CHALLENGES FACED BY FEMALE HEADTEACHERS IN THE MANAGEMENT OF SECONDARY SCHOOLS: A CASE OF KANGUNDO DISTRICT IN MACHAKOS COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY.

JUNE, 2013
DECLARATION

This research project is my original work and has not been presented to any other university for any other Degree programme.

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DEDICATION

I dedicate this research project to my dear husband, Vincent and our children, Fabianna Rita, Agnes and Gabriel. I thank them for giving me time and space to do this piece of work. This piece of work is also dedicated to my late Mother Agnes who paved the way into my academic world.
ACKNOWLEDGMENT

First and foremost my gratitude goes to Dr. Ogola and Dr. Otieno who devoted their time to guide me on how to write the research project. I also wish to convey my gratitude to all the Lecturers in the department of Educational Management, Policy and Curriculum studies for giving me light on how to write a research project. I also appreciate and thank Mr. Fredrick Ngumbi, the Principal A.I.C Matetani for giving me permission and space to undertake my Masters Degree Programme. It’s not possible to acknowledge every individual who assisted me in undertaking this task. May God bless you all.
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<td>Advanced Certificate in Education</td>
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<td>Area Education Officer</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>CEP</td>
<td>Certificate for Principal ship</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DQASO</td>
<td>District Quality Assurance Officer</td>
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<tr>
<td>ES</td>
<td>Education Secretary</td>
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<tr>
<td>HftF</td>
<td>Head for the Future</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of secondary Education.</td>
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<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<tr>
<td>MO E</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology.</td>
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<tr>
<td>NCSL</td>
<td>National College for School Leadership.</td>
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<td>NPQH</td>
<td>National Professional Qualification for Head ship</td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association.</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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ABSTRACT

School leadership in Kenyan schools is the function of the head teacher. The purpose of this study was to investigate and identify the challenges faced by female head teachers in the management of secondary schools in Kangundo district and to suggest strategies for coping with the challenges. The study was guided by the following objectives; to investigate and identify the challenges faced by female head teachers in the management; to find out the effectiveness of female head teachers with regard to time management; to find out if cultural and social barriers interfere with management of secondary schools by female teachers; to establish the attitudes of staff members and other stakeholders towards female head teachers; to find out the influence of psychological factors on women with regard to management of secondary schools; to establish the professional development needs of female head teachers on management of secondary schools and to find out the strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools. The study was conducted in Kangundo district in Machakos County. The target population in this study were the female head teachers in Kangundo district, teachers, students and the Quality Assurance and Standards Officers in the DEO’S office. Kangundo district has 45 secondary schools, of which ten (10) are headed by female headteachers. The researcher used questionnaires and interview guides for collection of data. The data obtained was both quantitative and qualitative. The data was analyzed by use of SPSS and summarized into percentages, and frequency distributions. The information was represented through tabulation and graphs. The study revealed that 80.0% of the teachers liked the way the head teachers managed the school. Fifty six (56.7%) of the teachers noted that the head teachers were good in performing their duties with regard to time management, 80.0% of them also noted that cultural and social issues interfered with the management of school affairs. Majority of the teachers (75.0%) said that their perception towards their head teachers was good. Majority of the teachers (86.7%) noted that psychological traits do not bar the head teachers from performing school duties effectively. About 80.0% of the teachers noted that the students accorded male and female teachers the same level of respect. The following conclusions were drawn. Female head teachers are positively viewed by their teachers and are approachable by the students since they encourage them to work to attain their goals in schools. Female head teachers are effective in regard to time management in the management of secondary schools since they are able to follow the laid down policies hence achieve the goals of their institutions. Cultural and social barriers interfere with the management of school affairs. Half (50%) of the head teachers said there was no role conflict between domestic and professional roles while 50% of head teachers felt that there was conflict. On the psychological factors influencing the head teachers’ performance, 86.7% of the teachers said that biological traits did not bar the head teachers from performing school duties. This was because they had a teaching experience, were assertive and aggressive. The training programmes on education management for teachers were not organized in schools. The schools lacked funds to organize training and only KEMI organized training for head teachers. The study recommended that since female headteachers were positively viewed by students and teachers, there is need to be given more posts of leadership in secondary schools. The female head teachers are effective hence they are able to achieve the goals of their respective institutions. Although cultural and social barriers may interfere with the management of school affairs, there is need for female head teachers to be encouraged to achieve leadership positions since they can manage the roles of leaders through mentorship.
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

School leadership in Kenyan schools is the function of the head teacher. According to Griffin (2001), “good management starts and sustains a slow but steady upward spiral, but bad management makes standards fall with the speed of a lift”. The success of any school depends on how effective the head teacher is as an administrator. The status of the head teacher is very central and very complex. They carry out managerial activities because in their leadership, they try to accomplish the school’s goals and objectives.

In the execution of their managerial duties, head teachers are faced a myriad of challenges ranging from gender discrimination, discipline issues amongst the staff and students among others. Both male and female head teachers face similar challenges in the management of secondary schools. However, there are some challenges that are unique to female head teachers associated with femaleness.

Several studies over the world have been conducted to investigate the challenges faced by female head teachers on the management of secondary schools. Celikten (2004) conducted studies in Turkey on Principals’ leadership and Gender. The studies revealed that female principals are often faced with societal demands and traditions that males do not face. These included housework, marriage, children and negative attitudes towards females who become principals. According to other studies conducted by Celikten and Yeni in 2004, female teachers faced cultural challenges in management of secondary schools. The women principals are expected to complete
their family responsibilities as well as their duties of managing the schools. This posed as a major challenge to the female principals.

Other studies done in the USA by Hoff & Mitchell (2008) revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace. Shakeshaft (1987) as quoted by Hoff and Mitchell (2008) suggested that women have excellent leadership skills but often face obstacles that men may not face. As this evolution continues, the question arises as to whether or not male and female principals lead schools in a similar or different manner, and secondly if the gender of the principal alone has an impact on the perceived leadership abilities of the principal. In 1991, Shakeshaft, Nowell and Perry stated, “we believe that gender affects supervisory style outcome”. Tyree (1995) as quoted by Celikten (2004) suggested that there exists a perception that women lack support from the staff, parents and community that does not exists with male principals. Bolman and Deal (2001) suggested that leadership through the perspective of a woman is very different from the traditional view of leadership. These perceptions and attitudes play a critical role on how principals perceive themselves as being an effective educational leader and how, the people these principals are leading—primarily teachers perceive their leadership as well. Shakeshaft (1987) as quoted by Hoff and Mitchell (2008) found that teachers preferred working for male principals regardless of their gender.

Research studies in Turkey and USA found that in a number of occasions, gender plays a very limited role as far as leadership is concerned. However, further research
Mcgee-Banks (2007) suggests that female principals may face a dilemma that finds an imbalance between leadership roles and expected gender roles.

Khumalo (2006) conducted studies in the Republic of South Africa on “Challenges faced by women as school managers in Warmbaths area.” These studies showed that the challenges faced by female managers that hinder them from achieving true parity in relation to their male colleagues could be divided into three categories; those challenges within the school, those outside the school and those within the person herself. Van der Westhuizen (1997:545) believes that intrinsic, internal or personal barriers that influence the life of women are generally regarded as the inadequacies, which are within women because of their femaleness.

In Kenya, Kamau (2004) conducted a study on the problems faced by female head teachers in administration of secondary schools in Thika district. She found that sex-role stereotyping, insecurity in schools, role conflicts between traditional and administrative roles as well as personal barriers are major challenges faced by female head teachers in the administration of the secondary schools.

From the findings of the above studies, sex-role stereotyping, cultural traditions, negative perceptions from teachers and stakeholders to female head teachers, dual responsibility of motherhood and school manager are major challenges faced by female principals in the management of secondary schools. The studies reviewed here were conducted in Turkey, USA, South Africa and Thika. No studies have been conducted on challenges faced by female head teachers in the management of secondary schools in Kangundo district and this study wishes to do to fill in the gap.
The studies also did not look at the strategies that the female principals can employ to cope with the challenges. This study sought to do so to fill in the gap.

1.2 Statement of the problem.

There are several dilemmas that complicate roles of women in management. Women have to balance work and family responsibilities yet they have the same amount of time as their male counterparts. Women face cultural and social barriers in management. Stereotyped notions about women leadership constitute a major challenge to female head teachers (Kamau, 2004). Stakeholders perceive male head teachers more favorably than female head teachers. Teachers prefer to work for male head teachers since they have a low perception for female head teachers. Some female head teachers perceive themselves as less leaders compared to their male counterparts (Kamau, 2004). These were issues of concern in this study.

1.3 Purpose of the study.

The purpose of this study was to investigate and identify the challenges faced by female head teachers in the management of secondary schools in Kangundo district and to suggest strategies for coping with the challenges.

1.4 Objectives of the study.

The main objective was to investigate and identify the challenges faced by female head teachers in the management of secondary schools.

(i) To find out the effectiveness of female head teachers with regard to time management in the management of secondary schools.
(ii) To find out if cultural and social barriers interfere with management of secondary schools by female teachers.

(iii) To establish the attitudes of staff members and other stakeholders towards female head teachers.

(iv) To find out the influence of psychological factors on female head teachers with regard to management of secondary schools.

(v) To establish the professional development needs of female head teachers on management of secondary schools.

(vi) To find out the strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools.

1.5 Research Questions.

i. How effective are women head teachers in management of secondary schools with regard to time management?

ii. What cultural and social barriers affect management by female head teachers?

iii. What is the perception of teachers and other stakeholders towards female head teachers?

iv. How do psychological factors affect female head teachers in management of secondary schools?

v. What are the training and development needs required by female head teachers for effective management of secondary schools?

vi. How do female head teachers cope with the management challenges of secondary schools?
1.6 Assumptions of the study.

The basic assumptions of the study were:

1. All respondents co-operated and provided valid answers.
2. Social-cultural factors affect management of secondary school by female head teachers.
3. Female head teachers face challenges in management of secondary schools that are not faced by their male counterparts.
4. Stereotyping notions affect female head teachers in management of secondary schools.

1.7 Delimitation of the study.

The study was confined to public secondary schools headed by female head teachers only. It was confined to the head teacher, teachers and students of the targeted schools as well as District Quality Assurance and Standards Officer (DQASO) and any other education officer in the DEOs office at Kangundo District. The study did not consider private schools headed by female head teachers although they would have vital inputs to the proposed study. The study only dealt with challenges faced by female head teachers in management of secondary schools and coping strategies but not other gender leadership issues like styles of leadership preferred by each gender.

1.8 Limitations of the study.

The study limited itself to Kangundo district only. However for more valid conclusions from the findings, other districts in Machakos County would have been included in the study as well. The study limited itself to only ten (10) schools, five girls and five mixed schools all headed by female head teachers in the district due to limitation of time. Other female head teachers outside the sample could also give vital
inputs but due to time and financial constraints they were not included in the study. Some schools in Kangundo district are inaccessible due to rugged terrain, a factor that limited the study to few schools.

1.9 Significance of the study.

It is hoped that this study would inform all the stakeholders in education of the gender specific challenges that female head teachers face. By taking an in-depth look at the challenges faced by the female head teachers, the Ministry of Education may be better prepared to implement training and mentoring programmes for female head teachers. Through these training and mentoring programmes, the female head teacher would become better equipped to function more effectively in her position.

1.10 Theoretical framework

The theoretical framework in this study was based on the Getzels and Guba (1957) theory on social systems. Getzels and Guba developed a model that depicts organizations as being made of two dimensions- institution dimension (Nomothetic) and individual dimension (Idiographic). The nomothetic dimension is made up of certain roles and expectations while the idiographic dimension is made up of personality and needs disposition whose interaction comprise what we generally call social behaviour.

The school as an organization creates certain roles that specify certain behaviour expectations. These represent the so called nomothetic dimension of the organization. The school has certain offices and positions that are occupied by individuals like the head teacher. It is the offices and positions that represent the nomothetic dimension of
the organization. Attempts to express role expectations take varied forms which are specified in the job description.

As an institution, the school establishes roles and the incumbents of these institutional roles are expected to exhibit the kind of behaviour that will contribute to the goals of the organization. The roles are performed by people who have their own personalities and needs and these people occupy the various institutional roles that represent the idiographic dimensions of the organization.

According to Getzels and Guba (1957) equilibrium needs to exist between the needs of the individual role player and the needs of the organization in order for the relationship to work for both parties. If there occurs a role dysfunction like role overload, role ambiguity and role conflict a problem may arise causing management challenges in the organization.

Female head teachers have a dual responsibility of managing secondary schools and taking care of their families. They are therefore faced with role conflict since they are unable to meet the multiple role demands due to inadequate time. At times the school demands are in opposition to the head teacher’s values and this poses a great challenge to the female head teachers in the management of secondary schools.

Social–cultural factors may hinder female head teachers from exhibiting their management roles as expected. Sex role stereotypes where female head teachers are regarded as less managers may make female head teachers to shy off from performing to their best level in management roles. This leads to interference of the achievement of the school goals.
Fig.1.1 The Getzel –Guba model

ORGANIZATIONAL (NOMOTHETIC) DIMENSION

Social system

Institution → Role → Expectation → Observed behaviour

Individual

PERSONAL (Idiographic) DIMENSION


1.11 Conceptual framework.

The framework for the study was based on the social systems theory by Getzels and Guba discussed in the preceding section. The purpose of the conceptual model was to help the reader to quickly see the proposed relationship, (Orodho,2003). The interaction between variables in the study is explained in the conceptual model that follows.
Figure 1.2: Challenges faced by female head teachers

Cultural factors
- Sex role stereotyping
- Gender bias
- Resistance by teachers

Institutional challenges
- Negative attitudes from staff
- Limited in-service training

Dual responsibilities
- Role conflict
- Time management
- Family obligations

Psychological factors
- Low self-esteem
- Lack of confidence
- Emotions

Outcome
Inefficiency in management

Source: Adopted and modified from social systems theory, Waweru S.N. (2005)

The independent variables are cultural factors, institutional challenges, dual responsibilities and psychological factors. These have an interplay which leads to female head teachers to face management challenges not faced by their male counterparts. Cultural factors include sex-role stereotyping, gender bias and resistance by teachers to female head teachers despite their gender. Teachers have a negative perception about female head teachers hence making it difficult for them to manage the schools.

Dual responsibilities within family and their career work against female head teachers meaning that they have to divide their time between family and professional career. Female head teachers engage in child bearing and child care and housework unlike their male counterparts. The female head teachers cannot thus carry schoolwork to the house unlike male head teachers who can afford to carry schoolwork in the house.
Institutional challenges include negative attitudes from the staff. Subordinates have a negative perception of female head teachers. There is limited training for female head teachers since many wish to save school funds for development projects unlike males who are carefree.

Psychological factors include low self esteem. Most female head teachers do not perceive themselves worthy to head secondary schools especially mixed schools. Female head teachers occasionally lack the confidence needed by a leader. Behavioural traits such as emotionality affect their management duties. Faced with all these bottlenecks to education management, women head teachers have to device strategies to cope with management challenges in order to achieve the pre-determined goals of the school.

1.12 Operational definition of central terms

**Attitude of staff** refers to the perception of staff members to the head teacher.

**Coping strategies** refers to the ways used by head teachers to manage the challenges in order to be in a position to run the school smoothly.

**Cultural barriers** refers to the challenges related to traditions of the community in which the school is located.

**Institutional barriers** refers to challenges arising from the school community like the board of governors and the staff.

**Psychological barriers** refers to challenges resulting from how the head teacher views herself in terms of leadership ability.

**Time management** refers to how well the head teacher is able to plan and balance time to be able to perform all the responsibilities at her disposal without straining.

**Traditional roles** refers to responsibilities related to ones gender.
Participatory leadership styles refers to consultation with subordinates and the evaluation of their opinions and suggestions before the leader makes the decision.

Participative leadership style refers to the leadership style where the leader consults the followers before making a decision.

Professional roles refers to responsibilities related to one's career.

Task oriented leader refers to leaders whose interest is to see the followers accomplish the task allocated to them without caring much on the interpersonal relationship.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Secondary school head teachers are faced with myriad management challenges which the society and general public seem not to be aware of. The language that all the stakeholders understand in education is good student performance in K.C.S.E. Innocently, they do not know that management challenges are a barrier to outstanding students’ performance in national examinations. The literature review will focus on the management of secondary schools in Kenya, role of school principals in Secondary school management, Kenya included, women and leadership, barriers to women’s management of secondary schools and the coping strategies used by female principals to address the challenges they face in management of secondary schools.

2.2 Management of Secondary schools in Kenya

The overall management of education in Kenya is executed by the Ministry of Education. The hierarchical structure of the MOE is divided into four parts: the headquarters at Jogoo house “B”, forty seven county headquarters throughout the country, the numerous district head quarters and the secondary school level. The management of secondary schools in Kenya is vested in the hands of the Board of Governors (BOG) at the school level. The BOGs members are appointed by the Minister of Education and manage the secondary schools on behalf of the MOE, the Teachers Service commission (TSC) and the Schools Sponsors (Education Act 1980). According to a circular from MOEST (1999) the BOG are mandated by the Minister for Education to execute the following functions such as approving annual budget estimates for the school, receiving grants, fees, subscription, donation and other
revenues on behalf of the school, incurring expenditure on various activities of the school in accordance with the school budget, recruiting and hiring school employees including teachers on the behalf of the TSC, paying employees salaries, ensuring the provision and proper utilization of school facilities and learning resources; ensuring effective and accountable use of school finances, ensuring staff and student discipline and ensuring sound school community relationship. It is not possible for the BOGs to be physically present in the school on a daily basis. The principal, who is the secretary to the BOG, executes the day to day running of the school.

2.3 The role of the head teacher in Secondary school management.

The role of the head teacher in secondary school management is captured in the six administrative task areas proposed by Campbell et al. (1969). They include:

**Curriculum and instruction**- This entails formulating objectives for the school through time scheduling, ensuring that proper schemes of work and lesson plans are well prepared and evaluation procedures are observed. The head teacher supervises curriculum and instructions and safeguards the school records.

**Student personnel**- This entails admission of students, placing them in classrooms, dormitories, providing them with necessary facilities, ensuring acceptable social behaviours, setting school rules and regulations and ensuring student safety and health.

**Staff personnel**- This entails carrying out a staff needs assessment, reporting staff shortage to the TSC, inducting and orienting new teachers, organizing staff training and development, appraising and recommending staff for promotions as well as providing a conducive climate at the school for all members.
**Physical facilities** – It entails provision of all the relevant physical facilities ensuring their proper utilization and maintenance, authorizing and approving the procurement of all teaching-learning equipment in consultation with the heads of departments.

**Financial management**- As the chief accounting officer for the school, the head teacher collects fees, prepares budget estimates, monitors expenditure of the school finances, ensures proper bookkeeping of all books of accounts, carries out internal auditing and presents books of accounts for external auditing.

**School- Community relations** - As the public relations officer for the school the head teacher markets the school to the surrounding community. Principal’s further plan the amount and nature of school community contacts and evaluate their effectiveness.

Irrespective of the gender, school principals are expected to be competent in executing their duties along the above task areas. In the execution of their duties, school principals liaise with the DEOs and PDEs offices which are part of the field services offered by MOE. The field officers report to the Education Secretary (ES) who is in charge of all professional matters of education in Kenya. As the head teacher performs the above administrative tasks he/she is bound to face some challenges that this study attempted to investigate. The study narrowed down to challenges faced by the female head teachers since most studies conducted previously focused on general challenges faced by head teachers in management of secondary schools irrespective of the gender of the principal.
2.4 Head teacher preparedness for headship in Kenya and other countries.

2.4.1 Introduction

Though leadership preparation and development is a recent phenomenon (Coles & Southworth, 2005), studies conducted by Bush and Jackson in 2002, Commonwealth Secretariat in 1996 and Kitavi & Van Der Westhuizen in 1997 indicated that preparation and development of school principals can lead to school effectiveness and improvement. As a result, many countries especially in the developed world have come up with institutions and programs for preparations and development of school principals. Conversely not so much in terms of principal preparation and development in the developing world has been brought to the fore though this should not be mistaken for complete lack of principal preparation and development in the developing world. Most studies carried out on principals in Africa focus mainly on problems facing principals in various contexts. In these studies, preparation and development of principals is recommended as one of the ways of solving those problems. This will enable them to get the skills, knowledge and attributes (Bush & Oduro, 2006) to run schools in a professional and effective manner to ensure good teaching and learning practices. Subsequently, it can lead to achievement of the goals and objectives of education which includes improved learning outcomes (Master plan of Education and Training, 1997-2010, 1997). The Kamunge (1988) and Koech (1999) reports emphasize that training of principals will bring about quality and raise standards of education in Kenya. The Common Wealth Secretariat (1996) cited in Bush and Jackson (2002) refers to the connection between quality leadership and school effectiveness stating that, “the head plays the most crucial role in ensuring schools effectiveness. One of the ways of ensuring that such a role is effectively
carried out is through preparing and continuously developing those principals. There is need for preparation and development of principals for school leadership.

Preparation and development is important since on appointment, principals are given a lot of responsibilities as school leaders by TSC. TSC outlines some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in institutions as well as maintaining high teaching and learning standards. These responsibilities can be carried out more effectively with preparation and development of school leadership if mechanisms for the same are in place. The work of a secondary school principal is very challenging (Davies, 2002) especially dealing with students from diverse social-economic backgrounds who are at the peak of their adolescence stage. Cage and Berliner (1998) asserted that adolescents’ students undergo identity and confusion crisis and as a teacher “you need all the sensitivity you can muster to work with students experiencing the turbulence of adolescence. Principals need to be well versed with the dynamic educational policies, curricula and emerging issues like HIV/AIDS which impact on schools. This is only possible through continuous training and development.

According to Harris (2003), school teachers are viewed as people who solve problems that schools face. Principals in Kenya are not well prepared to deal with challenges and issues arising from Kenya’s ethnic diversity (Makori, 2004). Knowledge and problem solving skills are not innate but rather learnt through preparation and
development. Bush and Jackson (2002) accentuate the importance of preparation and development saying that

“......... in dealing with a wide range of issues, and managing relationships with many different groups within and outside the school, principals need to be able to call on a subsequent reservoir of expertise and experience, to identify solutions to what are often complex problems.

2.4.2 Overview of preparation and development of principals for school leadership.

In most developed world countries like America, England, Sweden and Australia preparation and development is formally institutionalized with colleagues offering training for principals before and after appointment. The preparation and development is well structured and systematic in the sense that aspiring principals are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties.

Preparation and development of principals is mandatory and a requirement for anybody wishing to be a principal. The national college for school leadership (NCSL) in England is an example of such institutions where aspiring principals are prepared through the National Professional Qualification for Headship (NPQH) program (Fink, 2005) and are inducted through Early Headship Program (EHP) and ascension to principal ship and those in service are continuously developed through Head for the Future (HftF) program (Brundreft & de Cuevas, 2007).
Asia, Hongkong and Singapore have been in the forefront of developing institution and programmes for preparation and development of principals. Most of their programmes are based on institutions and programmes in the developed world countries. Newly appointed principals undergo a nine day mandatory induction course offered by the Education department. This course provides them with basic knowledge of school management theory and practice. Other forms of development of school leaders include use of workshops and overseas trips (Ituber & West, 2002), Huber & Yu, (2004). Certification for principalship (CEP) was introduced in 2002 for aspiring principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves for principalship (Wong, 2004).

In Africa, preparation and development of principals is not as pronounced and systematic as it is in the developed countries. In most cases, it is either lacking or not formal (Bush and Oduro, 2006). Most studies on principals concentrate on problems facing principals in the performance of their duties as has been indicated by studies done by Oduro & MacBeath, (2003). However, there are efforts being made by some countries in coming up with programmes for preparation and development of principals. In South Africa for example, Moloi and Bush (2006) argue that apartheid affected both education and social infrastructure. These effects included in effective leadership and management practices of public schools. New professional development initiatives for principals and aspiring principals are now covered in the policy framework for leadership Education and Management development in South Africa. As a result, the department of Education has developed Advanced Certificate in Education (ACE) in collaboration with 14 universities, unions and the professionals
to train aspirants’ school principals and develop those in service already. The aim was to create a pool of trained school managers, so that by 2011, this course would be made a requirement for one being short listed for the post of the principal.

In Seychelles, the University of Lincoln (UK) in partnership with MOE provides training at Master’s level to principals and the senior managers while Tanzania Agency for the Development of Education and Management (ADEM) offers training for educational managers and administrators as well as serving principals in primary and secondary schools.

In Kenya the need for preparation and development of not only principals but also other professionals in the civil and teaching service can be traced back to the training review committee (Wamalwa Report, 1971) of 1971-1972 which discovered that there was no regular systematic programme to train administrators and managers and therefore, saw the need to train such professional officers in administrative and managerial aspects of their work. It recommended that courses to meet these need to be run at the Kenya Institute of Administration (KIA).

This was followed by the Report of the Committee of Review into Kenya Institute of Administration (KIA) (Muigai Report of 1978) which was established to report on feasibility of establishing KESI. The committee noted that educational administrators were originally trained for teaching and not necessarily for administration. It reported a serious deficiency of administrative training among educational administrators and necessity of establishing KESI.
According to the School Management Guide (1999), KESI was inaugurated in 1981 but given legal status in 1988 through legal notice 565/1988 to among other functions identifying staff educational development needs and providing in-service training to meet those needs and organizing conducting training for personnel involved in the administration and management of education as well as conduct research on staff training and development programmes in the field of education. Currently KESI offers in-service training to principals, deputy principals and heads of departments in school management but does not prepare teachers aspiring to be principals. These courses are offered mostly during April and August holidays for two weeks (Olembo, Wanga and Karagu, 1992). Njeri (1996) argues that this duration is so short to satisfy the requirements for the complex function of school headship. School leadership vested in the hands of the principals is so demanding in so many areas such that if principals have to be in-serviced properly, then it should be done over some considerable period of time. This would enable them to understand the complexity of issues they are supposed to deal with and how to go about them.

Muthini’s study (2004) on principal’s perception of KESI programmes in Nairobi province, Kenya, found out that they should be consulted on courses they wish to be covered. I concur with him because being on the ground puts principals in a better position to identify areas they need to be updated on during their in-service training for school leadership. This also shows the importance of context in preparation and development of principals because they were to use that knowledge to bring about improvement of their schools. There is thus the need for continuous preparation and development of principals before and after appointment. The National Policy on Appointment, Deployment and Training of school Administrators and Managers
(1999) says that principals have to be trained before and after appointment to school headship. They can only become principals if they have a Certificate in Education Management from KESI.

The Ministry of Education in the month of September the 4th, 2011 launched out a new diploma programme on education management which is currently being delivered through Open and Distance Flexible learning (ODFL). This programme targets all principals and head teachers of secondary and primary schools. The course is being offered at Kenya Education Management Institute (KEMI) formerly KESI head quarters in Nairobi’s Parklands area and regional Centres. The ODFL programme is practical and not theoretical and free of charge since it has been sponsored by the Government. It takes duration of one year to complete and involves first, second, third and fourth tutorial programmes, a project work before one sits for the final examinations. It is hoped that this programme will equip all principals and head teachers of secondary and primary schools with proper management skills to manage the schools effectively.

The above studies on preparation and development of head teachers have indicated that it is really necessary to have head teachers undergo training to cope with the complex and demanding roles of the principals in the management of secondary schools. The studies have not shown the extent to which the preparation and development of head teachers and those aspiring to be head teachers has been taken with seriousness in Kenya, this study attempted to do so to fill in the gap. This study also sought whether some of the management challenges faced by head teachers could be due to lack of or inadequate preparation and development of school leaders in the
district. It also sought ways of improving on the preparation and development of the female principals in the district since no studies have focused on the same.

2.5 Gender and Leadership

The works of Eagly, Wood and Diekman (2002) and McGee-Banks, (2007) focused more on gender and leadership. Leaders are expected to function in certain ways in order to provide leadership necessary for the success of the organization. The roles of the leader (principal) like other roles within an organization (school) do impact behaviour. These behaviours may be perceived by the leaders themselves and their followers (teachers) in terms of gender roles, which prescribe certain behaviours for leaders based upon their identified gender. Eagly et al. (2000), describes these roles as agentic and communal. Agentic qualities are commonly identified with male behaviours more than female and include being aggressive, assertive, confident and competitive. Conversely, communal qualities such as empathy, affection, nurturing, collaboration and dependence are more likely associated with women instead of men. Since gender roles may influence the behaviour of the leader, female and male leaders may have different expectations as to how to fulfil the required leadership tasks (McGee-Banks, 2007). Female leaders may adapt their leadership behaviours, either to accommodate gender role expectations or to fight against societal prejudice that suggests how female leaders should behave. Thus, the female leader can be faced with the dilemma of failing to meet the requirements of their particular leadership position by either conforming to such expectations or by being perceived in a negative manner by followers and other leaders.
In America, research indicates that there exists a mythology around women as leaders and attempting to be successful, can be caught between becoming to and “male-like in her leadership, or remain true to her gender, and can be perceived as too gentle, nurturing and emotional (Adler, Laney and Parker, 1993, Pigford and Tonnessen, 1993). Lugg, (2003) found that when men led organizations with authority and decisiveness, that was seen by the followers as being a positive leadership quality. However, women who led in a similar manner were perceived in a manner in which their esteem as the leader is often diminished.

A number of studies in America also suggest that women in Leadership are often faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace, and to alienation, isolation and exclusion for women educational leaders (Hoff & Mitchell, 2008). Shakeshaft (1987) as quoted by Hoff and Mitchell (2008) suggested that women have excellent leadership skills, but often face obstacles that men may not face. Tyree (1995) suggested that there exists a perception that women lack support from the staff, parents and community that does not exist with the male principal. There is scanty literature on gender and leadership in Kenya. This study sought to find out whether gender is an issue that has a lot of impact as far as leadership in Kenyan secondary schools in Kangundo District was concerned.

2.6 Barriers to women management of secondary schools.

There are gender related barriers that pose challenges to female head teachers in management of secondary schools that are not faced by their male counterparts. These include:
2.6.1 Cultural barriers to female management of secondary schools

Culture and tradition have a noticeable impact on women managers. Gillard (2001) defines culture as the habits, traditions and beliefs of a country, society or group of people. The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation. When educators enter schools, they do not leave behind their cultural belief systems at home. Some cultural beliefs believe that women are inferior to men and cannot manage over men. Because of their femaleness, they are thus considered to be weak and not fit for management positions. Studies done in Turkey and the United States on an examination of leadership competence of school principals, female principals in Turkey stated that, because of social and cultural norms, they are not accepted as readily as male principals. Their authority is not readily accepted by their followers irrespective of the gender of the followers (teachers).

The department of education (Republic of South Africa) (2004) in studies conducted on challenges faced by women as school managers in primary schools in Warmbaths area, argues that men and women who hold the values that consider women managers to be inferior to men, are more likely to create difficulties for women managers. This is a wrong cultural perception about women as managers. The same society that believes that women can make a good wife which is part of management does not believe that women can become good managers. The above study points out one of the most important hurdles for women in management in all countries which have been thought to be the persistent stereotype that associates management with being male.
In Kenya for a long time, female head teachers have only been heading girls’ schools. Only recently has the trend changed and female head teachers are now holding headship positions in mixed secondary schools. A report in the DEOs office, Kangundo district indicate that out of the 45 secondary schools, 39 are mixed secondary schools and 10 out of the 45 schools are headed by female head teachers. There is scanty literature on whether the female head teachers faced management challenges due to cultural beliefs and this study attempted to do so to fill in the gap.

2.6.2 Institutional barriers to female management of secondary schools

Shakeshaft (1989) found that superintendents and school board members held unfavourable attitudes towards women in administration. She pointed out that women had traditionally no support, encouragement or counselling from family, peers, subordinates or representatives of educational institutions to pursue or maintain careers in administration.

In South Africa, research suggests that women are slowly entering managerial positions, but attitudes within organizations are a major constraint to management. Hornby and Shaw (1996), states that “women are still not widely accepted as equals when they reach senior positions. Attitudes from both males and females within the organization need to change in order for females to be afforded the same opportunities as males in the same managerial level. Mindsets within the organization need to change to embrace the different perspective of management the female brings to the table. Institutional barriers not only discriminate against women, but might positively favour men. Ready and Ball (2000) says that women in leadership positions inevitably
have to develop more masculine ways of interacting in order to be seen as authentic leaders, especially by males. There is a dearth of literature in institutional barriers interfering with management of secondary schools by female head teachers in Kenya, this study will sought to find out the impact of institutional barriers to management of secondary schools by female head teachers to fill in the gap.

2.6.3 Dual responsibilities of traditional and professional roles of women

Studies on principals, leadership and gender in the United States suggest that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace. In South Africa, women entering the work force are faced with challenges related to family issues. Bratton, Grint and Nelson (2005) pointed out that during the 1960’s; women entered the work force in increased numbers. Once there, many encountered conflict between their domestic and career situations. Lifanda (2005) concurs with the view by stating that more women than men are faced with challenges of choosing between family and their career. Bush and Middlewood (1997:132) believes that the twin demands of career and family affect both men and women, but it is the woman who most often carry the major responsibilities within the home. Coleman et. al. (1998) further indicates that the dual role that women play will affect them irrespective of their potential and quality.

Coleman et al. (1997:7) reports that women have a lot of housework to do and so have less time to spend on work than men. The housework disturbs women managers who wish to take their school work home. Men can take their school work home because they have minimal disturbances as compared to women. No studies have been done in
Kangundo district to find out how the dual responsibility of female head teachers interferes with their professional duties and this study attempted to do so to fill in the gap.

2.6.4 Psychological barriers to female management of secondary schools

These are factors related to how women managers perceive themselves. Coetzer (2004:3) believes that all management behaviours start from within the individual’s deepest self. The way the person behaves is influenced by the way that person views himself or herself. The manner in which women managers view themselves is of paramount importance. Their self perception determines their professional destiny. The department of education (Republic of South Africa) (2004:13) points out that the women manager may be the managers’ worst enemy. The feeling of inferiority makes women managers let everyone walk over them instead of taking charge. When a woman does not approve herself, she must not expect others to value her. Low self-esteem affects one’s performance at work. Coetzer (2004:15) states that if managers can’t live with themselves, they will not be able to get along with others as well. It is of paramount importance for a manager to first accept himself or herself.

According to Weeks (1989:15), stereotypical beliefs such as women’s inability to be competitive, inability to be decisive and inability to be emotionally stable continues to plague women managers. Women are generally seen as being unable to control their tempers, thus throwing temper tantrums. In a highly charged emotional situation, women are unable to manage the situation. Women are also seen to be having attitudes, such as bearing grudges and not forgiving and forgetting when hurt. The literature has indicated that low self esteem that leads to lack of confidence by women
head teachers in South Africa poses a challenge as they manage secondary schools. There is no available literature on the effect of how female head teachers perceive themselves and how it impacts on management of secondary schools in Kangundo district. This research study attempted to do so.

2.6.5 Staff attitude and stakeholders towards female head teachers

Wolfram, Mohr and Schyns (2007) contend that there are prevalent followers’ prejudices against female leaders. They further content that female leaders were at risk of receiving less professional respect from their followers than male leaders and followers with traditional gender role attitudes were prone to have comparatively little professional respect for female leaders. This shows that in post primary institutions learning students’ attitudes towards female head teachers and the respect they accord them is gender biased. Rudman and Kilianski (2000) actually observe that people who have internalised the traditional gender role attitudes actually object to female authority. As already mentioned, one of the duties of lecturers in any higher education institution includes offering guidance to students.

In a study on students’ perceptions about their principals, Carson (2001) asserts that there are gender schemas which are hypotheses about what it means to be a male or a female and such schemas when applied to professional competences often over-value men and under-value women. Allan (2004) observes that; gender norms are the expectations society holds for masculine and feminine behaviour, and which serve to limit what is and is not considered to be appropriate roles and behaviours for men and women. On a similar note, Carson (2001) reiterates that women are treated differently because of the tendency to view them as clerical administrators rather than principals.
What is clear, here, is that it is these societal expectations internalised through socialisations that make people hold certain views about men and women in terms of their abilities concerning work.

A study by Brian, Ashdown, Kristin and Kidoo (2007) revealed gender dynamics when it came to the reference of male and female principals. The study established that “female principals are evaluated differently by students than are male principals in aspects such as teaching styles and perceptual biases” and also that males principals were rated higher than females principals when it came to effectiveness. Similar results were obtained by Carson (2001) who found that male principals were automatically given respect and intellectual credibility while female principals had to work extra hard to prove their credibility.

In yet another study, Bachen, McLoughlin, and Garcia (1999) found that male students were also most likely to describe their worst female teachers in terms of poor classroom interactions, especially closed-mindedness. Bachen et al. (1999) found that female students rated female teachers highly and male teachers comparatively lower. This explains the gendered assessment of teachers by students. Anderson and Miller (1997) advise that gender bias in students’ evaluation of teachers’ teaching can be potentially damaging. As professionals in the education sector, female teachers are expected to exhibit good and effective leadership qualities. Studies have shown that men are seen as better leaders to women (Cortis and Cassar 2006). In instances where female leaders are seen as strict and authoritarian, they are viewed as exhibiting unfeminine leadership traits. The feminine characteristics expected of as female leader are warmth, tolerance and kindness (Sikdar and Mitra 2008). In studies that
have been carried out to rate female head teachers’ leadership qualities, students have often rated them lowly. This low rating is compared to higher rating for their male counterparts. This suggests the gendered view of women as leaders in which gender stereotypes play a role of shaping people’s views of women as playing gender expected roles nurtured through socialisation. On aspirations to occupy top leadership positions, Chabaya, Rembe, Wadesango (2009) found that women in their teaching profession lacked such aspiration.

Some of the hindrances included family commitments and fear of taking up the challenge of leadership in a male-dominated society. One of the important tasks of a lecturer in a teacher education college is to assess students. This assessment takes the form of assignments, tests, examinations and teaching practice supervision. Honest and fair assessment is required in any form of assessment. Radda (2009) observes that it is expected of all principals to be fair when dealing with their staff both teaching and non teaching staff. Unfair dealings would prejudice the staff’s effort to achieve set goals of a school.

2.7 Coping strategies of women principals

In the face of impediments to management of secondary schools, female head teachers have to seek strategies to cope. Some of the strategies that female head teachers can use include:

2.7.1 Participative leadership style

This is a leadership style where the leader consults with the subordinates and embodies their suggestions in decision making, (Okumbe, 1998). When the female
head teacher employs this type of leadership style, it will help her to cope with the subordinates stereotypes. Eagly and Johnson, (1990), hold the view that if a female manager tries to be more autocratic; subordinates are more likely to complain because they expect women to be participative. Mcshare and Glinow (2002), hold the view that women are evaluated negatively when they adopt a directive leadership style which is stereotypically male. Women principals should thus involve their deputies and other subordinates in the decision making process. Delegation of some duties goes a long way to break subordinates stereotypes of women leadership.

2.7.2 Transformational leadership style.

This type of leadership style involves changing the institution (School) to become a better place. It involves creating a vision, communicating the vision and building commitment to the vision. Through this type of leadership style, women leaders can remain a float in a masculine leadership world. Research by various scholars points out that, women tend to be more transformational in leadership than their male counterparts. Using their intuitive power, women principals can transform secondary school into centres of academic excellence. School women principals are becoming transformational leaders and this can be tested by the top 100 category of schools in KCSE results of 2010, several girls schools were in the top 10 (The Daily Nation, 5th March 2011). They are in deed becoming strategic managers of their schools and they are as competent as their male counterparts.

2.7.3 Task oriented leadership style.

According to research, males tend to be task oriented than women, while women tend to be more relationship oriented. Powell, (1993), argues that there are real differences
in leadership style between male and female managers. Women tend to negotiate, mediate, facilitate and communicate tasks to their subordinates clearly. Research shows that this feminine style reduces hierarchy, satisfies subordinates and achieves results. Women school principals would in deed succeed if they clearly set the task to be accomplished within certain time frames.

2.7.4 Mentorship

According to Okumbe (2001), mentorship is a close-long term work relationship between a senior manager and a subordinate. It implies ‘coaching’ a junior staff to acquire job competence required in a given profession. Women principals should therefore be mentors to young graduates entering the teaching profession. Similarly they look up to other successful women leaders for mentorship.

2.7.5 Assertive leadership

As the contingency theory of leadership alludes to, leadership effectiveness depends on the situation. In the face of women discrimination based on gender stereotypes, women leadership can be embroiled with stress and anxiety. Subordinates may choose to refer to a female administrator by name, while male counterparts are often addressed by title (Shakeshaft, 1989). There seem to be evidence that a number of women leaders tend to adopt an authoritarian model of leadership (Kariuki, 2007). Faced with the minor assaults of daily administration, female administrators may choose to be assertive or outright very authoritative (Ibid 2007). This observation is backed by the fact that leadership in the Kenyan political and corporate world is a male terrain and hence women principals naturally seek mentorship from authoritarian and aggressive political figures and business tycoons. FAWE, (1995) describes one
school principal in Kenya as a ferocious fundraiser and an aggressive gatekeeper in protecting girl children in Masaai land from early marriages. However there is a need to apply each strategy under the dictate of situation and environment.

2.8 Summary of Literature review

The purposes of reviewing literature is among other concerns to examine how certain factors which have possible influence on the problem under study are interrelated, (Orodho, 2003) as in (Ibid, 2005). This sharpens the researcher conceptual framework and is intended to identify gaps in knowledge hence create the entry point to the new study. Several challenges faced by female head teachers in management of secondary schools have been highlighted in the literature review. Some coping strategies to the challenges have also been suggested. However female head teachers have continued to face challenges in secondary school management and this study sought to explore how the female head teachers cope with the challenges as they manage the secondary schools in Kangundo district.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

Research design refers to the procedures selected by the researcher for studying a particular set of questions or hypothesis. This study employed a descriptive survey design. This design was deemed suitable for this study since the study would, through data collection from the respondents, assess attitudes, opinions and draw conclusions based on the findings. It also helped the researcher to gather information on challenges faced by female head teachers in management of secondary schools in Kangundo district and the strategies they used to cope with the same.

3.3 Study Locale

The study was conducted in Kangundo district in Machakos County. Kangundo district was chosen for the research because the researcher is familiar with the district. Financial constraints also made the researcher to confine herself to the district since carrying out the research in other districts that are far from her working station would have financial implications that would be difficult for her to manage as a self-sponsored student.
3.4 Target Population

According to Orodho (2004), target population is a large population from which a sample population is selected. The target population in this study were the female head teachers, teachers, students and the Quality Assurance and Standards Officers in the DEO’s office in Kangundo district. This category of respondents were targeted since they are consumers and specialists of secondary education and thus involved in one way or the other in management of secondary schools. There are 45 headteachers, 675 teachers, 7800 students and one Quality Assurance and Standard officer.

3.5 Sampling Procedure

Kangundo district has 45 secondary schools. Ten are headed by female head teachers. The researcher carried out the research in ten schools which forms a hundred percent of the schools headed by female head teachers. The schools were selected using purposive sampling since they were headed by female head teachers. The lottery technique involves knowing the population and the sample size in advance. The names of all the teachers per school were written down. Simple random sampling was used to select ten teachers who participated in the study. To select the students, simple random sampling was also used to select 12 form three students from each school. The DEO/DQASO of Kangundo district was also included in the study. The total sample size was ten head teachers, 60 teachers, 120 students and DEO/DQASO making a total size of 191 for the study.

3.6 Research Instruments

The researcher used questionnaires and interview guides for collection of data.
3.6.1 Questionnaire

A questionnaire is an instrument used to gather data which allows measurement for or against a particular viewpoint (Orodho, 2004). The questionnaires were used to collect data from the head teachers, teachers and students. It was deemed fit since it makes anonymity possible since the respondents were not required identifying themselves. Anonymity encourages the respondents to give information freely without fear. The questions in the questionnaire were standardized enabling the researcher to get the correct information needed to answer the research questions. Both closed and open ended items were used in the questionnaire which generated quantitative and qualitative data respectively.

3.6.2 Interview Guide

An interview guide is a set of questions that an interviewer asks when interviewing respondents (Orodho, 2004). The interview guide was administered to the DEO/DQASO. It allowed free expression of opinion by the interviewee and provides in depth information (Orodho, 2005).

3.7 Piloting of the Research Instruments

This involves pre-testing of the instruments. The questionnaires were pre-tested in two selected schools headed by female head teachers from Matungulu District which neighbours Kangundo and have similar characteristics. Pre-testing of the research instruments was important since it helps to improve on the items that were not clear.
3.8 Validity of the Instruments

Validity has been defined by Orodho (2004) as the degree to which a test measures what it purports to be measuring. In other words, it is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2004). The instruments were validated by the supervisors who are experts in the area of the study. The construct validity was ascertained through the result of the pilot study. The items that were not clear were improved, to make them clear. The recommendations of the experts helped in modifying the final questionnaire and interview guide.

3.9 Reliability of the Instrument

Reliability of the instrument is the consistency in producing a reliable result (Orodho, 2004). The test-retest method was used to determine reliability of the questionnaire. The developed questionnaires were given to a few subjects not to be included in the study sample. The completed questionnaires were scored manually. The same questionnaires were given to the same respondents after a period of two weeks. The completed questionnaires were again scored manually. A comparison between the answers obtained during the first and the second time were made. From the two respondents, spearman rank order correlation was employed to compute the correlation co-efficient in order to establish the extent to which the content of the questionnaire are consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient (r) of about 0.75 and above was considered high enough to judge the reliability of the instruments as reliable for the study (Orodho, 2004). The reliability on the teachers questionnaire was 0.7, the head
teachers questionnaire score 0.8 and the students questionnaire scored 0.75 hence the researcher felt that they were reliable and would give the required information.

3.10 Data Collection Procedure

Before the start of data collection the researcher obtained a research permit from the Ministry of Education. The researcher visited the school, introduced herself and created rapport with the head teacher. She booked an appointment on when to visit the school and collect data. On the appointment day the researcher requested the head teacher to introduce her to the teachers and the students. She then created rapport with the teachers and then explained the purpose of the study and how their corporation and involvement in the study would be important. She sampled out the teachers, administered the questionnaires and collected them the same day. She also administered the questionnaires to the head teacher and collected them back the same day. With the assistance of the head teacher, she administered the questionnaires to the students. The head teacher then collected them for her and handed them back to her immediately. She also booked an appointment with the D.E.O/DQASO on when to collect data from them. On the date of appointment, she conducted the interview session with her where she sought answers to a set of pre-conceived questions through face to face interview. She recorded the responses in a notebook.

3.11 Data Analysis and Presentation

After editing the data to identify spelling mistakes, wrong responses and those areas un-responded to, the researcher used tallying, coding scheme and code sheet in analyzing data collected. This data was then coded and entered into the computer and the data analysed using the Statistical Package of Social Sciences (SPSS).
Calculations of frequency distribution and percentages were done. Data was presented in descriptive statistics and results in form of frequencies and percentages. In case of qualitative data analysis, the questions were analysed thematically and presented in direct quotes or according to the emerging themes (Orodho, 2012).
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents a description of analysis of data, presentation, interpretation and discussions. The study was on the challenges faced by female head teachers in the management of secondary schools in Kangundo District, Machakos County, Kenya. In this study, a total of 10 head teachers, 60 teachers and 119 students filled in the questionnaires. The data collected was coded manually; descriptive statistics were used to interpret quantitative information. Data was then presented in form of frequency tables where applicable. The research findings are presented here-in according to the research objectives.

(i) To find out the effectiveness of female head teachers with regard to time management in the management of secondary schools.

(ii) To find out if cultural and social barriers interfere with management of secondary schools by female teachers.

(iii) To establish the attitudes of staff members and other stakeholders towards female head teachers.

(iv) To find out the influence of psychological factors on female head teachers with regard to management of secondary schools.

(v) To establish the professional development needs of female head teachers on management of secondary schools.

(vi) To find out the strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools.
4.2. Background Information

This section presents the characteristics of personal attributes of individual respondents. They include; students background which contains, gender, school category and number of students in a class. The teachers’ background information contains, gender, marital status, age bracket, academic qualifications, work experience as a teacher and work experience as a head of department. The head teachers’ background information contains gender, marital status, age bracket, academic qualifications, work experience as a teacher, head of department and attainment of training on education management. Married principals at the age of child bearing may have unique challenges such as taking care of young children. Hence this information would help the researcher in identifying challenges faced by female head teachers in the management of secondary schools in Kangundo District.

4.2.1 Students’ background information

The first part contains students’ background information. The students were asked to indicate the category of their school. The results are as shown in table 4.1

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>29</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>24</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
</tr>
</tbody>
</table>
Majority of the students (55.5%) were from girls’ boarding secondary schools, another 24.4% were from day mixed secondary schools and 20.2% of them were from mixed boarding secondary schools. This shows that all the school categories were represented in the study except for boys’ secondary schools which do not have female students hence were not included in the study.

4.2.1.1 Gender of students

The students were asked to indicate their gender. The results are as shown in Table 4.2.

Table 4.2 Distribution of students’ by their gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>16.8</td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td>83.2</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From Table 4.2, majority of the students (83.2%) were female while 16.8% of them were male. There are more female students who participated in this study than their male counterparts. This was because majority of the schools were girls’ schools.

4.2.1.2 Teachers’ and head teachers background information

The teachers and head teachers’ background information was also included in this study. The researcher sought from the teachers their gender. The results are as shown in Table 4.3.
Table 4.3 Gender of teachers and head teachers

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>50.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>50.0</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

All the head teachers were female, while half of the teachers were male and female teachers respectively. The study was able to capture the targeted population. Hence the targeted population of the study was achieved.

4.2.1.3 Respondent marital status

The researcher wished to know the marital status of the head teachers and the teachers. The results are as shown in Table 4.4.

Table 4.4: Marital status

<table>
<thead>
<tr>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Married</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Single</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

All the head teachers were married. Majority of the teachers (80.0%) were married and 20.0% of them were single. Married head teachers have responsibilities to the school and their families hence they have to work hard to strike a balance.
4.2.1.4 Respondents’ Academic qualifications

The head teachers were asked to indicate their academic qualifications. The results are as shown in Table 4.5.

Table 4.5: Academic qualifications

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.ED</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>PGDE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.ED</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (60.0%) of the head teachers had a Bachelor degree in Education (B.Ed) while 40.0% of the head teachers had attained a Master degree in Education (M.Ed). All the head teachers had attained a Bachelors degree and others Masters Degree this enables them to establish the challenges and on the other hand were able to handle the challenges they faced in the management of secondary schools.

4.3 Challenges faced by female head teachers in the management of secondary schools

In the Millennium Development Goals (MDGs), the goal of gender equality is supposed to have been met by the year 2005 and 2015 but according to Sifuna and Chege (2006) it is elusive for the millennium development goals to be achieved. Eliminating gender disparities is necessary since it will create an opportunity for women to fully use their capability, for example in employment or to fully participate in decision-making and leadership positions. On the other hand the teachers were
asked to indicate whether they liked the way the school was managed. The results are as shown in Table 4.6.

Table 4.6: Distribution of Teachers in liking the way the school is managed

<table>
<thead>
<tr>
<th>Likes the way the school is managed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>80.0</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Although majority of the teachers (80.0%) indicated that they liked the way the head teachers managed the school 20.0% of them indicated that they did not like the way female head teachers managed the schools. The reasons given by the teachers who did not like the way the female head teachers managed their schools were that; they were biased towards male teachers especially when it came to delegating duties to them, the way they imposed remedial teaching and some female head teachers were unable to balance work and the way they related with other teachers hence they were indifferent to their teachers. The headteachers were also asked to indicate whether they were faced with challenges of resistance from the teachers and support staff workers. Majority of them (70%) said the teachers and the support staff and especially the male teachers and support staff were resistance and more irritable.

The students were asked whether they were able to approach their head teachers whenever they needed to be. Slightly above half (51.2%) of the students indicated that they were able to approach the head teacher when need arose while 48.7% of them were unable to approach the head teacher when need arose. The students who
were unable to approach the head teacher indicated that the head teacher was always moody, there were many cases of suspension in their school because of minor mistakes, does not listen to the students but the prefects only, assumes grievances, doesn’t investigate on issues thoroughly, is ignorant of students problems, is harsh and is quick to issue threats. The researcher noted that the challenges as mentioned by the teachers and the students were because head teachers in some instance were not able to communicate effectively with the students, hence the students felt that they were not friendly, were unable to handle some of the grievances carefully as this would encourage the students to always know that the head teacher cares about them hence earn their respect. The researcher observed that head teachers were faced with these challenges because majority of the students are in their teens hence were also facing identity challenges. Davies (2002) notes that the work of a secondary school principal is very challenging especially dealing with students from diverse social-economic backgrounds who are at the peak of their adolescence stage. Cage and Berliner (1998) asserted that adolescents’ students undergo identity and confusion crisis and as a teacher “you need all the sensitivity you can muster to work with students experiencing the turbulence of adolescence.

4.4 The effectiveness of female head teachers with regard to time management in the management of secondary schools

The teachers were asked to rate the effectiveness of their head teacher in performance of her duties with regard to time management. The results are as shown in Table 4.7.
Table 4.7: Effectiveness of head teacher in performance of her duties with regard to time management

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td>Fair</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (56.7%) indicated that the head teacher was good in performing her duties with regard to time management, while 26.7% felt that the head teacher was fair and 16.7% felt that they were poor in performing her duties with regard to time management. The reasons for their good performance were that they were able to follow the laid down policies, met deadlines, planned ahead of time, stuck to the school calendar, was punctual, provided schedules for duties, the school performance has improved, attends to matters concerning to their office in good time and always in school except when called for duties elsewhere. The reasons for the others noted that some times the head teachers failed to teach their lessons claiming that the administrative duties are too much, at times extends staff meeting more than necessary, change policies, sends students home for fees anytime of the month and rarely sticks to school calendars. Ubben, Hughes and Norris (2001) assert that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the head teacher is preoccupied with activities that will help to maintain the existing situation in the school. Consequently, the school almost always has a predictable atmosphere. According to Ubben et al. (2001) the manager’s belief
is that the existing standard is good enough and there is no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a head teacher is the maintenance of the current model by keeping track of things within the school.

4.5 To find out if cultural and social barriers interfere with management of secondary schools by female teachers

Culture and tradition have a noticeable impact on women managers. Gillard (2001) defines culture as the habits, traditions and beliefs of a country, society or group of people. The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation. When educators enter schools, they do not leave behind their cultural belief systems. Some cultural beliefs lead to perception of women as being inferior to men and cannot manage over men. Because of their femaleness, they are thus considered to be weak and not fit for management positions (Gillard, 2001). Hence the researcher sought to identify from teachers whether cultural and social issues interfere with management of school affairs. Majority (80.0%) of the teachers indicated that cultural and social issues interfered with the management of school affairs and 20.0% of them indicated that cultural and social issues did not interfere with management of school affairs. These results show that the teachers agreed that there are cultural and social issues that interfere with the management of the school negatively. The positive effects are; the school being sponsored by Christians, this helps the students to practice Christian ethics in school and the people within the community encourage the students to work hard. The
students come from a diverse culture hence some do not fit in well but have to adopt to fit in especially students who are Muslims in Christian schools.

The researcher sought to find out from the female head teachers if they experience role conflict between domestic and professional roles. Half of the head teachers indicated that there is conflict between domestic and professional roles and the other half indicated that they felt that there is no conflict between domestic and professional roles. The reasons for indicating there is conflict between domestic and professional roles was because the head teachers felt that for a female head teacher, school work is so involving and interferes with domestic issues and therefore conflict arises. The professional role is tasking hence much time is dedicated to the students and little time to the family and doubling as a mother and a career woman is not easy and especially when one has to be in school very early in the morning. Those head teachers who felt that there was no conflict between domestic and professional roles was because they felt that the head teacher was supposed to balance between the professional and domestic roles, time management is important, having ways of managing stress effectively reduces the pressure from both domestic and professional roles.

4.6 Establish the attitudes of staff members and other stakeholders towards female head teachers

Wolfram, Mohr and Schyns (2007) contend that there are prevalent staff prejudices against female leaders. They further argued that female leaders were at risk of receiving less professional respect from their staff than male leaders and staff with traditional gender role and attitudes were prone to have comparatively little
professional respect for female leaders. This shows that in post primary institutions of learning students’ attitudes towards female head teachers and the respect they accord them is gender biased. Hence this study wished to establish the attitude of staff members and other stakeholders towards female head teacher. The researcher asked both the teachers and the students for their perception towards the female head teachers. The results are as shown in Tables 4.8 and 4.9.

Table 4.8: Perception of teachers towards female head teacher

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively</td>
<td>45</td>
<td>75.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Negatively</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (75.0%) indicated that the perception of the teachers towards them was positive, while 16.7% of them indicated that it was neutral and 8.3% of them indicated they perceived them negatively. This shows that with majority of the head teachers agreeing there was a positive attitude towards them, this would have resulted to a good relationship between teachers and their head teachers. The students were also asked to indicate their attitude towards the head teachers. The results are as shown in Table 4.9.
Table 4.9 Attitude of students towards female head teacher

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>49</td>
<td>41.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>66</td>
<td>55.5</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the students (55.5%) indicated that their attitude towards the head teacher was neutral, while 41.2% of them rated it positive and 3.4% of them rated it negatively. It is important to note that this study was conducted in schools where there were female head teachers; hence the students’ attitude towards the head teacher was neutral this may have been as a result of different factors. This prompted the researcher to ask from the students whether they had a problem with the female head teacher. The responses from the students indicated that a majority of the students (54.6%) had unresolved issues with the female head teacher while 45.4% of them had no unsolved issues with their head teachers. The reasons given by the students who had a problem with their head teacher were, the head teacher does not consult with parents on matters pertaining school fees, restricts functions when boys’ schools come to their school, punishes students severely, does not keep promises, gives suspension even for minor offences, does not listen to opinions from students, does not hold open forums with the students and is unavailable when students require her. The findings concurs with those of Carson (2001) in a study on students’ perceptions about their principals, in which he found that there are gender schemas which are hypotheses about what it means to be a male or a female and such schemas when applied to professional competence often over-value men and under-value women. Allan (2004)
observes that; gender norms are the expectations society holds for masculine and feminine behaviour, and which serve to limit what is and is not considered to be appropriate roles and behaviours for men and women.

The researcher sought from the students some suggestions of solving some of the issues raised. Some of the suggested solutions were that the head teacher should be fair, should allow open forums where students air their grievances, should not suspend students for minor offences, should allow snacks to school, should guide and counsel the students, should offer a fee structure for the whole year, should accomplish some promises and should teach her virtues of good and qualified principal. Other students suggested that the head teacher could also be transferred and suggestion box removed completely. These results from the students agree with those of Brian, Ashdown, Kristin and Kidoo (2007) who revealed gender dynamics when it came to the reference of male and female principals. The study established that “female principals were evaluated differently by students than are male principals in aspects such as leadership styles and perceptual biases” and also that males were rated higher than females when it came to effectiveness. Similar results were obtained by Carson (2001) who found that male principals were automatically given respect and intellectual credibility while female principals had to work extra hard to prove their credibility.

4.7 To find out the influence of psychological factors on women with regard to management of secondary schools.

Psychological factors are factors related to how women managers perceive themselves. Coetzer (2004) believes that all management behaviours start from within
the individual’s deepest self. The way the person behaves is influenced by the way that person views himself or herself. The manner in which women managers view themselves is of paramount importance. Their self perception determines their professional destiny. Hence this study wished to find out the influence of psychological factors on women with regard to management of secondary schools. The researcher sought to know whether psychological traits bar the head teacher from performing school duties effectively. The majority of the teachers (86.7%) indicated that psychological traits do not bar female head teachers from performing school duties effectively while 13.3% of them indicated that psychological traits bared them from performing school duties effectively. The reasons why the psychological traits do not bar them was because of long teaching experience, they are assertive, aggressive, and trained professionals hence are able to handle students well. In girls’ schools there are some issues that requires to be attended to by a female head teacher other than male head teachers. These results disagree with those of Coetzer (2004) who stated that if managers can’t live with themselves, they will not be able to get along with others as well. It is of paramount importance for a manager to first accept himself or herself. Weeks (1989), stereotypical beliefs such as women’s inability to be competitive, inability to be decisive and inability to be emotionally stable continues to plague women managers. Women are generally seen as being unable to control their tempers and throwing temper tantrums. In a highly charged emotional situation, women are unable to manage the situation. Women are also seen to be having attitudes, such as bearing grudges and not forgiving and forgetting when hurt.
4.8 To establish the professional development needs of female head teachers on management of secondary schools.

According to Muthini (2004) in a study on principal’s perception of KESI programmes in Nairobi province, Kenya, he found out that the principals should be consulted on courses they wish to be covered. The researcher concurs with him because being on the ground puts principals in a better position to identify areas they need to be updated on during their in-service training for school leadership. This also shows the importance of context in preparation and development of principals if they were to be using that knowledge to bring about improvement of their schools. Hence this study wished to establish if the school organized for training programmes on education for teachers in school. Majority of the teachers (63.3%) indicated that the school did not organize for training programmes on education management for teachers while 36.7% of them indicated that the school organized for training programme on education management for teachers. The major reason given as to why the schools did not organize training were lack of funds hence only the HODs, deputy principals and the principals attended training mainly organized by KEMI. The other reason was lack of trained personnel within a school who would offer training to the rest of the teachers within the school. Others indicated that it never happened because the cost of training was not offered by the school hence if one was to attend the courses one had to pay for them.

4.9. The strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools.

In the face of impediments to management of secondary schools, female head teachers have to seek for strategies to cope. Some of the strategies include
participative leadership style, transformational leadership style, Task oriented leadership style, mentorship and assertive leadership. Leadership styles means simply the patterns of behaviour a leader adapts to plan, organize, motivate and control. It is the extent to which he or she listens, sets goals, and standards, develops action plans (short long range) directs others and give feedback (Okumbe, 1998). In this study the remedies were divided in three different groups that are institutional remedies, socio-cultural remedies and psychological remedies. The result on institutional remedies as suggested by both the teachers and the headteachers are as shown in Table 4.10.

<table>
<thead>
<tr>
<th>Table 4.10: Institutional remedies as suggested by teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Attending in-service courses offered in KEMI</td>
</tr>
<tr>
<td>Consulting with colleagues</td>
</tr>
<tr>
<td>Further study / reading widely</td>
</tr>
<tr>
<td>Proper planning</td>
</tr>
<tr>
<td>Mentoring</td>
</tr>
<tr>
<td>Follow education policies and code of ethics</td>
</tr>
</tbody>
</table>

N= 60

Majority of the teachers (68.3%) felt that the institution remedies the head teachers could put in place were consulting with colleagues and 31.7% felt that the head teachers could attend in-service courses offered in KEMI and 30.0% of them felt that head teachers could further their study or read widely. The researcher notes that teachers and principals need to be well versed with the dynamic educational policies, curricula and emerging issues like HIV/AIDS which impact on schools. This is only possible through continuous training and development. These results concur with
those of head teachers who 70.0% of them suggested that they would attend on going in-service courses by KEMI to equip them with skills that they would use when faced with challenges encountered in their day to day administrative activities. About 48.6% of the head teachers also suggested that they would consult with their colleagues in head teachers meetings and also with teachers in their institutions on the mechanisms to employ especially on discipline matters and 30.0% of them indicated that they mentored other teachers within their institutions to assist them in day to day activities within the schools. These teachers included the discipline teacher, the senior teachers and others involved in different activities within the school.

The teachers were also asked to suggest remedies to be used in dealing with socio-cultural challenges encountered by female head teachers to cope with the challenges they faced in management of secondary schools. The results are as shown in Table 4.11.

**Table 4.11: Socio-cultural remedies as suggested by teachers**

<table>
<thead>
<tr>
<th>Remedies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being bold</td>
<td>46</td>
<td>76.7</td>
</tr>
<tr>
<td>Following the professional code of ethics</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Delegating duties</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>Being assertive</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Maintaining interpersonal relationship with community</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Involving local community</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Using guidance and counselling</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>Being firm on the school culture as stipulated in the rules and regulations</td>
<td>14</td>
<td>23.3</td>
</tr>
</tbody>
</table>

N=60
Majority of the teachers (76.7%) suggested that they were bold on socio-cultural issues raised within the school, while 46.7% of them said that they followed the professional code of ethics while 43.3% of them indicated that they delegated duties both to teachers and other support staff within their institutions. Others felt that involvement of the local community in the day to day activities within the school, using guidance and counselling where necessary among the students and also being firm on the school culture as stipulated in the rules and regulations. The head teachers indicated that they were also bold, assertive, they maintained a good interpersonal relationship with the school communities and communities outside the school, they involved local communities in issues that affected the community and would have an impact within the school community, they also noted that they followed the professional code of ethics when solving problems with the teachers and used guidance and counselling when dealing with socio-cultural challenges. The researcher observes that the teachers and head teachers had similar remedies on the socio-cultural challenges the head teachers encountered.

**Psychological remedies**

The researcher asked the teachers and head teachers to indicate how the head teachers were expected to solve the psychological challenges they faced. The results are as shown in Table 4.12.
Majority of the teachers (66.7%) suggested that the head teachers should accept what they could not change, while 46.7% suggested that head teachers should remain professional, while 43.3% of them suggested that the head teachers ought to balance personal and professional issues and 36.7% suggested that the head teachers should use different leadership styles. These results agree with a majority of the (80.0%) head teachers suggesting that they were to remain professional; they also had to learn to balance personal and professional issues in all activities pertaining to psychological remedies. The other factors included respecting other people’s opinions, maintaining high self-esteem and having a positive attitude towards different challenges they encountered in their day to day administrative activities. They also felt that they ought to be role models to other teachers within their schools. The researcher observes that the teachers and head teachers had positive remedies for their problems.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter contains the summary, conclusions, recommendations and suggestions for further research.

5.2 Summary of study
The purpose of this study was to investigate and identify the challenges faced by female head teachers in the management of secondary schools in Kangundo district and to suggest strategies for coping with the challenges. The study was guided by the following objectives; to investigate and identify the challenges faced by female head teachers in the management of secondary schools; to find out the effectiveness of female head teachers with regard to time management in the management of secondary schools; to find out if cultural and social barriers interfere with management of secondary schools by female head teachers; to establish the attitudes of staff members and other stakeholders towards female head teachers; to find out the influence of psychological factors on women with regard to management of secondary schools; to establish the professional development needs of female head teachers on management of secondary schools and to find out the strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools. This study was based on the Getzels and Guba (1957) theory on social systems. This study employed a descriptive survey design. The study was conducted in Kangundo district in Machakos County. The target population in this study were the female head teachers in Kangundo district, teachers, students and the Quality Assurance and Standards Officers in the DEO’s office. Kangundo district has
45 secondary schools. Ten are headed by female head teachers. The researcher carried out the research in ten schools which forms a hundred percent of the schools headed by female head teachers. Six (6) teachers and 12 students from each school were included in the study. The DEO/DQASO of Kangundo district was also included in the study. The teachers were selected through purposive sampling to get three male teachers and three female teachers for the study. The researcher used questionnaires and interview guides for collection of data. The researcher used descriptive statistics. The data obtained was both quantitative and qualitative. Quantitative data was represented in numbers while qualitative data, the general ideas from the open ended questions, were represented in themes. The data was analyzed by use of SPSS and summarized into percentages, means and frequency distributions. The information was represented through tabulation.

5.3 Summary of findings

The following are the summary of findings.

On the investigating and identifying the challenges faced by female head teachers in the management of secondary schools

The study revealed that majority of the teachers (80.0%) indicated that they liked the way the head teachers managed the school although 20.0% did not like the way the head teacher managed the school. Slightly above half (51.2%) of the students indicated that they were able to approach the head teacher when need arose. The students who were able to approach the head teacher were asked to indicate how, they included that their head teacher was approachable, friendly, would give them advice about life and how to handle themselves in school, encouraged them, was motherly and gave them hope to continue pressing on with education. They also felt that the
head teacher had passion for passing examination, committed to their work, was ready to offer guidance and counselling whenever needed, appreciates students’ problems and provision of learning and teaching materials. The researcher observes that the head teacher has a challenge in running the school since majority of the students are in their teenage and have a lot of troubles since they are growing up. Hence they are confused and lack concentration. This may lead to conflict between the head teacher’s leadership styles and the students.

On the effectiveness of female head teachers with regard to time management in the management of secondary schools

Majority of the teachers (56.7%) indicated that the head teacher was good in performing their duties with regard to time management. The reasons for her good performance was that she was able to follow the laid down policies, met deadlines, planned ahead of time, stuck to the school calendar, was punctual, provided schedules for duties, the school performance had improved, attends to matters concerning to her office in good time and is always in school except when called for duties elsewhere. All the teachers agreed that the head teachers delegated duties. The reasons for the others who said the head teachers were poor was because they extended parade time, failed to teach their lessons claiming that the administrative duties are too much, at times extends staff meeting more than necessary, change policies, sends students home for fees anytime of the month and rarely sticks to school calendars. When asked how she has delegated duties, the teachers indicated that she has delegated duties to different teachers within the school such as heads of departments, this helped the school to run smoothly even when she is out on official duties. Despite this the female head teachers noted that there lacked cooperation between themselves and the
teachers and some times were at logger heads with the students especially when they used autocratic leadership style.

**On finding out if cultural and social barriers interfere with management of secondary schools by female teachers**

The study sought to identify from female head teacher whether cultural and social issues interfere with management of school affairs. Majority (80.0%) of the teachers indicated that cultural and social issues interfered with the management of school affairs. Gillard (2001) defines culture as the habits, traditions and beliefs of a country, society or group of people. The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation.

On the experience of role conflict between domestic and professional roles, half of the head teachers indicated that there is conflict between domestic and professional roles and the other half indicated that there is no conflict between domestic and professional roles. The department of education (Republic of South Africa) (2004) in studies conducted on challenges faced by women as school managers in primary schools in Warmbaths area, argues that men and women who hold the values that consider women managers to be inferior to men, are more likely to create difficulties for women managers. This is a wrong cultural perception about women as managers. The same society that believes that women can make a good wife which is part of management does not believe that women can be good managers.
On the establishment of the attitudes of staff members and other stakeholders towards female head teachers

The study sought from both the teachers and the students their perception towards the female head teachers. Majority of the teachers (75.0%) indicated that the perception of the teachers towards their head teachers was good. The students were also asked to indicate their attitude towards the head teachers. Majority of the students (55.5%) indicated that their attitude towards the head teacher was fair. This prompted the researcher to enquire from the students whether they had a problem with their head teacher. The responses from the students indicated that majority of the students (54.6%) had a problem with their head teacher’s way of running the school. The reasons given by the students who had a problem with their head teacher were, the head teacher does not consult with parents on matters pertaining school fees, she does not allow the students to carry and keep snacks in school, restricts functions when boys’ schools, come to their school, punishes students severely, does not keep promises, gives suspension even for minor offences, does not listen to opinions from students, does not hold open forums with the students and is unavailable when students require her. This finding concurs with those of Carson (2001) in a study on students’ perceptions about their principals, he asserted that there are gender schemas which are hypotheses about what it means to be a male or a female and such schemas when applied to professional competence often over-value men and under-value women.
On the finding out the influence of psychological factors on women with regard to management of secondary schools

Psychological factors are factors related to how women managers perceive themselves. Hence the researcher sought to know whether psychological traits bar the teacher from performing school duties effectively, majority of the teachers (86.7%) indicated that psychological traits do not bar them from performing school duties effectively. The reasons why the psychological traits do not bar them was because of long teaching experience, they were assertive, aggressive, and trained professionals hence were able to handle students well, being in girls schools there are some issues that requires to be attended to by a female teacher other than male teachers. These results disagree with those of Coetzer (2004) who stated that if managers can’t live with themselves, they will not be able to get along with others as well. It is of paramount importance for a manager to first accept himself or herself.

To establish the professional development needs of female head teachers on management of secondary schools.

This study wished to establish if the school organized training programmes on education for teachers in school. Majority of the teachers (63.3%) indicated that the school did not organize for training programmes on education management for teachers. The major reason given as to why the schools did not organize training were lack of funds hence only the HODs, deputy principals and the principals were able to attend training mainly organized by KEMI.

The study also sought from the teachers the perception of students to female teachers in school. Majority of the teachers (69.4%) rated students’ perception as good towards
female teachers. When teachers were asked whether students accorded male and female teachers the same level of respect, majority of the teachers (80.0%) noted that the students accorded male and female teachers the same level of respect.

**On the finding out the strategies devised by the female head teachers to cope with the challenges they face in management of secondary schools**

Majority of the teachers (68.3%) felt that the institution remedies the head teachers could put in place were consulting with colleagues and 31.7% felt that the head teachers could attend in-service courses offered in KEMI. These results concur with those of head teachers whom 70.0% of them suggested that they would attend ongoing in-service courses by KEMI to equip them with skills that they would use when faced with challenges encountered in their day to day administrative activities. On the socio-cultural remedies, majority of the teachers (76.7%) suggested that they were bold on socio-cultural issues raised within the school and 46.7% of them said that they followed the professional code of ethics. The head teachers indicated that they were also bold, assertive, they maintained a good interpersonal relationship with the school communities and communities outside the school, they involved local communities in issues that affected the community and would have an impact within the school community, they also noted that they followed the professional code of ethics when solving problems with the teachers and used guidance and counselling when dealing with socio-cultural challenges. On the psychological remedies majority of the teachers (66.7%) suggested that the head teachers should accept what they could not change and 46.7% suggested that head teachers should remain professional. These results agree with a majority of the (80.0%) head teachers suggestion that they
were to remain professional; they also had to learn to balance personal and professional issues in all activities pertaining to psychological remedies.

5.4 Conclusions

The following conclusions were drawn.

Female head teachers are positively viewed by their teachers and are approachable by the students since they encourage them to work to attain their goals in schools.

Female head teachers are effective in regard to time management in the management of secondary schools since they are able to follow the laid down policies hence achieve the goals of their institutions.

Cultural and social barriers interfere with the management of school affairs. Although half of the teachers felt that there was no role conflict between domestic and professional roles of head teachers and the other have felt that there was conflict.

The teachers perceived their head teachers as good while the students said the attitude of the head teachers was fair. The students felt that the attitude of the head teacher was fair since they had their own grievances that needed to be addressed.

On the psychological factors influencing the head teachers’ performance, the teachers indicated that biological traits did not bar the head teachers from performing school duties. This was because they had a teaching experience, were assertive and aggressive.
The training programmes on education management for teachers was not organized in schools. The schools lacked funds to organize training and only KEMI who organized training for head teachers, deputy head teachers and the HODs.

The strategies devised by female head teachers to cope with the challenges include participative leadership style. They use all the three common leadership styles that is democratic, autocratic and laissez faire. This helps them to include the teachers in decision making.

5.5. Recommendations

Based on the insights gained from this study, the following recommendations were made:

1. That since female headteachers were positively viewed by students and teachers, there is need to be given more posts of leadership in secondary schools.

2. The female head teachers are effective hence they are able to achieve the goals of their respective institutions.

3. Although cultural and social barriers may interfere with the management of school affairs, there is need for female head teachers to be encouraged to achieve leadership positions since they can manage the roles of leaders. This is through mentorship.

4. The attitude toward head teachers was fair as rated by students hence there is need for the head teachers to use the best leadership style that would influence positively on their positions in the school society.
5. Psychological factors do not bar female head teachers from performing in their schools. Hence there is need to have more female teachers in leadership positions.

6. The government should avail funds to schools for training and development of teachers.

7. Female head teachers should have a participative leadership style that would encourage them in delegation of duties to their staff, decision making and involvement of other stakeholders in the day to day running of the school.

5.6 Suggestions for further research

1. A similar research on challenges faced by female head teachers in management of secondary schools should be carried out in other districts within the county so as to generalize the findings.

2. The study covered secondary schools in Kangundo district. A study should be conducted in other districts to establish whether similar challenges are faced by female head teachers in the management of their schools.

3. Further study should be done on the effects of challenges facing female head teachers on the performance of students in Kenya Certificate of Secondary Education (KCSE).
REFERENCES


APPENDICES:
APPENDIX 1: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY,
SCHOOL OF EDUCATION,
P.O BOX 43844, NAIROBI.

Dear Madam Principal,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a master of education student in the above university. I am currently carrying out a research on challenges faced by female head teachers in the management of secondary schools in Kangundo district in Machakos County.

I am seeking your support for the success of this exercise. This study is purely for academic purposes and all information is going to be treated with confidentiality of the highest degree. You are kindly requested to be sincere as you fill in the questionnaire. Thanking you in advance for your cooperation.

Yours faithfully,

Angelica Kitele
APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHER

Information given on this questionnaire will be treated with confidence. Do not indicate your name or school nor put any other form of identification. Please put a tick (V) reflecting your response opinion. Where the question requires an explanation, write in the space provided for the purpose.

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex
   Male ( )       Female ( )

2. Marital status
   Married ( )     Single ( )
   Any other (specify) ______________________________________

3. Age bracket
   25-30 years ( )  31-35 years ( )  36-40 years ( )
   41-45 years ( )  Above 50 years ( )

4. Academic qualification.
   Diploma in education ( )       B.ED ( )
   PGDE ( )                      B.SC ( )
   B.Arts ( )                    M.Ed ( )
   Any other (specify) ________________________________

5. Work experience
   a) As a teacher
      Between 1-3 years ( )       Between 4-6 years ( )
      Between 7-9 years ( )       Above 10 years ( )
   b) As a head of department/ deputy principal
Between 1-3 years ( ) Between 4-6 years ( )
Between 7-9 years ( ) Above 10 years ( )
c) As a head teacher
Between 1-3 years ( ) Between 4-6 years ( )
Between 7-9 years ( ) Above 10 years ( )
6. a) In your own opinion do you think you have enough training on education management?
Explain
............................................................................................................................................
b) If no, what do you think can be done to equip you with enough skills, knowledge and attitudes in education management?
............................................................................................................................................

SECTION B: INFORMATION ON THE SCHOOL
7. School category
Girls boarding ( ) Girls day ( )
Girls day and boarding ( ) Mixed boarding ( )
Mixed day ( ) Mixed day and boarding ( )
8. Year of establishment: .................................................................
9. Total school enrolment: .................................................................
10. Number of streams: .................................................................
11. Number of teachers by gender: Male ( ) Female ( )
12. Number of departmental heads by gender: Male ( ) Female ( )

SECTION C: PERCEIVED CHALLENGES.

INSTITUTIONAL CHALLENGES
13. Have you faced resistance from the teachers and support staff workers?
   Yes ( ) No ( )

b) If yes, state whether its the males or females or both who resisted your leadership………………………………………………………………………

14. a) Have you undergone any in-service training in education management?
   Yes ( ) No ( )

b) If yes, mention the courses attended?
   ……………………………………………………………………………………………………………………………

15. How do you rate in-service training in Kangundo district?
   Very adequate ( ) Adequate ( )
   Satisfactory ( ) Inadequate ( )
   Very inadequate ( )

16. Besides in-service training programmes, which other ways does the Ministry of Education organize for its head teachers to get more empowered in education management?……………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………………………

17a) Did you undergo any management course before you were appointed as a head teacher?
   Yes ( ) No ( )

b) If yes, do you consider it helpful in preparing you to be a head teacher?
   Yes ( ) No ( )

SOCIAL-CULTURAL CHALLENGES

18. a) Does cultural and social issues affect your leadership roles?
   Yes ( ) No ( )
b) Explain the answer above.

.................................................................

19 a) Do you experience role conflict between your domestic and professional roles?  Yes ( )  No ( )

b) If yes, how?

.................................................................

0. What is the perception of the stakeholders about you as a female head teacher?

Positive ( )  Negative ( )

Any other (specify)  .................................................................

PSYCHOLOGICAL CHALLENGES

21 a) Do your biological traits hinder you from effectively managing the secondary school?  Yes ( )  No ( )

b) If yes, how?

.................................................................

22. In your own opinion, do you think you consider yourself worthy to be in leadership position?

.................................................................

.................................................................

23. How do you rate your confidence in leadership compared to your male counterparts?

Above average ( )  Average ( )

Below average ( )

24. How is your relationship with your teachers and support staff?

Good ( )  Fair ( )  Poor ( )
25. Do you think emotions of women interfere with leadership? Explain.

…………………………………………………………………………………………
…………………………………………………………………………………………

SECTION D: COPING STRATEGIES AND WAY FORWARD

26. How do you deal with the following barriers.

a) Institutional.

…………………………………………………………………………………………
…………………………………………………………………………………………

b) Socio-cultural.

…………………………………………………………………………………………
…………………………………………………………………………………………

c) Role-conflict

…………………………………………………………………………………………
…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

d) Psychological.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

27. Suggest the way forward in dealing with the challengers faced by female head teachers in the management of secondary schools?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you for your cooperation.
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Information given on this questionnaire will be treated with confidence. Do not indicate your name or school nor put any other form of identity. Please put a tick (V) reflecting your response opinion. Where the questions require an explanation, write in the space provided for the purpose.

SECTION A : DEMOGRAPHIC INFORMATION.

1. Sex: Male ( ) Female ( )

2. Marital status: Married ( ) Single ( )

3. Age bracket
   25-30 years ( ) 31-35 years ( )
   36-40 years ( ) 41-45 years ( ) Above 50 years ( )

4. Academic qualifications
   Diploma in education ( ) B. ED ( ) PGDE ( )
   B.Sc ( ) B. Arts ( ) M.ED ( )
   Any other (specify)………………………………………………………………

5. Work experience
   a) As a teacher
      Between 1-3 years ( ) Between 4-6 years ( )
      Between 7-9 years ( ) Above 10 years ( )
   b) As a head of department.
      Between 1-3 years ( ) Between 4-6 years ( )
      Between 7-9 years ( ) Above 10 years ( )
SECTION B: SCHOOL MANAGEMENT

6a) Do you like the way the school is managed?
   Yes ( ) No ( )

b) If NO, which policies do you dislike? Explain briefly.
   ……………………………………………………………………………………………

7. What is your perception towards your head teacher?
   Good ( ) Fair ( ) Poor ( )

8a) How do you rate the effectiveness of your head teacher in performance of her duties especially with regard to time management?
   Good ( ) Fair ( ) Poor ( )

b) Explain your answer in (a) above
   ……………………………………………………………………………………………

9a) Does your head teacher delegate some of the duties to teachers?
   Yes ( ) No ( )

b) If yes, mention some of the duties she delegates to her teachers.
   ……………………………………………………………………………………………

10. Leadership style used by your head teacher
   Autocratic ( ) Democratic ( )
   Laize faire ( ) Combination of i, ii and iii ( )

11. In what ways do teachers participate in the running of the school?
   ……………………………………………………………………………………………

PART C: PERCEIVED CHALLENGES.

INSTITUTIONAL CHALLENGES
12. Does your school organize for any training programmes on education management for teachers in your school?
   Yes ( )   No ( )

b) If NO, explain

13. What is the perception of students to female teachers in the school?
   Good ( )   Fair ( )   Poor ( )

14 a) Do students accord male and female teachers the same level of respect?
   Yes ( )   No ( )

c) Explain

SOCIO CULTURAL CHALLENGES

14a) Does cultural and social issues interfere with management of school affairs?
   Yes ( )   No ( )

b) Explain your answer in (a) above

15. Do you experience role conflict between domestic and professional roles?
   Yes ( )   No ( )

b) Explain

PSYCHOLOGICAL/PERSONAL FACTORS

16a) Do your biological traits bar you from performing school duties effectively?
   Yes ( )   No ( )

Explain
17a) Does your traditional orientation work against your profession?

Yes ( ) No ( )

b) Explain

18 In your own opinion, does the media portrayal of women impact negatively to their career roles?

Yes ( ) No ( )

b) Explain

SECTION D: COPING STRATEGIES AND WAY FORWARD

19. How do you deal other with each of the challenges identified above.

a) Institutional.

b) Socio-cultural.

c) Personal/ psychological

20. Suggest the way forward in ensuring that more women become head teachers

Thank you.
APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

Information given in this questionnaire will be treated with confidentiality. Do not indicate your name or the name of your school. Be honest in answering the questions. Put a tick (V) reflecting your response opinion. Where you are required to explain, write in the space provided for the purpose.

1. In what form are you?

2. State your age

3. How many are you in the class?

4a) Do you have access to the head teacher?

   Yes   (      )   No  (       )

   b) Explain your answer in (a) above

5a) Do you have any problems with your head teacher?

   Yes   (      )   No  (       )

   b. If yes, what are some of the problems?

6. a) What is your perception towards your head teacher?

   Good (     )   Fair (    )   Poor (    )

   b) Explain your answer in (a) above
7a) What is your perception towards your other female teachers in your school?

Good (  )    Fair (  )    Poor (  )

b) Explain your answer in (a) above

……………………………………………………………………………………………………

8. What problems do you encounter with your female teachers?

……………………………………………………………………………………………………

9. Suggest how the problems you have mentioned above can be solved?

……………………………………………………………………………………………………

Thank you.
APPENDIX V

INTERVIEW SCHEDULE FOR DEO/DOASO/AEO

1. How many secondary schools are in Kangundo district?

2. What is the total number of teachers in the district?

3. How many teachers are
   Males (  )   Females (  )

4. What is the student population in the district?

5. How many secondary schools are headed by female head teachers?

6. Does stereotyping of women interfere with their management roles in secondary schools?

7. What is your perception towards female head teachers in the district?

8. What common challenges do you think prevent female head teachers from performing their management roles effectively?

9. Suggest some ways in which female leaders can be empowered to handle the challenges they face in the management of secondary schools?

   Thank you.
APPENDIX VI

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
when replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/1394

Date: 11th October 2012

Angelica Nzeli Kitele
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 26th September, 2012 to carry out research on “Challenges faced by female headteachers in the management of secondary schools. A case study of Kangundo District in Machakos County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kangundo District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kangundo District before embarking on the research project.

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

[Signature]

DR M.K. RUGUTT, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kangundo District.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.
APPENDIX VII

RESEARCH PERMIT

CONDITIONS:

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Republic of Kenya
Research Clearance Permit

GPKd05503mt/10/2011

(CERTIFICATE—see back page)

PAGE 2

THUS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Angelica Nzeli Kitele
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi.
has been permitted to conduct research in

Kangundo
Location
District
Eastern
Province

on the topic: Challenges faced by female head teachers in the management of secondary schools. A case study of Kangundo District in Machakos County, Kenya.


[Signature]
Applicant's

[Signature]
Secretary
National Council for Science & Technology

PAGE 3

Research Permit No. NGST/RCD/14/072/2394
Date of issue: 11th October, 2012
Fee received: KSH. 1,000.