in primary schools in Mpeketoni. Female teachers in Mpeketoni primary schools were seen to prioritize family matters to career; they spent more time and money with family rather than in their own education, which would give them higher chances in appointments. Female teachers in Mpeketoni are under constant pressure to remain closer to family and since appointments to managerial levels means more work at school, they shy away from such positions.

Female teachers in are discriminated against during appointments to headship and managerial roles in primary schools in the area of study. The female teachers are not motivated as a result of increased work load, pressure from family, gender biased political interference, social cultural and religious constraints, lack of mentoring and role models from society from a very early age, reluctance by the Ministry of Education to implement the 2007 Presidential Decree on Affirmative Action, the lack of integrity, corruption and sexual harassment, and the sheer lack of a defined merit-guided appointment process at the district level.
5.5 Recommendations

Based on the research findings it is recommended that:

- The Ministry of Education officials at the District headquarters fully implement the Presidential Decree on Affirmative Action and are gender sensitive in all appointments to leadership and managerial roles in Mpeketoni Division.
- Further, the Ministry of Education should play a major role in educating, motivating and encouraging female teachers to take up major roles in headship, managerial and leadership roles in primary schools in Mpeketoni.
- The community should also be sensitized on the importance of gender inclusion in all areas of management and leadership of primary schools in Mpeketoni so that they can give support to female leaders in the area.

5.6 Recommendations for Further Research

- The research did not cover the reasons for the lack of motivation among female teachers.
- Further research should be carried out on the importance of including girls in the prefect bodies as heads of the prefect bodies in motivating female participation in headship, managerial and leadership roles in primary schools.
- Further research should also be conducted on the consequences of the male dominated leadership in primary schools to female pupils and male pupils in terms of performance and furthering the gender agenda.
- Further research should also be carried out in the entire district to assess the applicability of the research findings.
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Natorp Boulevard, South-Western

Blackwell Publishers, Oxford

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DN 18th February 2007

APPENDICES

Appendix A: Letter of Introduction

Mokowe Secondary School
P.O BOX 4 -80502
MOKOWE

The Head Teacher

Dear Sir,

REF: LETTER OF INTRODUCTION

I am a student at Kenyatta University pursuing an MeD Degree in Educational Administration under the School Based Program. The researcher will be carrying out a research entitled: An Investigation into Factors Hindering Female Teachers of Primary Schools in Mpeketoni Division, Lamu District Accessing Leadership and Management Positions

I am intending to undertake research in your school towards fulfilling the requirements for the program. The information given will be treated with confidence and it is purely for the research purpose and nothing else.

It’s my hope that my request shall be honored.

Yours faithfully,

JOSEPH M. KIARIE
Appendix B: Head Teachers Leadership Questionnaire

This questionnaire is for educational purpose only. It is meant to help the researcher identify certain issues relevant to leadership and education in our area and nothing else. The information you give will be treated as confidential and will be used for the intended purpose and kindly asked to respond honestly and truthfully to each question.

SECTION A

Please tick [✓] or fill in appropriately for each item on the questionnaire

1. Your Gender
   - Male [ ]
   - Female [ ]

2. Your Age
   - 20-25 yrs [ ]
   - 26-30 yrs [ ]
   - 31-35 yrs [ ]
   - 36-40 yrs [ ]
   - 41-45 yrs [ ]
   - 46-50 yrs [ ]
   - 51-55 yrs [ ]
   - Over 55 yrs [ ]
i. Your highest academic/professional qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii. How many teachers do you have in the school: No of Male 

No of Female 

iii. What are their academic/professional qualifications? Indicate the number in each case stated below.

P2........................

P1........................

S1........................

Diploma..................

Approved Teacher...

BED.......................
3. For how long have you been a teacher including this year (2008)?
   - 1-5 yrs
   - 6-10 yrs
   - 11-15 yrs
   - 16-20 yrs
   - 21-25 yrs
   - 30-35 yrs

   How long have you been a head teacher including this year?
   - 1-5 yr
   - 6-10 yrs
   - 11-15 yrs
   - 16-20 yrs
   - 21-25 yrs
   - Over 26 yrs

5. How long have you been a head teacher in this school? _______ yrs

6. Size of school;
   - Single stream STD I-VIII
   - Double stream STD I-VIII
   - Triple stream STD I-VIII
   - Quadruple STD I-VIII
   - Others (specify) ________________________________

7. What is the schools enrolment by gender? No. of Boys........ No. of Girls........
SECTION B

8. Who appoints teachers to leadership positions in primary schools? Tick the appropriate response

- TSC
- PDE
- DEO
- AEO
- Others (specify)

9. What criterion is used in these appointments? (Give suggestions such as merit, work experience, academic qualifications etc.)

10. Do you think the Ministry of Education (MEO) policy on leadership and management of primary schools provides an equal opportunity for both male and female teachers?

- YES
- NO

i. Explain your response in the above

ii. Does the policy encourage female leadership

- YES
- NO
11 a. Are you trained in educational management? Yes/No

b. If yes, which courses have you attended in educational management

12. To what extent has the presidential decree on Affirmative Action been implemented in Mpeketoni according to your understanding?

- Fully implemented
- Partly implemented
- Not implemented

13. “Female teachers lack motivation and role models to spur them to seek leadership positions”. Please give your honest response by ticking ( ) in the appropriate bracket.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. The following are some of the perceived barriers hindering women teachers taking up leadership positions. Indicate whether it’s True (T) or False (F) by ticking the appropriate response.
<table>
<thead>
<tr>
<th>Factor</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialization and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child rearing responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination by MOE officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laziness/ lack of personal drive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious constraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of relevant training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective as leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stereotyping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of role models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferiority complex</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Give any other factors you think hinder women teachers from leadership in our primary school.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
16. Suggest possible ways of empowering female teachers in primary schools so that many can be involved in management process.
Appendix C: Teachers Questionnaire

You are requested to give your suggestion in this discussion freely. Your answers and suggestions should be truthful and honest to the best of your ability. The information you give will be treated with a lot of confidentiality and used for the purpose of this research study only.

**Part A**

1. Name of the school _________________________________

2. Number of teachers participating in the discussion, No. of males __________
   No of female

**PART B**

3. Who appoints teachers to leadership positions in primary schools? Tick the appropriate response
   - TSC
   - PDE
   - DEO
   - AEO
   - Others (Specify) ___________________________________________

4. What criterion is used in these appointments?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
a. Do you think the Ministry of Education (MOE) policy on leadership and management of primary schools provides an equal opportunity for both male and female teachers?

YES

NO

b. Explain your response in (i) above


c. Does the policy encourage female leadership?

YES

NO

5. To what extent has the presidential decree on Affirmative Action been implemented in Mpeketoni according to your understanding?

Fully implemented

Partly implemented

Not implemented

6. “Female teachers lack motivation and role models to spur them to seek leadership positions”. Please give your honest response by ticking (✓) in the appropriate bracket.

Strongly agree

Agree

Disagree

Strongly disagree
7. The following are some of the perceived barriers hindering women teachers from taking up leadership positions. Indicate whether it's True (T) or False (F) by ticking the appropriate response

<table>
<thead>
<tr>
<th>Factor</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialization and culture</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Child rearing responsibilities</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>House responsibilities</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Discrimination by MOE officers</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Laziness/ lack of personal drive</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Religious constraints</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Lack of relevant training</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Ineffective as leaders</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Stereotyping</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Lack of role models</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Lack of mentoring</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Inferiority complex</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

8. Give any other factors you think hinder women teachers from leadership in our primary schools
9. Suggest possible ways of empowering female teachers in primary schools so that many can be involved in management process.
Appendix D: Interview Schedule for Education Officers

The interviewer is undertaking a Masters Degree (Educational Administration and Management). Your answers in the following questions will be used purely for the intended purpose in this research and will be treated with confidentiality.

PART 1

Background Information

1. District ____________________________

2. Division ____________________________

3. Name of your zone ____________________________

4. Name / title of Officer ____________________________

5. For how long have you been an education officer? _____________

6. How long have you been in this area? _____________ Years.

PART B

General Information

7. How many schools are you in charge of in your area of jurisdiction?

8(i) How many teachers do you have under you by gender?

   No. of Male__________________________

   No. of Female__________________________

8(ii) Is there a female head teacher in your area? Yes / No
PART C

9. Who appoints teachers to leadership positions in primary schools? Tick the appropriate response

TSC
PDE
DEO
AEO

Others (specify)

i) What criterion is used in these appointments?


10. The Ministry of Education (MEO) policy on leadership and management of primary schools provides an equal opportunity for both male and female teachers. Please give your response by ticking the appropriate alternatives provided below.

Strongly agree
Agree
Disagree
Strongly disagree
11 To what extent has the presidential decree on Affirmative Action been implemented in this area according to your understanding?

- Fully implemented  
- Partly implemented
- Not implemented

12. “Female teachers lack motivation and role models to spur them to seek leadership positions”. Please give your honest response by ticking ( ) in the appropriate bracket.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

13. What do you think are some of the perceived barriers hindering women teachers accessing leadership positions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
15. Suggest possible ways of empowering female teachers in primary schools so that many can be involved in management process.
### Appendix E: Time Schedule

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Proposal writing</td>
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<tr>
<td>Pilot study and instrument adjustment</td>
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</tr>
<tr>
<td>Data collection</td>
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<tr>
<td>Data analysis</td>
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<tr>
<td>Data interpretation and presentation of findings</td>
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<tr>
<td>Report writing and submission</td>
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<td></td>
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</tr>
</tbody>
</table>
Appendix F: List of Participants

a) Head Teachers of the Following Primary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Kenyatta Primary</td>
<td>1</td>
</tr>
<tr>
<td>Tewe Primary</td>
<td>1</td>
</tr>
<tr>
<td>Uziwa Primary</td>
<td>1</td>
</tr>
<tr>
<td>Bahati Primary</td>
<td>1</td>
</tr>
<tr>
<td>Uzinda Primary</td>
<td>1</td>
</tr>
<tr>
<td>Bahari Primary</td>
<td>1</td>
</tr>
<tr>
<td>Umoja Primary</td>
<td>1</td>
</tr>
<tr>
<td>Mini-Valley</td>
<td>1</td>
</tr>
<tr>
<td>Hongwe Primary</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

b) Five teachers from each primary school listed above

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Kenyatta Primary</td>
<td>5</td>
</tr>
<tr>
<td>Tewe Primary</td>
<td>5</td>
</tr>
<tr>
<td>Uziwa Primary</td>
<td>5</td>
</tr>
<tr>
<td>Bahati Primary</td>
<td>5</td>
</tr>
<tr>
<td>Uzinda Primary</td>
<td>5</td>
</tr>
<tr>
<td>Bahari Primary</td>
<td>5</td>
</tr>
<tr>
<td>Umoja Primary</td>
<td>5</td>
</tr>
<tr>
<td>Mini-Valley</td>
<td>5</td>
</tr>
<tr>
<td>Hongwe Primary</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
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</table>
c) Education Officials

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>DEO Lamu</td>
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<tr>
<td>QASO Hongwe</td>
<td>1</td>
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<tr>
<td>DQASO Lamu</td>
<td>1</td>
</tr>
<tr>
<td>QASO Kiongwe</td>
<td>1</td>
</tr>
<tr>
<td>AEO Mpeketoni</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
# Appendix G: Budget

<table>
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<th>Item</th>
<th>Cost (Kshs)</th>
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<tbody>
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<td>Literature Review</td>
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<tr>
<td>Stationary</td>
<td>2,500</td>
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<tr>
<td>Production of drafts</td>
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<tr>
<td>Production of Instruments</td>
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<tr>
<td>Data Collection</td>
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<tr>
<td>Data Analysis</td>
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<td>Production of Final Draft</td>
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<tr>
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<tr>
<td>Telephone</td>
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<tr>
<td>Transport</td>
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<tr>
<td>Miscellaneous Expenses</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>67,625</strong></td>
</tr>
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</table>
Appendix H: Sketch Map of Lamu District

Lamu District
Road Network & Urban Areas

LEGEND
- All-weather, hard surface road
- All-weather, loose surface road
- Dry-weather road
- Airport
- Airstrip
- Airfield
- Town
- District boundary
- Track
- Divisional boundary

0 10 20 30 40 50KM